



# Transforming Higher Education Curriculum Through OBE-Based Semester Learning Plans Integrated with Mpu Kuturan's Ethical Framework

Ni Rai Vivien Pitriani<sup>1\*</sup>, Luh Putu Widya Fitriani<sup>2</sup>, Komang Ayu Suseni<sup>3</sup> 

<sup>1,2,3</sup> Pendidikan Agama Hindu, STAH N Mpu Kuturan, Singaraja, Indonesia

\*Corresponding author: [vivinpitriani50@gmail.com](mailto:vivinpitriani50@gmail.com)

## Abstrak

Rencana Pembelajaran Semester (RPS) yang berorientasi pada capaian pembelajaran sering kali kurang memperhatikan pengembangan karakter mahasiswa. Dalam konteks pendidikan tinggi, pendekatan Outcome-Based Education (OBE) menawarkan solusi dengan menekankan hasil belajar yang jelas dan terukur, sementara nilai-nilai karakter Mpu Kuturan dapat memperkuat dimensi moral dan etika mahasiswa. Penelitian ini bertujuan untuk mengembangkan RPS berbasis OBE yang diintegrasikan dengan nilai-nilai karakter Mpu Kuturan guna meningkatkan mutu pendidikan di perguruan tinggi. Metode yang digunakan adalah penelitian dan pengembangan (Research and Development / R&D) dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate). Data dikumpulkan melalui analisis dokumen, wawancara dengan dosen, serta observasi proses pembelajaran. Subjek penelitian meliputi ahli materi, pengelola kebijakan, praktisi pembelajaran (dosen), dan mahasiswa pascasarjana Pendidikan Agama Hindu. Instrumen yang digunakan berupa kuesioner, sedangkan data dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa pengembangan RPS berbasis OBE dengan integrasi nilai-nilai karakter Mpu Kuturan sangat layak diterapkan dalam Program Studi S2 Pendidikan Agama Hindu. RPS yang dikembangkan tidak hanya meningkatkan relevansi kurikulum, tetapi juga memperkuat komitmen mahasiswa terhadap etika akademik dan meningkatkan keterlibatan mereka dalam pembelajaran. Dengan demikian, pendekatan ini dapat menjadi model inovatif dalam penyusunan kurikulum pendidikan tinggi berbasis nilai karakter dan capaian pembelajaran.

**Kata Kunci:** Outcome Based Education, Nilai-nilai Karakter, Mpu Kuturan, Kualitas Mutu Pendidikan.

## Abstract

Semester Learning Plans (RPS) oriented toward learning outcomes often overlook the development of students' character. In the context of higher education, the Outcome-Based Education (OBE) approach offers a solution by emphasizing clear and measurable learning outcomes, while the character values of Mpu Kuturan can reinforce students' moral and ethical dimensions. This study aims to develop an OBE-based RPS integrated with Mpu Kuturan's character values to enhance the quality of higher education. This research adopts a Research and Development (R&D) approach using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Data were collected through document analysis, interviews with lecturers, and classroom observations. The research subjects included subject matter experts, policy administrators, teaching practitioners (lecturers), and postgraduate students in Hindu Religious Education. The instruments used included questionnaires, and data were analyzed both qualitatively and quantitatively. The findings indicate that developing an OBE-based RPS integrated with Mpu Kuturan's character values is highly feasible for implementation in the Master's Program of Hindu Religious Education. The developed RPS not only enhances curriculum relevance but also strengthens students' commitment to academic ethics and increases their engagement in learning. Thus, this approach can serve as an innovative model for designing higher education curricula based on character values and learning outcomes.

**Keywords:** Outcome Based Education, Character Values, Mpu Kuturan, Quality of Education

## 1. INTRODUCTION

The era of globalization, exacerbated by the Covid-19 pandemic, has forced higher education institutions to redesign their strategies in order to face a world increasingly dominated by digital technology. Higher education institutions need to formulate comprehensive strategies, including institutional restructuring, curriculum adjustments, the development of cyber universities, and the strengthening of research and development to remain relevant in this digital era (Astuti et al., 2019; Masjaya & Wardono, 2018). The curriculum serves as a guide in the learning process, and in Indonesia, curriculum changes

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are continually made to align with societal developments and advancements in science, technology, and the arts (IPTEKS). Despite progress, Indonesia still lags behind other countries in curriculum development. Therefore, it is crucial to continually update curriculum components to meet the demands of the (Aji & Ngumarno, 2017; Shine & Heath, 2020). The effective implementation of the curriculum depends on high-quality learning resources that must align with the desired learning outcomes and graduate profiles. The development of these learning resources poses a challenge, as it must consider the needs and characteristics of students didik (Muharnis & Fadriati, 2023; Nopiani et al., 2023). Continuous evaluation and development of learning resources are necessary to maintain relevance in line with advancements in science and technology. Interviews with postgraduate students in Hindu Religious Education revealed that the learning process remains weak, with students insufficiently stimulated to think critically and experiencing misalignment between the course syllabus (RPS) and its implementation. Therefore, it is important to review the course content, particularly in core subjects (Damayanti et al., 2022; Winarni & Koto, 2020).

To produce human resources that are innovative and adaptable to technological advancements, it is crucial to adjust learning resources as well as educational facilities, particularly in areas such as information technology, the internet, big data analysis, and computerized systems (Hasibuan & Prastowo, 2019; Malukah & Wafroturrohmah, 2022). Therefore, higher education institutions need to provide adequate learning infrastructure. This will ensure that graduates possess strong skills in data literacy, technology literacy, and human literacy—skills essential for facing the challenges of the digital era (Shabrina, 2022; Suryaman, 2020). Initial observations and interviews with lecturers of core academic courses revealed that the learning resources used are varied. Learning methods that engage students in seeking information from various sources, such as books and the internet, have been implemented, and diverse teaching models have been applied. However, these learning resources have not yet fully aligned with the Outcome-Based Education (OBE) approach, which is supplemented with the character values of Mpu Kuturan. This study posits that the incorporation of these values is highly relevant for achieving the objectives, vision, mission, and the desired graduate outcomes and profiles within the Hindu Religious Education Master's Program.

The development of high-quality learning resources is expected to enhance student interaction and participation in learning, as well as encourage them to explore knowledge. By utilizing effective learning resources, a quality learning experience can be created, which, in turn, is expected to improve learning outcomes (Macayan, 2017; Putri Ningrat et al., 2018). One effective approach to developing learning resources is to design them not only to focus on cognitive knowledge but also on other skills, such as creativity and critical thinking. The development of learning resources based on Outcome-Based Education (OBE), integrated with the values of Mpu Kuturan, is expected to meet the competencies required for graduates (Kusstianti et al., 2022; Sutrisno et al., 2022).

Based on the aforementioned considerations, this research is deemed crucial, focusing on the development of Outcome-Based Education (OBE) learning resources integrated with the character values of Mpu Kuturan. The existing phenomenon reveals a gap between theoretical concepts and real-world practices, caused by several factors: 1) Educational Challenges: The current educational needs are not fully aligned with the demands of society; 2) Educator Competence: There is still a low level of educator capability in fulfilling the demands of effective learning activities; 3) Content Mismatch: The course materials presented by instructors sometimes do not align with the expected outcomes of the program and do not follow the developments in science and technology (IPTEK) (Abdullah et al., 2021; Liu et al., 2023; Saurina, 2016). Therefore, the development of OBE-based learning resources integrated with the values of Mpu Kuturan is necessary as an effort to improve the quality of education and the caliber of graduates in the Postgraduate Program of Hindu

Religious Education at STAHN Mpu Kuturan Singaraja. With this approach, it is expected that graduates will be better prepared to face the challenges of the workforce and contribute more effectively to society (Cookson & Stirk, 2019; Putri Ningrat et al., 2018). As a Hindu religious institution in North Bali, STAHN Mpu Kuturan Singaraja is committed to shaping the character of students in accordance with the values of Mpu Kuturan. The Postgraduate Program in Hindu Religious Education aims to produce educators who are not only intelligent but also possess strong character, with an approach that integrates science and technology (Astuti et al., 2019; Urip Umayah & Riwanto, 2020).

This study aims to develop Outcome-Based Education (OBE) learning resources to enhance the quality of education in core academic courses. In this research, the learning resources to be developed include the syllabus, Semester Learning Plan (RPS), and course contracts for core academic courses. Core academic courses are mandatory for all students and cover essential topics such as pedagogical and andragogical learning, strategic issues in Hindu religious education, Hindu religious education studies based on local wisdom/ethnopedagogy, analysis of policies in Hindu religious education, and critical studies in Hindu religious education. The novelty of this research lies in the development of learning resources that will be more relevant, effective, and capable of improving the quality of education produced by the Postgraduate Program in Hindu Religious Education. Through this approach, it is hoped that this research will enhance the quality of education and student interest in learning, as well as the relevance of education to the needs of the workforce.

## 2. METHODS

This study employs a Research and Development (R&D) methodology. The R&D method is a research approach used to produce specific products and test the effectiveness of those products (Sugiyono, 2020). The procedure for developing Outcome-Based Education (OBE)-based learning tools in this study follows the steps of the ADDIE development model, which consists of several stages: analysis, design, development, implementation, and evaluation. This research is conducted at the Postgraduate Program in Hindu Religious Education at the Mpu Kuturan State Hindu Religious College in Singaraja. The research process will take place in stages from March to June 2024, in accordance with the planned development of the learning tools. The subjects of this research include a content or learning tools expert, a policy manager and developer, and a faculty practitioner. Additionally, the study involves second-semester students (30 students) and fourth-semester students (9 students) from the Postgraduate Program in Hindu Religious Education. The focus of this research is on the feasibility of OBE-based learning tools, which encompasses aspects of knowledge, attitude, and skills. Data collection in this study is carried out through questionnaires. The data obtained will be analyzed using both qualitative and quantitative approaches. Qualitative data will be gathered from suggestions and feedback from educational experts, learning tools experts, faculty members, and students, and will be analyzed descriptively. Meanwhile, quantitative data will be obtained from the feasibility assessment questionnaires completed by all research subjects. The quantitative data results will be analyzed using score criteria as shown in Table 1.

**Table 1. Scoring Criteria**

Criteria	Score
Very Good	5
Good	4
Adequate	3
Poor	2
Very Poor	1

The average score for each indicator is then calculated using a formula and interpreted qualitatively, based on the average score for each aspect and all aspects, utilizing the conversion criteria shown in [Table 2](#).

**Table 2. Score Conversion Guidelines**

Score	Interval	Classification
5	$X > 4.20$	Very Feasible
4	$3.40 < X \leq 4.20$	Feasible
3	$2.60 < X \leq 3.40$	Adequate
2	$1.80 < X \leq 2.60$	Not Feasible
1	$1 < X \leq 1.80$	Very Not Feasible

Based on the conversion results presented in [Table 2](#), an overview of the feasibility standards for the OBE (Outcome-Based Education)-based learning tools are obtained, which serves as a reference. These standards reflect the extent to which the learning tools meet criteria relevant to the principles of OBE, including alignment with learning outcomes, relevance to the needs of students, and their contribution to achieving final competencies. Therefore, the conversion results not only serve as an indicator of feasibility but also function as a guide for the development of more effective learning tools, focusing on achieving optimal learning outcomes.

### 3. RESULTS AND DISCUSSION

#### Results

##### *Results of Content/Teaching Materials Expert Assessment*

The content/teaching materials expert assesses the feasibility of the learning tools based on the aspects of content, structure of the learning tools, language, and feasibility of implementation. The feasibility assessment by the expert consists of 20 statements. The results of the assessment can be seen in [Table 3](#).

**Table 3. Average Score Results of Content/Teaching Materials Expert Assessment**

No	Aspect	Total Score	Average	Category
1	Content	43	4.78	Very Feasible
2	Structure of Learning Tools	27	4.50	Very Feasible
3	Language	9	4.50	Very Feasible
4	Feasibility of Implementation	14	4.67	Very Feasible
<b>Overall Average</b>			<b>4.61</b>	<b>Very Feasible</b>

Based on [Table 3](#), the developed learning tools have been evaluated in terms of the feasibility of content, structure, language, and implementation. The overall average score obtained is 4.61, which falls within the range of  $X > 4.20$ , categorized as "Very Feasible." This category indicates that the OBE-based learning tools developed meet the feasibility criteria and are suitable for use in the Master's Program in Hindu Religious Education to enhance the quality of education in the core courses of the Program.

##### *Results of Assessment by Policy Managers and Developers*

Policy managers and developers evaluate the feasibility of the learning tools by considering various aspects, including content, curriculum structure, attitudes, knowledge, skills, language, and feasibility of implementation. This assessment includes 10 statements for the content aspect, 7 for the curriculum structure aspect, 6 for the attitude aspect, 7 for the

knowledge aspect, 5 for the skills aspect, 3 for the language aspect, and 2 for the feasibility aspect. The results of the assessment by the policy managers and developers are shown in Table 4.

**Table 4.** Feasibility Assessment Results of Learning Tools by Policy Managers and Developers

No.	Aspect	Total Score	Average	Category
1	Content	90	4.50	Very Feasible
2	Curriculum Structure	65	4.64	Very Feasible
3	Attitude	53	4.42	Very Feasible
4	Knowledge	62	4.43	Very Feasible
5	Skills	43	4.30	Very Feasible
6	Language	27	4.49	Very Feasible
7	Feasibility of Implementation	17	4.25	Very Feasible
<b>Overall Average</b>			<b>4.43</b>	<b>Very Feasible</b>

Based on Table 4, the developed learning tools have been evaluated in terms of the feasibility of content, structure, attitudes, knowledge, skills, language, and implementation. The overall average score from the data shows a score of 4.43, which falls within the range of  $X > 4.20$ , categorized as "Very Feasible." This indicates that the OBE-based learning tools, which integrate the values of Mpu Kuturan's character, have met the feasibility criteria. The tools are deemed suitable for use in the Master's Program in Hindu Religious Education at the Postgraduate Program of STAHN Mpu Kuturan Singaraja, contributing to the enhancement of educational quality and student competence in core academic courses.

#### *Assessment Results from Learning Practitioners (Lecturers)*

The learning practitioners (lecturers) evaluate the feasibility of the teaching materials by examining aspects such as content, structure, language, and implementation. The assessment results indicate that there are 9 statements regarding the content aspect of the teaching materials, which received an average score of 4.50. For the structure aspect, there are 6 statements that also obtained an average score of 4.50. In terms of language, 2 statements received an average score of 4.50. Meanwhile, the implementation aspect consists of 3 statements that earned an average score of 4.67. The assessment results across these various aspects by the lecturers can be seen in Table 5.

**Table 5.** Feasibility Assessment of Teaching Materials by Learning Practitioners

No.	Aspect	Total Score	Average	Category
1	Content	41	4.50	Very Feasible
2	Structure of Learning Tools	27	4.50	Very Feasible
3	Language	9	4.50	Very Feasible
4	Feasibility of Implementation	14	4.67	Very Feasible
<b>Overall Average</b>			<b>4.54</b>	<b>Very Feasible</b>

Based on Table 5, the developed teaching materials have been assessed for their feasibility in terms of content, structure, language, and implementation. The results indicate an overall average score of 4.54, which falls within the range of  $X > 4.20$ , categorizing it as "Very Feasible." This indicates that the Outcome-Based Education (OBE)-based teaching materials, which integrate the character values of Mpu Kuturan, meet the feasibility criteria. These materials are deemed suitable for use in the Religious Education program at the

Postgraduate level, aiming to improve the quality of education and the competencies of students in core subjects within the Master's Program in Hindu Religious Education.

### ***Assessment Results from Students on the Implementation of OBE-Based Teaching Materials***

During the implementation phase, fourth-semester students from the Master's Program in Hindu Religious Education served as the subjects for a small group trial, while second-semester students from the same program participated in the field trial. The aim of the student assessment was to evaluate the feasibility of the OBE (Outcome-Based Education)-based teaching materials, which integrate the character values of Mpu Kuturan, in terms of the learning outcomes achieved in core academic courses. In the small group trial, which involved 9 students, the participants assessed the teaching materials based on three aspects: attitude, knowledge, and skills. The results revealed that the attitude aspect, comprising 9 statements, received an average score of 4.48; the knowledge aspect, with 8 statements, had an average score of 4.50; and the skills aspect, which included 3 statements, received an average score of 4.51. Overall, the average score for these three aspects was 4.50, categorized as "Very Feasible."

Meanwhile, the field trial involved 30 second-semester students. The assessment results showed that the attitude aspect, with 9 statements, received an average score of 4.48; the knowledge aspect, with 8 statements, received an average score of 4.55; and the skills aspect, comprising 3 statements, obtained an average score of 4.53. The overall average score across the three aspects in the field trial was 4.52, which also falls into the "Very Feasible" category. From both stages of the trials, it can be concluded that the OBE-based teaching materials, integrated with the character values of Mpu Kuturan, are highly suitable for use in the Master's Program in Hindu Religious Education at STAHN Mpu Kuturan Singaraja. These materials have been assessed as effective in enhancing the quality of education and the competence of students in core academic subjects within the Master's Program in Hindu Religious Education.

### ***Feasibility Analysis of OBE-Based Teaching Materials with Mpu Kuturan Character Values***

The trials conducted in this study were carried out in two stages: a small group trial and a field trial. Both stages underwent analysis and calculations regarding the feasibility of the OBE-based teaching materials integrated with Mpu Kuturan character values. The comparison of the feasibility assessment results from the small group trial and the field trial is presented in [Table 6](#).

**Table 6.** Comparison of Feasibility between Trial Stages

No	Aspect	Trial Stages		
		Small Group Trial	Field Trial	Category
1	Attitude	4.48	4.48	Very Feasible
2	Knowledge	4.50	4.55	Very Feasible
3	Skills	4.51	4.53	Very Feasible
<b>Average</b>		<b>4.51</b>		<b>Very Feasible</b>

Based on [Table 6](#), the comparison of the assessment results for each aspect in the small group trial and field trial shows some variation in the scores for attitude, knowledge, and skills. This indicates that the OBE-based teaching materials, integrated with Mpu Kuturan's character values, have addressed all three aspects, with none of them dominating. The overall average score of 4.51 falls into the "Very Feasible" category ( $X > 4.21$ ).

The feasibility assessment of the teaching materials was based on evaluations from subject matter experts, policy managers and developers, learning practitioners, and students. The subject matter experts assessed the feasibility based on aspects such as content, curriculum structure, language, and implementation. The policy managers and developers evaluated aspects including content, teaching material structure, attitude, knowledge, skills, language, and implementation. Learning practitioners also assessed content, structure, language, and implementation aspects. The student trials assessed attitude, knowledge, and skills aspects. The feasibility assessment of the teaching materials at each stage is presented in [Table 7](#).

**Table 7.** Feasibility Analysis of Teaching Materials at Each Stage

No.	Research Stages	Total Score	Average Score	Category
1	Subject Matter Experts	93	4.61	Very Feasible
2	Policy Managers and Developers	357	4.43	Very Feasible
3	Learning Practitioners	91	4.54	Very Feasible
4	Small Group Trial	814	4.50	Very Feasible
5	Field Trial	2710	4.52	Very Feasible
<b>Overall Average</b>		<b>813</b>	<b>4.52</b>	<b>Very Feasible</b>

Based on [Table 7](#), the results from all stages of the study—including subject matter experts, policy managers and developers, learning practitioners, small group trial, and field trial—indicate that the OBE-based teaching materials, integrated with Mpu Kuturan's character values, are "Very Feasible." With an overall average score of 4.52, which falls into the "Very Feasible" category ( $X > 4.21$ ), the teaching materials have been assessed as suitable for implementation.

## Discussion

The Outcome-Based Education (OBE)-based learning device, incorporating the character values of Mpu Kuturan, has undergone a feasibility assessment involving one subject matter expert or learning device specialist, two policy managers and developers, one learning practitioner, and students. Based on the expert assessment recap, an average score of 4.52 was obtained, which falls within the "Highly Feasible" category. This finding indicates that the learning device is highly suitable for use in the Postgraduate Hindu Religious Education Program at STAHN Mpu Kuturan Singaraja, aiming to enhance the quality of education for students in core academic courses within the Master's Program in Hindu Religious Education ([Hikmah et al., 2020](#); [Potter, 2018](#)).

Student evaluations of the learning device were conducted during the implementation phase. The recap of the small group trial, involving nine students, resulted in an average score of 4.50, which also falls under the "Highly Feasible" category. This suggests that the OBE-based learning device has effectively met students' needs in terms of attitudes, knowledge, and skills, thereby contributing to improved educational quality in core academic courses ([Gulati et al., 2017](#); [Macayan, 2017](#)). Furthermore, this learning device meets the requirements for further field trials. A field trial involving 30 students yielded an average score of 4.52, also classified as "Highly Feasible." This further reinforces that the developed learning device possesses highly appropriate criteria for use in the Postgraduate Hindu Religious Education Program at STAHN Mpu Kuturan Singaraja, ultimately enhancing the quality of education for students in core academic courses ([Diartha et al., 2016](#); [Safitri & 'Aziz, 2019](#)).

This study demonstrates that the development of an OBE-based learning device integrated with Mpu Kuturan's character values is highly suitable for use in the Master's Program in Hindu Religious Education. These findings align with other studies on optimizing

the development of OBE-based course syllabi (RPS) at the University of Jember, which revealed that most lecturers have adopted OBE-based syllabi and effectively implemented outcome-based methods such as case methods (Herbein et al., 2018; Lambrinou et al., 2020). Additionally, other studies have identified OBE-based learning evaluation models that assess the achievement of Program Learning Outcomes (PLO) using various criteria (Ahmad, 2020; Dewi, 2021).

However, this study has certain limitations, such as the development of course syllabi being limited to core academic courses, including pedagogy and andragogy, strategic issues in Hindu religious education, and Hindu religious studies based on local wisdom (ethnopedagogy). The development of syllabi for other courses remains incomplete, and instructional materials have not yet been developed. Moreover, the evaluation of this learning device's development is confined to feasibility assessments and has not yet examined its effectiveness in actual implementation. Therefore, it is recommended that future learning device development proceed to the evaluation phase, assessing its effectiveness following the ADDIE model. The comprehensive development of learning devices, including course syllabi and instructional materials aligned with the curriculum, is essential to producing an optimal educational product.

#### **4. CONCLUSION**

The development of an Outcome-Based Education (OBE)-based learning device, specifically the Course Syllabus (RPS) incorporating Mpu Kuturan's character values, was conducted using the ADDIE model. The first stage, analysis, aimed to assess students' needs, graduate user requirements, and the learning device to be developed. The design stage involved drafting the RPS framework, including the formulation of general information, learning outcomes (covering attitudes, knowledge, general skills, and specific skills). The development stage entailed the creation of the learning device. After receiving feedback from experts, the learning device was prepared for implementation. The implementation phase was carried out in two stages: a small-group trial involving nine fourth-semester students and a field trial with 30 second-semester students. The evaluation phase was conducted by comparing the results of these trials and compiling assessment data from all stakeholders involved. Based on the evaluation results, the overall average score of the learning device was 4.52, categorizing it as "Highly Feasible" for use as a learning device in the Master's Program in Hindu Religious Education. In conclusion, the OBE-based learning device incorporating Mpu Kuturan's character values is highly suitable and feasible for improving the quality of education in core academic courses within the Master's Program in Hindu Religious Education at the Postgraduate Program of STAHN Mpu Kuturan Singaraja.

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