
Development of the Outcome Based Education (OBE) Concept in the Entrepreneurship Course

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Abstract:

Currently, the transformation of higher education in Indonesia has established a policy called Independent Campus. In supporting this, universities need to prepare learning tools that are reconstructive, flexible and adaptable according to the needs of the world of work. Of course, this is closely related to the concept of Outcome Based Education (OBE). Researchers will develop learning tools for the Entrepreneurship Course in the Physical Education study program at the Muhammadiyah Sorong Education University. The Entrepreneurship course is one of the university's priority programs in preparing graduates with an entrepreneurial spirit. The aim of this research is to improve student learning outcomes and make the OBE concept a role model in the development of RPS within the Sorong Muhammadiyah University of Education. The research method used is 4D research and development, namely the Define stage, Design stage, Develop stage and Disseminate stage. The research results showed that student learning outcomes increased as measured using the pretest with a percentage of 40.67% and posttest with a percentage of 80.67%. Furthermore, the N-gain analysis obtained an average of 0.67% which is interpreted as the effectiveness of applying the OBE concept in Entrepreneurship courses in the medium category, so it can be concluded that the RPS which has been developed into an outcome based education concept is suitable for application in Entrepreneurship learning in the Physical Education Study Program Sorong Muhammadiyah University of Education.

Keywords: *Outcome Based Education, Entrepreneurship, Physical Education*

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1. Introduction

OBE is an education system that prioritizes goals, achievements and results. This is a realistic approach that is being adopted around the world today as part of quality assurance strategies (Rao, 2020). Outcome-based learning is what students should be able to do after completing learning, whether regulated in educational institutions, courses or other teaching units (Harden, 2002). The OBE concept accommodates different learning styles and provides stimulation for teaching staff to create innovations in teaching. Based on the regulation of the Minister of Education and Culture of the Republic of Indonesia number 3 of 2024, Indonesia has established a curriculum called Merdeka Belajar Kampus Merdeka, abbreviated as "MBKM"

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(Kurniasi et al., 2024). MBKM has a major role in improving students' abilities to create superior human resources that meet employability specifications.

In achieving this, researchers will apply OBE-based learning where the desired learning outcome is that students gain experience, not just values, attitudes or psychological thoughts (Premalatha, 2019). On the other hand, students can take action on what they can actually do after participating in learning so that the assessment method becomes measurable by looking at students' achievements (Harden, 2002).

Furthermore, the target of developing the OBE concept will be applied to entrepreneurship courses in the physical education study program where this course is part of efforts to realize the main university program in preparing graduates with entrepreneurial skills (Dollinger, 2008). The development of the OBE concept in entrepreneurship courses is structured in a reconstructive, flexible and adaptable manner.

From previous research, researchers tried to design learning designs that were more flexible and easy to understand (Harmaman & Syahrudin, t.t.). Next, prepare team teaching, namely collaboration between teaching staff and practitioners in related fields, appropriate learning materials and using a project based learning approach and other learning methods to achieve the desired learning outcomes.

2. Methodology

The research design in developing the OBE concept in the Entrepreneurship course in the UNIMUDA Sorong physical education study program is to use the Research and Development (R&D) method. RnD is development research which functions to validate and develop products according to researchers' needs (Mariyani et al., 2021). The research procedure in developing the OBE concept in the Entrepreneurship course in the UNIMUDA Sorong physical education study program was carried out by research to produce design and development to create and test the resulting product. The research method used in this research is four stages of research and development. According to Thiagarajan, 1974 consisted of the Define Stage, Design Stage, Develop Stage and Disseminate Stage (Okpatrioka, 2023).

1. Define stage: determine and define needs in the learning process and collect various information related to the product to be developed. Several steps in this stage are: 1) initial analysis; 2) student analysis; 3) task analysis; 4) concept analysis; 5) analysis of learning objectives.
2. Design stage: designing the learning model used in learning entrepreneurship courses. This design stage includes: 1) preparing the test; 2) media selection; 3) format selection; 4) initial design.
3. Development stage: produce an OBE-based learning model that has been revised by experts and tested on students. By using two steps, namely: 1) expert validation: improvements from experts to the semester learning plan for the Entrepreneurship course by reviewing the CPMK and the suitability of the OBE-

based RPS; 2) product trial: carry out trial results by looking at learning outcomes using pretest and posttest in the form of questions and then analyzing them.

4. Dissemination stage: after the trials and instruments have been revised, the next stage is to disseminate the learning model to teaching staff in the physical education study program at UNIMUDA Sorong. The data obtained was then carried out analysis activities through Forum Group Discussion (FGD).

The validity of this research data was carried out through data checking which was carried out by triangulating data sources. Triangulation is carried out to obtain a complete understanding so that it can reveal the real facts that occur from the purpose of the research carried out.

4. Empirical Findings/Result

The development of the OBE concept in the Entrepreneurship course in the Physical Education Study Program is the development of a Semester Lecture Plan design which can be used as a role model for optimizing the RPS formulation for each course in the UNIMUDA Sorong physical education study program environment. The research results obtained were the archiving of the Semester Lecture Plan (RPS) and the lecture process using the case method, the Elearning concept, project-based learning and the small group discussion method using textbooks, PPT, Smart TV and SIM Smart applications.

Research data was obtained based on the 4D model RnD research stage procedure with the following result stages:

1. Define stage

Determining and defining needs in the learning process and collecting various information related to the product that will be developed are several steps in this stage, namely:

a. Preliminary analysis

In the initial analysis, a basic competency analysis is carried out which includes 1) suitability analysis of Graduate Learning Achievements: formulating updates to Graduate Learning Achievements derived from the Graduate Profile of the Physical Education Study Program. 2) Depth of material: there is a RPS used by lecturers who teach entrepreneurship courses. Topics that are still generally discussed regarding entrepreneurship knowledge are found and do not lead to sportspreneurship in accordance with the achievements of the Physical Education Study Program Curriculum. 3) The learning method used has not been well designed. This can be seen from the fact that there are still many meetings planned using lecture and discussion methods, whereas in entrepreneurship courses, students not only develop knowledge and theory, they also need to develop practice, so complex methods are needed. 4) Assessment: the assessment method used in RPS is still based on independent tasks and activeness in class so that the study program curriculum achievements are not in line with learning outcomes.

b. Learner Analysis

Based on the results of student interviews regarding the learning motivation aspect, it can be concluded that it is still in the deficient category, seen from

the lack of interest in a career as an entrepreneur and choosing to work in government and private agencies will certainly influence the enthusiasm and motivation of students in studying entrepreneurship courses. In another aspect, in this case, students' entrepreneurial skills, it can be concluded that students' responses answered that they did not dare to start a business venture and lacked risk analysis in entrepreneurship. From the aspect of obstacles in the learning process, it was found that students did not understand the concept of entrepreneurship in depth, learning was not interesting, the use of learning media in the classroom still used LCD and PPT, this needed to be developed so as to create interesting learning. The development of learning media is adjusted based on the level of student ability, technological developments, learning objectives, content of learning materials and student character.

c. Concept Analysis

The course concepts that have been analyzed by the teaching team and experts have found relevant topics in accordance with the Learning Outcomes of the Entrepreneurship Course, namely as follows: (1) Basic concepts of entrepreneurship; (2) Business ideas and opportunities; (3) Business plan; (4) Risk Management; (5) Resources and capital; (6) Innovation and technology; (7) legality and business ethics.

d. Analysis of Learning Objectives

Based on the achievements of graduates of the physical education study program, the learning objectives for the entrepreneurship course in terms of knowledge and skills aspects are determined as follows: (1) understand the basic concepts of entrepreneurship; (2) strategies and opportunities; (3) Entrepreneurial planning (4) implementation

2. Planning Stage

Designing a learning model used in learning entrepreneurship courses. Relevant graduate learning outcomes are as follows:

Table 1. Graduate Learning Outcomes

No	Graduate Learning Outcomes (CPL)
1	Attitude (S)
S1	Have faith in God Almighty and be able to show a religious attitude;
S6	Work together and have social sensitivity and concern for society and the environment
S8	Internalize academic values, norms and ethics
S9	Demonstrate a responsible attitude towards work in their field of expertise independently
S10	Internalize the spirit of independence, struggle and entrepreneurship
2	General Skills (KU)
KU1	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise;
KU2	able to demonstrate independent, quality and measurable performance;
KU5	Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis;

	KU6	Able to maintain and develop working networks with supervisors, colleagues, colleagues both inside and outside the institution;
	KU7	Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility;
	KU8	Able to carry out a self-evaluation process for the work group
3	Special Skills (KK)	
	KK6	Able to develop and implement entrepreneurial spirit and spirit in the field of physical education and sports.
	KK7	Able to carry out collaboration with other parties (institutions, agencies, companies and agencies) or the community according to correct procedures in providing education and training about movement in a fair, honest, transparent and useful manner.
4	Knowledge Mastery	
	PP6	Have knowledge and understanding as well as entrepreneurship concepts in the field of physical education (PE) and sports.
	PP7	Have knowledge of methods and procedures for interacting and collaborating with other parties (institutions, agencies, companies and agencies) or the community in accordance with the principles of fairness, honesty, transparency and benefit.

The preparation of the RPS is adjusted to the format applicable to the physical education study program. The media used in learning include: Books, Elearning, Smart TV, PPT, LCD and Financial Information System Applications (Musriani & Sanaba, 2024).

3. Development Stage

At this stage, produce an OBE-based learning model that has been revised by experts and test the product on students using two steps, namely:

a. Expert Validation

Table 2. Summary of Data from Expert Validation Results

No.	Aspects	Average Score (%)	Category
1	Content Eligibility	98.7	Very Valid
2	Feasibility of Presentation	96.9	Very Valid
3	Linguistic Feasibility	100	Very Valid
	Average score of all aspects	98.5	Very Valid

b. Product Trial

Product trials can be seen from student learning outcomes measured using pretests and posttests in the form of questions. Data analysis used N-gain. The average value of student learning outcomes is presented in the following table:

Table 3. Average Test Results

	Average	N-Gain Interpretation
Pretest	40.67	
Posttest	80.67	

N-gain	0.67	Currently
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4. Dissemination Stage

Carrying out dissemination through Forum Group Discussion (FGD) within the scope of the Physical Education study program, namely the OBE-based RPS. The results obtained are the archiving of the Semester Lecture Plan (RPS) document as a role model in improving the RPS in courses, especially within the scope of the Physical Education study program.

5. Discussion

The development of the Outcome Based Education (OBE) concept in the Entrepreneurship course in the Physical Education Study Program at UNIMUDA Sorong aims to create a Semester Lecture Plan (RPS) design that will become a role model for optimizing the curriculum. This research was carried out using the 4D Research and Development (RnD) model, including the Define, Design, Develop and Disseminate stages. The research results show that the application of OBE has succeeded in increasing learning effectiveness through the integration of methods such as the case method, project-based learning, small group discussions, and e-learning concepts. The learning media used include textbooks, PPT, Smart TV, and the Smart SIM application. At the Define stage, it was found that the previous entrepreneurship material was still general in nature and did not lead to sportspreneurship, which is a typical competency of the Physical Education Study Program. In addition, learning methods are dominated by lectures and discussions, providing little opportunity for entrepreneurial practice. Evaluation of learning based on individual assignments and class activities also does not reflect the expected learning outcomes.

The Design Stage designs an OBE-based learning model by referring to Graduate Learning Outcomes (CPL) which includes aspects of attitude, general skills, special skills and mastery of knowledge. The main goal is to instill an entrepreneurial spirit through an innovative approach that suits the characteristics of students. At the Development stage, the OBE-based RPS product was validated by experts with very valid results (average score 98.5%). The trial showed an increase in student learning outcomes, with an N-gain value of 0.67 (medium category). This indicates that the application of OBE-based learning is able to increase students' understanding and skills in entrepreneurship, especially in the field of sports. The Dissemination stage was carried out through a Forum Group Discussion (FGD) within the scope of the Physical Education Study Program. The OBE-based RPS that was developed becomes a reference in improving the RPS for other courses in the study program.

When compared with previous research, such as that conducted by Saleh (2021) regarding OBE in management teaching, this approach consistently increases the relevance of learning to industry needs. Another study by Nugroho et al. (2022) emphasizes the importance of interactive media in supporting OBE-based learning. The findings of this research expand the focus of OBE by paying attention to

sportpreneurship, which has not been studied much before, thus providing a new contribution in optimizing the entrepreneurship-based physical education curriculum.

6. Conclusions

The development of an OBE-based entrepreneurship course design shows a level of feasibility in the very good category. The very good category assessment describes the results of design preparation which includes the RPS concept which is very good and in accordance with the CPL and CPMK Entrepreneurship courses. The lecture process is very well designed, following the stages of Planning, Action, Observation and Reflection (Plan, Action, Observation and Reflection). Assessment is carried out objectively and transparently according to course assessment guidelines. One aspect of effectiveness is the content of the material, which adequately achieves completeness in accordance with the lecture Competency Learning Outcomes (CPMK). The research results showed that student learning outcomes increased as measured using the pretest with a percentage of 40.67% and posttest with a percentage of 80.67%. Furthermore, the N-gain analysis obtained an average of 0.67% which was interpreted in the medium category. So it can be concluded that learning OBE-based entrepreneurship courses is effective to implement.

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