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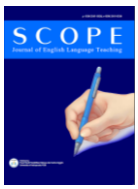

Research Article

Examining Outcome-Based Education (OBE) in Writing Class: Project-Based Assessment Analysis

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KEYWORDS

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A B S T R A C T

The call for the implementation of Outcome-Based in Indonesia has been emphasized since 2019, highlighting the necessity for adjustments in the higher education context. In English academic writing classes, incorporating OBE principles presents challenges, particularly in the realm of assessment. The assessment process must effectively evaluate all abilities, skills, and knowledge specified in the learning outcomes. These challenges are further amplified by the large class sizes, resulting in suboptimal assessments of students' writing abilities. Therefore, Project Based assessment that aligns with OBE principles and assists academic writing lecturers in addressing the complexities of providing quality assessments to a multitude of students in Indonesia is of utmost significance. The Proposal Writing Course Universitas Wijaya Putra, consisting of twelve students from the English Department, utilizes the OBE-Project-based assessment method. This study aims to describe the students' composition as the learning output based on the writing rubrics assessment. The analysis of the student's proposals revealed a notable enhancement in various aspects, including the context, literature review, research design, and data. It is found that Project Based assessment that aligns with OBE principles significantly enhances their research writing skills and improves their academic achievement throughout the research process. analysis. The incorporation of project-based assessment in OBE in the courses holds great potential for elevating the academic performance of graduate school students engaging in proposal writing courses.

INTRODUCTION

The Fourth Industrial Revolution and the development of technology in the era of Society 5.0 have led to significant innovations in the field of education, particularly in Indonesia where the Ministry of Education and Culture, Kemendikbud, has implemented Outcome-Based Education (OBE) as an approach to education based on learning outcomes or achievements (Junaidi, dkk., 2020; Menteri Kebudayaan dan Kebudayaan, 2013). OBE emphasizes the expected results of learning and its ultimate objectives rather than solely focusing on the learning process. Consequently, at the end of the learning process, students acquire relevant skills and knowledge that are aligned with the needs of the job market.

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Currently, there is limited research on OBE, particularly in relation to assessments. A few of them are (Rasyid, Yunitasari, Susila, Dewanto, & Santoso, 2022); Hamamah, Hapsari, Emaliana, & Degeng, 2020); Kushari, 2014) who investigated assessment in high education in the context of assessment. Some studies investigated that OBE has been used as a method for measuring learning outcomes in the Civil Engineering program (Ramli et al., 2022). Additionally, Rasyid et al. (2022) researched a model for evaluating learning based on OBE, while (Rahayu, Suharti, Wigati, & Taufanawati,) conducted a study on lesson analysis based on OBE as a reference. Moreover, research on OBE-based teaching modules has been conducted by (Drastiawati, Adiwibowo, Siregar, & Iskandar, 2022). Based on that, there is an urgent need to accomplish research on OBE particularly its implementation in assessment.

OBE is a learning approach that focuses on defining learning outcomes or objectives at the beginning of the learning process. This involves designing a curriculum with learning activities that are linked to predetermined results and evaluating the level of student success based on those results. In the context of Indonesian higher education, OBE is defined as an educational process that emphasizes achieving specific and tangible outcomes in terms of knowledge, ability, and behaviour. The OBE principle starts with a clear picture of the important abilities that students should possess upon graduation. From there, the curriculum is designed to ensure that students achieve these outcomes. At the instructional level, teaching and learning activities are tailored to measure what the students have achieved through the assessment process (Shaheen, 2019; Dr. Preeti Oza, 2021; Jaafar, Nordin, Wagiran, Aziz, Osman, Noozaei, & Abdulaziz, 2010; Rahayu et al., 2021)

To implement OBE principles effectively, learning (Bowen, 2009) should be carried out with a student-centered approach, which includes assessments that measure students' progress in terms of knowledge, ability, and behavior. Assessment should include both formative and summative assessments, as suggested by Indonesian higher education authorities. In an OBE-based curriculum, objectives, and learning outcomes are identified first, followed by the planning of learning and assessment methods to achieve those outcomes. One effort that was made involved creating a learning outcome assessment that would meet the requirements for the higher education outcome-based standard. This involved two main tasks: first, defining performance indicators for PLOs (program learning outcomes) and creating an assessment plan to effectively measure these indicators throughout the curriculum, drawing on examples from good national practices. Second, developing a support system that would enable the study program to collect and manage outcome assessment data, analyse the results, and make suggestions for quality improvement based on the attainment of student learning outcomes. These tasks were not well understood or implemented at the time (Sawant, 2016).

The educational approach at Universitas Wijaya Putra is focused on Outcome-Based Education (OBE) to develop critical thinking and higher-order thinking skills (HOTs) (Setyowati, 2020), to prepare students for global competition, and to enhance the relevance of education to the business and industrial society. To achieve this goal, active and contextual learning strategies, and assessment methods are necessary. Consequently, the Proposal Writing course adopts Project-based learning, with is an approach to education that involves students working on real-world projects that are relevant to their lives. PBL emphasizes student-led inquiry, collaboration, and problem-solving. It allows students to apply knowledge and skills to solve complex, real-world problems, preparing them for success in the future

Project-based learning in writing class allows students to develop their writing skills by engaging in hands-on projects that require them to apply their knowledge in real-world scenarios. By working on projects such as writing for a magazine or creating a blog, students gain practical experience and develop critical thinking, communication, and collaboration skills. Project-based assessment in a writing class involves assigning students a writing project that requires them to apply the skills and knowledge they have learned in the course to a real-world task or problem. The goal is to provide students with an opportunity to demonstrate their understanding of the subject matter in a practical, hands-on way. Examples of project-based assessments in a writing class may include writing a grant proposal, creating a persuasive essay, or crafting a research paper. These types of assessments not only measure a student's writing skills but also their critical thinking and problem-solving abilities, which are essential for success in many professional fields. (Setyowati, Putra, Susanto, Munir, & Nicosia, 2022); Setyowati, Susanto, & Munir, 2022; Setyowati, 2020).

A total of 15 students from Proposal Writing class participated in this research project. The learning activities were fully conducted onsite while communication regarding class preparation and sharing materials was in the WhatsApp student group, where students had the opportunity to engage in self-directed learning.

The learning outcome of the proposal writing course is research proposal for skripsi or thesis. In writing the research proposal students must followed the writing guide for proposal writing course.

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METHOD

The research employed document analysis. Utilizing a case study methodology, this research aimed to provide a thorough and detailed portrayal of a single subject, ensuring a comprehensive and in-depth analysis that is easily understandable. Furthermore, this approach could potentially lead to the emergence of novel assumptions, models, and ideas concerning language learning or other related processes.

Research Participants and Venue

A case study can center on a single entity or multiple entities to conduct an in-depth analysis of the phenomenon within the specified context. In this research, the participant is twelve of university students registered in proposal writing course and the lecturer in Universitas Wijaya Putra in Surabaya.

The data collection

As a component of triangulation, diverse data sources were incorporated in this research. The principal dataset encompassed the students' compositions-proposal for 'skripsi', while the secondary dataset consisted of observations conducted during class. Both sets of data were scrutinized in alignment with the OBE framework. Prior to gathering these data, the researchers obtained consent from the participating individual to observe and document the classroom activities.

The data analysis

The study primarily analyzed the students' compositions-proposal for 'skripsi' and class observation. It used document analysis and library research for references. This systematic process involved examining and interpreting documents to develop empirical knowledge. Supplementary data from observations were also used. Class recordings were converted, transcribed, and validated before analysis. The students' proposals and transcriptions were sorted and analyzed. The students' proposals were observed based on the writing rubric as the following:

Table 1: Rubric for assessment components

No	Assessment Components	Very Good	Good	Fair	Not Good	Poor	Recommendations or suggestions
1	Clarity of background related to the importance of research carried out						
2	Clarity of problem formulation/ question/focus of research						
3	Accuracy and clarity of research methods (Chapter III)						
4	Quality of literature review (depth and accuracy for the preparation of theoretical shells) (Chapter II)						
5	Contribution of research results to related theories/sciences						
6	Writing techniques, language, and references						

RESULTS AND DISCUSSION

The major findings of this current research are:

1. The research discovered that among twelve students, four achieved the highest level of proficiency, categorized as "Very Good," in writing the background related to the importance of research carried out in the Chapter I. The majority, comprising eight students, demonstrated a "Good" level of proficiency. A single student fell into the " fair" category, and none were classified as "Poor".

2. In terms of composing problem formulation/question/focus of research, four of the students reached the "Very Good" level. Six students

were classified as having a "Good" level of proficiency, while two students reached a "Fair" level. A larger portion of the group, specifically six students out of twelve were categorized as Good level."

3. The research findings of accuracy and clarity indicated Accuracy and clarity of research methods in Chapter III and quality of literature review (depth and accuracy for the preparation of theoretical shells) in Chapter II showed that majority students, eight out of twelve students demonstrated a " Good" ability in writing the above components in the proposal, while two students out of twelve achieved a "fair" level of proficiency. Furthermore, two students were placed in the "not good" category.

4. For contribution of research results to related theories/sciences components were confirmed to be in good criteria reached by the most students, six students out of twelve. In these components, four students were placed in ‘fair level’, two students were in ‘not good’ level

5. In terms of writing techniques, language, and references five students were placed in ‘good level’ while six students got ‘fair’ and one student got ‘not good’ level.

Analysing the students’ proposal from the point of view of OBE

Adopting an Outcome-Based Education (OBE) perspective, educators are tasked with molding decision-making and practical behavior patterns to assess the successful acquisition of knowledge of writing skills. This emphasis surpasses the significance of the timing and methodology of learning. The role of the lecturers extends to elucidating the specific standards of competence, outlining how learners will utilize English to write a standard research proposal. Subsequently, lecturers are expected to transition from a content-cantered, teacher-driven approach to a student-centric paradigm. Educational institutions and instructors are compelled to formulate innovative teaching models to enhance their instructional effectiveness. Furthermore, OBE advocates for an active learning strategy, involving students wholeheartedly in assuming performance-based roles. Collaborating with fellow learners and performance partners, students must engage with progressively intricate subject matter (Ali & Alshammari, 2023).

Regarding teaching and learning activities, the curriculum employs a scientific methodology. In line with this approach, the exercises should be designed to enhance students' proficiency in writing. The instructor can emphasize pertinent learning points and employ authentic educational materials throughout the course, aligning with the core principle of scientific theory which centres on facts and empirical data. This approach prepares students to apply language authentically and employ it to attain specific objectives, as exemplified below:

All the activities can take the form of exercises closely tied to writing a standart research proposal, including: (1) clarity of background related to the importance of research carried out and clarity of problem formulation/question/focus of research in Chapter I; (2) accuracy and clarity of research methods as written in Chapter III, (3) quality of literature review depth and accuracy for the preparation of theoretical shells in Chapter II; (4) contribution of research results to related theories/sciences.

Furthermore, in the era of globalization, students are required to possess the capacity to adapt across all spheres of science and technology advancement. This necessitates the acquisition and mastery of 21st-century skills. Foremost among these are skills related to creative, critical, and innovative thinking. Critical thinking, along with creative prowess, stands as essential pillars in honing one's self-competence. These proficiencies are indispensable, especially in a world far removed from the confines of a classroom setting. The possession of such creative, critical, and innovative aptitudes equips students to navigate the realm of employment with dexterity.

Aligning project-based assessment with the objectives of OBE

Project-based assessment is a pivotal component of outcome-based education. It shifts the focus from rote learning to practical application, evaluating students' abilities to solve real-world challenges. This approach nurtures critical thinking, teamwork, and problem-solving skills, aligning with the goals of outcome-based education. Through projects, learners demonstrate mastery of knowledge and competencies while fostering creativity. This holistic evaluation method cultivates a deeper understanding of subjects, preparing students for the complexities of the modern world. In the realm of EFL instruction, English educators must undertake a comprehensive overhaul of assessment methods and student performance evaluation. The evaluation process assumes a critical role as it furnishes tangible evidence of outcome achievement. Furthermore, Project based assessment furnish insights into the pace of student learning progression, simultaneously offering insights into areas for further enhancement.

Ultimately, Project based assessment findings within an OBE-oriented educational institution serve as bedrock upon which to bolster educational offerings and systems. The assessment process acts as a compass for refining and optimizing educational services and structures.

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Traditionally, English as a Foreign Language (EFL) assessment followed a bottom-up approach. Educators developed smaller learning tasks such as quizzes and assignments, progressing towards larger tasks like mid-term and final tests/projects. In an OBE context, the emphasis is on overarching outcomes, which also guides assessment development. The process begins with designing the final assessment, followed by logically developing and sequentially implementing smaller tasks. This top-down approach ensures that all assessments within a course are meaningfully interconnected and aligned with the desired outcomes of the course or subject, ultimately leading to overarching educational achievements.

In the case of implementing OBE in writing class, thorough analysis of students' research proposals, observations of learning activities, yielded a few evidence of effective OBE implementation. Students' research proposals serve as a learning outcome and incorporate some valuable learning components. Assessment development occurs on a per-session basis to track student progress, but the approach still tends to lean towards the traditional bottom-up method, particularly when assessing micro-learning tasks. The ultimate objective of the course outcome often remains unaddressed. The project-based assessment framework of Outcome-Based Education (OBE) guarantees that students attain the essential proficiencies essential for their prospective jobs.

The implementation of the Project Based assessment had a positive impact on students' writing of research proposal skills, boosting their self-confidence and providing them with structured guidance. Students were urged to apply their theoretical knowledge in practical settings, individually developing research proposals and conducting independent research. In addition to submitting a written research project, students were given the opportunity to deliver a concise PowerPoint presentation summarizing their work. Research suggests that engaging in Project Based assessment yields fruitful consequences and long-term benefits, enabling students to acquire the scientific research skills necessary for conducting research. During the project, students had the freedom to choose their own topics, with the lecturer's support and encouragement. They were encouraged to utilize all available resources and global databases, such as ERIC, Sage, ScienceDirect, Pro-quest, and Google Scholar. Regular consultations were conducted during class or at other designated times.

The use of Project Based assessment opens up new possibilities for instructional innovation, leading to various implications. Firstly, it has educational implications for lecturers, students, and university administrators. It prompts them to improve their current teaching practices and realign their management to align with the essence of Project Based assessment implementation, this point linear to these research (Rahayu et al., 2021; Hamamah et al., 2020; Ali & Alshammari, 2023; Cummings & Yur-Austin, 2022). Secondly, it has social implications, fostering personal and social responsibility among learners, encouraging them to be proactive rather than reactive in fulfilling their assigned tasks. Thirdly, it has psychological implications, as learners are empowered to choose research topics that resonate with their interests, resulting in greater satisfaction and timely completion of research proposals. It also enhances learning outcomes, including cognitive, affective, and affective potentials, as well as perceptions of competence, critical thinking, and self-esteem (Krishnan, 2019; Ag Damit, Omar, & Mohd Puad, 2021); Prakash & Litoriya, 2022; Dr. Preeti Oza, 2021).

Fourthly, Project Based assessment has aesthetic implications, allowing students to showcase their creativity and innovation in presenting their learning outputs to achieve desired outcomes. Research supports the notion that Project Based Assessment contributes more to creativity compared to traditional teaching methods. Fifthly, it has political implications, urging government institutions to allocate budget resources to support the implementation of Project Based assessment in public school systems. It also aids policymaking, particularly in addressing issues like health inequity in medical practice and the terra-political framework. Lastly, it has practical implications, equipping learners with self-regulation, self-discipline, resilience, and grit to overcome academic challenges. It fosters self-direction and is supported by research highlighting the significant differences in self-efficacy and learning outcomes of students involved in Project-Based assessment.

This study was conducted based on the principles of project-based assessment in the implementation of the OBE principle. The utilization of the project-based Assessment approach in teaching proposal writing courses to graduate program students has proven to be helpful to implement OBE principal. It significantly enhances their research writing skills and improves their academic achievement throughout the research process. The analysis of the writing rubric assessment reveals a notable enhancement in various aspects, including the context, hypothesis, literature review, validity/reliability, experimental design, data selection, data presentation, data analysis, conclusions, and explanations/limitations. The incorporation of project-based assessment in the courses holds great potential for elevating the academic performance of graduate school students engaging in proposal writing course. environments, students often encounter setbacks, leading to the necessity of overcoming these challenges. Enhancing research writing skills can help mitigate the negative effects of such academic obstacles. Students are encouraged to cultivate resilience

both psychologically and academically, enabling them to overcome anxiety in various academic disciplines.

CONCLUSION

It concluded that Outcome-Based Education (OBE) framework to assess integrated writing skills incorporates automated Project Based Assessment. This aims to assist both lecturers and students in providing feedback to a significantly larger number of students within a shorter timeframe. The enhanced model integrates the principles of Outcome-Based Education, which focuses on defining specific learning outcomes and aligning them with instructional activities and assessments. By utilizing OBE and Project Based Assessment, the assessment model ensures that the evaluation process is targeted and aligned with the desired learning outcomes for writing classes. To expedite the feedback process, the model incorporates automated writing evaluation techniques. This feature enables the application to automatically analyze and evaluate students' written responses based on predefined criteria, such as grammar, vocabulary, coherence, and organization. The use of Project based Assessment not only accelerates the feedback process but also maintains consistency and objectivity in the assessment.

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by Yulis Setyowati

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Research Article

Examining Outcome-Based Education (OBE) in Writing Class: Project-Based Assessment Analysis

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A B S T R A C T

The call for the implementation of Outcome-Based in Indonesia has been emphasized since 2019, highlighting the necessity for adjustments in the higher education context. In English academic writing classes, incorporating OBE principles presents challenges, particularly the realm of assessment. The assessment process must effectively evaluate all abilities, skills, and knowledge specified in the learning outcomes. These challenges are further amplified by the large class sizes, resulting in suboptimal assessments of students' writing abilities. Therefore, Project Based assessment that aligns with OBE principles and assists academic writing lecturers in addressing the complexities of providing quality assessments to a multitude of students in Indonesia is of utmost significance. The Proposal Writing Course Universitas Wijaya Putra, consisting of twelve students from the English Department, utilizes the OBE-Project-based assessment method. This study aims to describe the students' composition as the learning output based on the writing rubrics assessment. The analysis of the student's proposals revealed a notable enhancement in various aspects, including the context, literature review, research design, and data. It is found that Project Based assessment that aligns with OBE principles significantly enhances their research writing skills and improves their academic achievement throughout the research process. analysis. The incorporation of project-based assessment in OBE in the courses holds great potential for elevating the academic performance of graduate school students engaging in proposal writing courses.

INTRODUCTION

The Fourth Industrial Revolution and the development of technology in the era of Society 5.0 have led to significant innovations in the field of education, particularly in Indonesia where the Ministry of Education and Culture, Kemendikbud, has implemented Outcome-Based Education (OBE) as an approach to education based on learning outcomes or achievements (Junaidi, dkk., 2020; Menteri Kebudayaan dan Kebudayaan, 2013). OBE emphasizes the expected results of learning and its ultimate objectives rather than solely focusing on the learning process. Consequently, at the end of the learning process, students acquire relevant skills and knowledge that are aligned with the needs of the job market.

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Currently, there is limited research on OBE, particularly in relation to assessments. A few of them are (Rasyid, Yunitasari, Susila, Dewanto, & Santoso, 2022); Hamamah, Hapsari, Emaliana, & Degeng, 2020); Kushari, 2014) who investigated assessment in high education in the context of assessment. Some studies investigated that OBE has been used as a method for measuring learning outcomes in the Civil Engineering program (Ramli et al., 2022). Additionally, Rasyid et al. (2022) researched a model for evaluating learning based on OBE, while (Rahayu, Suharti, Wigati, & Taufanawati,) conducted a study on lesson analysis based on OBE as a reference. Moreover, research on OBE-based teaching modules has been conducted by (Drastiawati, Adiwibowo, Siregar, & Iskandar, 2022). Based on that, there is an urgent need to accomplish research on OBE particularly its implementation in assessment.

OBE is a learning approach that focuses on defining learning outcomes or objectives at the beginning of the learning process. This involves designing a curriculum with learning activities that are linked to predetermined results and evaluating the level of student success based on those results. In the context of Indonesian higher education, OBE is defined as an educational process that emphasizes achieving specific and tangible outcomes in terms of knowledge, ability, and behaviour. The OBE principle starts with a clear picture of the important abilities that students should possess upon graduation. From there, the curriculum is designed to ensure that students achieve these outcomes. At the instructional level, teaching and learning activities are tailored to measure what the students have achieved through the assessment process (Shaheen, 2019; Dr. Preeti Oza, 2021; Jaafar, Nordin, Wagiran, Aziz, Osman, Noozaei, & Abdulaziz, 2010; Rahayu et al., 2021)

To implement OBE principles effectively, learning (Bowen, 2009) should be carried out with a student-centered approach, which includes assessments that measure students' progress in terms of knowledge, ability, and behavior. Assessment should include both formative and summative assessments as suggested by Indonesian higher education authorities. In an OBE-based curriculum, objectives, and learning outcomes are identified first, followed by the planning of learning and assessment methods to achieve those outcomes. One effort that was made involved creating a learning outcome assessment that would meet the requirements for the higher education outcome-based standard. This involved two main tasks: first, defining performance indicators for PLOs (program learning outcomes) and creating an assessment plan to effectively measure these indicators throughout the curriculum, drawing on examples from good national practices. Second, developing a support system that would enable the study program to collect and manage outcome assessment data, analyse the results, and make suggestions for quality improvement based on the attainment of student learning outcomes. These tasks were not well understood or implemented at the time (Sawant, 2016).

The educational approach at Universitas Wijaya Putra is focused on Outcome-Based Education (OBE) to develop critical thinking and higher-order thinking skills (HOTs) (Setyowati, 2020), to prepare students for global competition, and to enhance the relevance of education to the business and industrial society. To achieve this goal, active and contextual learning strategies, and assessment methods are necessary. Consequently, the Proposal Writing course adopts Project-based learning, with is an approach to education that involves students working on real-world projects that are relevant to their lives. PBL emphasizes student-led inquiry, collaboration, and problem-solving. It allows students to apply knowledge and skills to solve complex, real-world problems, preparing them for success in the future

Project-based learning in writing class allows students to develop their writing skills by engaging in hands-on projects that require them to apply their knowledge in real-world scenarios. By working on projects such as writing for a magazine or creating a blog, students gain practical experience and develop critical thinking, communication, and collaboration skills. Project-based assessment in a writing class involves assigning students a writing project that requires them to apply the skills and knowledge they have learned in the course to a real-world task or problem. The goal is to provide students with an opportunity to demonstrate their understanding of the subject matter in a practical, hands-on way. Examples of project-based assessments in a writing class may include writing a grant proposal, creating a persuasive essay, or crafting a research paper. These types of assessments not only measure a student's writing skills but also their critical thinking and problem-solving abilities, which are essential for success in many professional fields. (Setyowati, Putra, Susanto, Munir, & Nicosia, 2022); Setyowati, Susanto, & Munir, 2022; Setyowati, 2020).

A total of 15 students from Proposal Writing class participated in this research project. The learning activities were fully conducted onsite while communication regarding class preparation and sharing materials was in the WhatsApp student group, where students had the opportunity to engage in self-directed learning.

The learning outcome of the proposal writing course is research proposal for skripsi or thesis. In writing the research proposal students must followed the writing guide for proposal writing course.

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METHOD

The research employed document analysis. Utilizing a case study methodology, this research aimed to provide a thorough and detailed portrayal of a single subject, ensuring a comprehensive and in-depth analysis that is easily understandable. Furthermore, this approach could potentially lead to the emergence of novel assumptions, models, and ideas concerning language learning or other related processes.

Research Participants and Venue

A case study can center on a single entity or multiple entities to conduct an in-depth analysis of the phenomenon within the specified context. In this research, the participant is twelve of university students registered in proposal writing course and the lecturer in Universitas Wijaya Putra in Surabaya.

The data collection

As a component of triangulation, diverse data sources were incorporated in this research. The principal dataset encompassed the students' compositions-proposal for 'skripsi', while the secondary dataset consisted of observations conducted during class. Both sets of data were scrutinized in alignment with the OBE framework. Prior to gathering these data, the researchers obtained consent from the participating individual to observe and document the classroom activities.

The data analysis

The study primarily analyzed the students' compositions-proposal for 'skripsi' and class observation. It used document analysis and library research for references. This systematic process involved examining and interpreting documents to develop empirical knowledge. Supplementary data from observations were also used. Class recordings were converted, transcribed, and validated before analysis. The students' proposals and transcriptions were sorted and analyzed. The students' proposals were observed based on the writing rubric as the following:

Table 1: Rubric for assessment components

No	Assessment Components	Very Good	Good	Fair	Not Good	Poor	Recommendations or suggestions
1	Clarity of background related to the importance of research carried out						
2	Clarity of problem formulation/ question/focus of research						
3	Accuracy and clarity of research methods (Chapter III)						
4	Quality of literature review (depth and accuracy for the preparation of theoretical shells) (Chapter II)						
5	Contribution of research results to related theories/sciences						
6	Writing techniques, language, and references						

RESULTS AND DISCUSSION

The major findings of this current research are:

1. The research discovered that among twelve students, four achieved the highest level of proficiency, categorized as "Very Good," in writing the background related to the importance of research carried out in the Chapter I. The majority, comprising eight students, demonstrated a "Good" level of proficiency. A single student fell into the " fair" category, and none were classified as "Poor".

2. In terms of composing problem formulation/question/focus of research, four of the students reached the "Very Good" level. Six students

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were classified as having a "Good" level of proficiency, while two students reached a "Fair" level. A larger portion of the group, specifically six students out of twelve were categorized as Good level."

3. The research findings of accuracy and clarity indicated Accuracy and clarity of research methods in Chapter III and quality of literature review (depth and accuracy for the preparation of theoretical shells) in Chapter II showed that majority students, eight out of twelve students demonstrated a " Good" ability in writing the above components in the proposal, while two students out of twelve achieved a "fair" level of proficiency. Furthermore, two students were placed in the "not good" category.

4. For contribution of research results to related theories/sciences components were confirmed to be in good criteria reached by the most students, six students out of twelve. In these components, four students were placed in 'fair level', two students were in 'not good' level

5. In terms of writing techniques, language, and references five students were placed in 'good level' while six students got 'fair' and one student got 'not good' level.

Analysing the students' proposal from the point of view of OBE

Adopting an Outcome-Based Education (OBE) perspective, educators are tasked with molding decision-making and practical behavior patterns to assess the successful acquisition of knowledge of writing skills. This emphasis surpasses the significance of the timing and methodology of learning. The role of the lecturers extends to elucidating the specific standards of competence, outlining how learners will utilize English to write a standard research proposal. Subsequently, lecturers are expected to transition from a content-cantered, teacher-driven approach to a student-centric paradigm. Educational institutions and instructors are compelled to formulate innovative teaching models to enhance their instructional effectiveness. Furthermore, OBE advocates for an active learning strategy, involving students wholeheartedly in assuming performance-based roles. Collaborating with fellow learners and performance partners, students must engage with progressively intricate subject matter (Ali & Alshammari, 2023).

Regarding teaching and learning activities, the curriculum employs a scientific methodology. In line with this approach, the exercises should be designed to enhance students' proficiency in writing. The instructor can emphasize pertinent learning points and employ authentic educational materials throughout the course, aligning with the core principle of scientific theory which centres on facts and empirical data. This approach prepares students to apply language authentically and employ it to attain specific objectives, as exemplified below:

All the activities can take the form of exercises closely tied to writing a standart research proposal, including: (1) clarity of background related to the importance of research carried out and clarity of problem formulation/question/focus of research in Chapter I; (2) accuracy and clarity of research methods as written in Chapter III, (3) quality of literature review depth and accuracy for the preparation of theoretical shells in Chapter II; (4) contribution of research results to related theories/sciences.

Furthermore, in the era of globalization, students are required to possess the capacity to adapt across all spheres of science and technology advancement. This necessitates the acquisition and mastery of 21st-century skills. Foremost among these are skills related to creative, critical, and innovative thinking. Critical thinking, along with creative prowess, stands as essential pillars in honing one's self-competence. These proficiencies are indispensable, especially in a world far removed from the confines of a classroom setting. The possession of such creative, critical, and innovative aptitudes equips students to navigate the realm of employment with dexterity.

Aligning project-based assessment with the objectives of OBE

Project-based assessment is a pivotal component of outcome-based education. It shifts the focus from rote learning to practical application, evaluating students' abilities to solve real-world challenges. This approach nurtures critical thinking, teamwork, and problem-solving skills, aligning with the goals of outcome-based education. Through projects, learners demonstrate mastery of knowledge and competencies while fostering creativity. This holistic evaluation method cultivates a deeper understanding of subjects, preparing students for the complexities of the modern world. In the realm of EFL instruction, English educators must undertake a comprehensive overhaul of assessment methods and student performance evaluation. The evaluation process assumes a critical role as it furnishes tangible evidence of outcome achievement. Furthermore, Project based assessment furnish insights into the pace of student learning progression, simultaneously offering insights into areas for further enhancement.

Ultimately, Project based assessment findings within an OBE-oriented educational institution serve as bedrock upon which to bolster educational offerings and systems. The assessment process acts as a compass for refining and optimizing educational services and structures.

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Traditionally, English as a Foreign Language (EFL) assessment follows a bottom-up approach. Educators developed smaller learning tasks such as quizzes and assignments, progressing towards larger tasks like mid-term and final tests/projects. In an OBE context, the emphasis is on overarching outcomes, which also guides assessment development. The process begins with designing the final assessment, followed by logically developing and sequentially implementing smaller tasks. This top-down approach ensures that all assessments within a course are meaningfully interconnected and aligned with the desired outcomes of the course or subject, ultimately leading to overarching educational achievements.

In the case of implementing OBE in writing class, thorough analysis of students' research proposals, observations of learning activities, yielded a few evidence of effective OBE implementation. Students' research proposals serve as a learning outcome and incorporate some valuable learning components. Assessment development occurs on a per-session basis to track student progress, but the approach still tends to lean towards the traditional bottom-up method, particularly when assessing micro-learning tasks. The ultimate objective of the course outcome often remains unaddressed. The project-based assessment framework of Outcome-Based Education (OBE) guarantees that students attain the essential proficiencies essential for their prospective jobs.

The implementation of the Project Based assessment had a positive impact on students' writing of research proposal skills, boosting their self-confidence and providing them with structured guidance. Students were urged to apply their theoretical knowledge in practical settings, individually developing research proposals and conducting independent research. In addition to submitting a written research project, students were given the opportunity to deliver a concise PowerPoint presentation summarizing their work. Research suggests that engaging in Project Based assessment yields fruitful consequences and long-term benefits, enabling students to acquire the scientific research skills necessary for conducting research. During the project, students had the freedom to choose their own topics, with the lecturer's support and encouragement. They were encouraged to utilize all available resources and global databases, such as ERIC, Sage, ScienceDirect, Pro-quest, and Google Scholar. Regular consultations were conducted during class or at other designated times.

The use of Project Based assessment opens up new possibilities for instructional innovation, leading to various implications. Firstly, it has educational implications for lecturers, students, and university administrators. It prompts them to improve their current teaching practices and realign their management to align with the essence of Project Based assessment implementation, this point linear to these research (Rahayu et al., 2021; Hamamah et al., 2020; Ali & Alshammari, 2023; Cummings & Yur-Austin, 2022). Secondly, it has social implications, fostering personal and social responsibility among learners, encouraging them to be proactive rather than reactive in fulfilling their assigned tasks. Thirdly, it has psychological implications, as learners are empowered to choose research topics that resonate with their interests, resulting in greater satisfaction and timely completion of research proposals. It also enhances learning outcomes, including cognitive, affective, and affective potentials, as well as perceptions of competence, critical thinking, and self-esteem (Krishnan, 2019; Ag Damit, Omar, & Mohd Puad, 2021); Prakash & Litoriya, 2022; Dr. Preeti Oza, 2021).

Fourthly, Project Based assessment has aesthetic implications, allowing students to showcase their creativity and innovation in presenting their learning outputs to achieve desired outcomes. Research supports the notion that Project Based Assessment contributes more to creativity compared to traditional teaching methods. Fifthly, it has political implications, urging government institutions to allocate budget resources to support the implementation of Project Based assessment in public school systems. It also aids policymaking, particularly in addressing issues like health inequity in medical practice and the terra-political framework. Lastly, it has practical implications, equipping learners with self-regulation, self-discipline, resilience, and grit to overcome academic challenges. It fosters self-direction and is supported by research highlighting the significant differences in self-efficacy and learning outcomes of students involved in Project-Based assessment.

This study was conducted based on the principles of project-based assessment in the implementation of the OBE principle. The utilization of the project-based Assessment approach in teaching proposal writing courses to graduate program students has proven to be helpful to implement OBE principal. It significantly enhances their research writing skills and improves their academic achievement throughout the research process. The analysis of the writing rubric assessment reveals a notable enhancement in various aspects, including the context, hypothesis, literature review, validity/reliability, experimental design, data selection, data presentation, data analysis, conclusions, and explanations/limitations. The incorporation of project-based assessment in the courses holds great potential for elevating the academic performance of graduate school students engaging in proposal writing course. environments, students often encounter setbacks, leading to the necessity of overcoming these challenges. Enhancing research writing skills can help mitigate the negative effects of such academic obstacles. Students are encouraged to cultivate resilience

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both psychologically and academically, enabling them to overcome anxiety in various academic disciplines.

CONCLUSION

It concluded that Outcome-Based Education (OBE) framework to assess integrated writing skills incorporates automated Project Based Assessment. This aims to assist both lecturers and students in providing feedback to a significantly larger number of students within a shorter timeframe. The enhanced model integrates the principles of Outcome-Based Education, which focuses on defining specific learning outcomes and aligning them with instructional activities and assessments. By utilizing OBE and Project Based Assessment, the assessment model ensures that the evaluation process is targeted and aligned with the desired learning outcomes for writing classes. To expedite the feedback process, the model incorporates automated writing evaluation techniques. This feature enables the application to automatically analyze and evaluate students' written responses based on predefined criteria, such as grammar, vocabulary, coherence, and organization. The use of Project based Assessment not only accelerates the feedback process but also maintains consistency and objectivity in the assessment.

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