Outcome Based Education (OBE) System for Theological College

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Abstract
Outcome Based Education (OBE) is an education system that focuses on learning outcomes that are measurable, directed, and relevant to the needs of the industrial world in the Industrial Age 4.0. The purpose of this study is to offer the application of the OBE system in designing and developing curriculum at the College of Theology in order to bridge the gap between the abilities or competencies of graduates and the needs of the modern Christian community. The method used in this research is a literature study, which is to collect library data sources and previous research, then explore them to be presented to support this research. The results of this study show that the OBE system is very effective in improving the quality and quality of education, producing graduates who are competent in their fields and preparing them to face challenges in the Industrial Age 4.0. The implementation of the OBE system into curriculum development at Theological College will certainly help improve the quality of education, be able to compete with other universities, and raise Theological College's reputation. The conclusion of this research is that the OBE system is feasible to be applied in developing the curriculum used by Theological College.

INTRODUCTION

Since long ago, education is one of the important aspects of human life and is needed until now. It is because education can make humans develop as a whole, be it mind, emotions, and body. Changes in the purpose of education cannot escape the influence and demands of the times, especially in the 21st century which emphasizes the mastery of Science, Technology and Art which is materialist pragmatic. Education in Indonesia has also not escaped the influence and demands of the times, especially in the 21st century which emphasizes the mastery of Science, Technology and Art which is materialist pragmatic. Education in Indonesia has also not escaped the influence

and demands of the times that are so fast developing. The purpose of national education has also shifted and is increasingly felt with the occurrence of an identity crisis and character crisis in the world of education. Of course this is due to pragmatism in responding to work needs which emphasizes materialism and forgets the teaching of social justice, national spirit, and human nature that has noble morals as a citizen.[1]

The curriculum is a set or system of arrangements that includes content, objectives, methods, and evaluation of learning which are used as guidelines in the implementation of teaching and learning to achieve educational goals. The curriculum is one of the components of education that has an important role in improving the quality of education. In developing or compiling the curriculum in higher education, it is required to refer to the Standar Nasional Pendidikan Tinggi (SNPT) and the Kerangka Kualifikasi Nasional Indonesia (KKNI).[2] The challenge faced by universities in developing curriculum in the Industrial Age 4.0 is to be able to produce graduates who have new literacy skills or competencies which include technological literacy, data literacy, and human literacy with noble character.

To face these challenges, universities must have awareness and sensitivity in responding to the needs or changing times that are so fast today, so that the purpose of higher education is relevant to the needs of today's times without eliminating the noble moral values of the nation. Also, universities that have awareness and sensitivity to changing times, can produce graduates whose graduate competencies are in accordance with industry needs which include the education sector, economy, politics, law, religion, and so on. According to the World Economic Forum's Future of Jobs Report 2025: The jobs of the future and the skills you need to get them that there will be 92 million jobs replaced by automation.[3] According to the Badan Pusat Stasistik (BPS)

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[1] Dinie Anggraeni Dewi and Zakiah Ulfiah, "Peranan Pendidikan Kewarganegaraan Terhadap Pembangunan Karakter Bangsa," *Jurnal Pendidikan Kewarganegaraan Undiksha* 9, no. 2 (2021), https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/34152.

[2] Irma Suryani Siregar and Sri Wahyuni, "Analisis Manajemen Kurikulum Di Perguruan Tinggi (Studi Kasus Pada Prodi MPI STAIN Mandailing Natal)," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 19, no. 1 (June 1, 2022), https://doi.org/10.25299/al-hikmah:jaip.2022.vol19(1).9193.

[3] World Economic Forum, "Future of Jobs Report 2025: The Jobs of the Future and the Skills You Need to Get Them," World Economic Forum, 2025, https://www.weforum.org/stories/2025/01/future-of-jobs-report-2025-jobs-of-the-future-and-the-skills-you-need-to-get-them/.

from Detik.com, in 2014 there were 495,143 unemployed people from the category of university graduates. As of August 2024, there were 842,378 unemployed people.[4] Of course, there are many

factors that influence undergraduate graduates to become unemployed, but one of the factors is of course because university or college graduates do not have relevant competencies and are not in accordance with the needs of the industry or the world of work. The sad thing is if after graduating from college the graduates do not know what competencies and skills. They are good at, do not have competitiveness with other graduates, and cannot solve their own problems. This requires that every university must be sensitive or aware of the rapid development of the times, that there is a gap between the skills produced through education in higher education and the needs of industry or the world of work.

Theological Colleges throughout Indonesia are one of the providers of religious education that provides theological teaching, develops the competence of God's servants in the fields of research, spirituality services, community service and is able to compete globally. The College of Theology is part of Law No. 12/2012 which takes part in increasing faith, devotion to God Almighty, and noble character in order to educate the nation's life and advance science and technology by upholding religious values and national unity.The School of Theology (Theological College) is required to have awareness and sensitivity about the gap between the competencies produced through education and the needs of industry or the world of work.This means that the School of Theology (Theological College) must develop a curriculum in the Industrial Age 4.0 that is able to produce graduates who are competent in technological literacy, data literacy, and noble human literacy. Today's competencies are certainly much different from future competencies, because students do not just have competition for knowledge and productivity, but will also face competition for creativity, innovation, learning & independent thinking, and imagination. The College of Theology must realize that religious education requires a solution to bridge the current gap. The approach that should be taken by Christian Theological Colleges throughout Indonesia is to use the Outcome Based Education (OBE) curriculum.

Outcome Based Education (later referred to as OBE) is a system of education and focuses on learning achievement. This system emphasizes that education is not only centered on the

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[4] Anisa Indraini, "Sarjana Yang Masih Nganggur Banyak Banget, Segini Angkanya," Detiksumbagsel, 2025, https://www.detik.com/sumbagsel/berita/d-7748334/sarjana-yang-masih-nganggur-banyak-banget-segini-angkanya.

material or teaching and learning activities must be completed, but also on what the outcome is.[5] OBE is one of the approaches where the emphasis is on the sustainability of the learning process

in an innovative, interactive and effective way. If this OBE system can be applied to Theological College universities, it will affect the overall educational process starting from curriculum design, educational strategies, formulation of goals and outcomes, assessment procedures, learning methods, and the educational ecosystem. The purpose of this research is to provide solutions in facing the gap between the competencies produced in higher education and the needs of industry or the world of work to all Christian Theological Colleges throughout Indonesia.That, OBE can bridge the gap that is happening, become a solution for all Theological Colleges in increasing competitive data at the national and international levels, and produce graduates who are competent in facing the Industrial Age 4.0.

RESEARCH METHODS

The method used in this research is to collect data and information through searching e-book literature and scientific journals accessed online via google scholar or chrome with the criteria of national and international reputable journals, Indonesian and English languages that can be accessed freely.[6] The year of publication of the scientific journal is between 2021-2024. This data information search uses the keywords "OBE curriculum in higher education, use of OBE curriculum, OBE curriculum". The writing uses Milles and Huberman's reference which includes data collection, data reduction, and conclusion drawing. Data validity will be checked using a content check point, which is to verify the truth of each data used as the basis for drawing conclusions.[7]

This writing process will collect data from previous researchers about the OBE system, such as the research of Gede Agus Jaya Negara et al entitled "Kurikulum Berbasis OBE (*Outcome Based Education*) Dengan Nilai-Nilai Karakter Untuk Meningkatkan Kualitas Mutu Pendidikan

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[5] Sukanta Kumar Naskar and Rita Karmaka, "A Critical Analysis of Outcome Based Education," *London Journal of Research in Humanities and Social Sciences* 23, no. 05 (2023), https://journalspress.com/LJRHSS_Volume23/A-Critical-Analysis-of-Outcome-based-Education.pdf.

[6] Gabriel Dhandi, Yusak Tanasyah, and Sutrisno Sutrisno, "Kontekstualisasi Pendidikan Agama Kristen Melalui Falsafah Suku Dayak Kanayatn," *Fidei: Jurnal Teologi Sistematika Dan Praktika* 6, no. 2 (December 14, 2023): 294–314, https://doi.org/10.34081/fidei.v6i2.472.

[7] Syarnubi, "Penerapan Paradigma Integrasi-Interkoneksi Dalam Peningkatan Mutu Lulusan," *Jurnal PAI Raden Fatah* 4, no. 4 (2022).

Perguruan Tinggi"[8]; Octaverina Pritasari et al "Penerapan Kurikulum *Outcome Based Education* (OBE) Dalam Kurikulum Merdeka Belajar Kurikulum Merdeka di Prodi S1 Pendidikan

Tata Rias"[9]; Yuliawati Yunus et al "Pengaruh Implementasi Kurikulum *Outcome Based Education* (OBE) Terhadap Kemampuan Problem Solving Mahasiswa"[10]. Then, the data that has been collected will be analyzed one by one in depth in order to obtain information related to the research topic and will be presented systematically that if Theological College implement the OBE system, it can boost competitiveness with other universities and produce competent graduates.

DISCUSSION

Outcome Based Education (OBE)

Outcome Based Education (OBE) first developed in 1968 when Samuel Benjamin Bloom introduced the Mastery Learning Model which focused on achieving learning outcomes. However, the theoretical basis already existed earlier in John B. Carroll's 1963 article explaining that aptitude is about the speed at which individuals learn differently, so time-based education would not be fair to learners whose learning requires more time.[11] OBE began to gain widespread attention around the 1980s and became known as a structured education system after the establishment of the Network for Outcome-Based Schools.

In the beginning, OBE was present to provide a solution to the educentrism paradigm of education that was more concerned with learning time and curriculum than learning outcomes.[12] Then William G. Spady was the main developer of this OBE system. William's reason for developing the OBE system is because of the rapid social, economic and technological changes that require the education system to be more oriented towards competence or learner learning

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[8] Gede Agus Jaya Negara, Ni Rai Vivien Pitriani, and Luh Putu Widya Fitriani, "Kurikulum Berbasis OBE (Outcome Based Education) Dengan Nilai-Nilai Karakter Untuk Meningkatkan Kualitas Mutu Pendidikan Perguruan Tinggi," *Jurnal Penelitian Dan Pengembangan Pendidikan* 8, no. 1 (2024): 41–48, https://doi.org/10.23887/jppp.v8i1.68767.

[9] Octaverina Kecvara Pritasari, Biyan Yesi Wilujeng, and Novia Restu Windayani, "Penerapan Kurikulum Outcome Based Education (OBE) Dalam Kurikulum Merdeka Belajar Kurikulum Merdeka Di Prodi S1 Pendidikan Tata Rias," *JVTE: Journal of Vocational and Technical Education* 5, no. 1 (2023): 41–48, https://journal.unesa.ac.id/index.php/JVTE/article/view/20551.

[10] Yuliawati Yunus, Hasan Maksum, and Waskito Waskito, "Pengaruh Implementasi Kurikulum Outcome Based Education (OBE) Terhadap Kemampuan Problem Solving Mahasiswa," *AL-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 17, no. 1 (2024): 1–12, https://doi.org/https://dx.doi.org/10.31332/atdbwv17i1.8807.

[11] William Spady, *Outcome-Based Education's Empowering Essense: Evelating Learning For an Awakening World*, First (Boulder, Colorado-USA: Mason Works Press, 2020), xvii.

[12] William Spady, 15.

outcomes. William G. Spady sees that the traditional education system is less flexible and then unfair in providing opportunities for each learner to achieve academic success.[13] Where OBE

provides several offers by prioritizing mastery of competencies, not only on exam assessments and demanding critical and innovative thinking skills.

The basic concepts of this OBE system approach are clear learning outcomes, learner focus, performance-based assessment, and continuous improvement. The OBE education system has four main principles in its development, namely:[14]

a. Clarity Of Focus: A teaching and learning process that is oriented towards clear outcomes.

b. Expanded Opportunity: All learners must have fair learning opportunities according to their abilities, meaning that the focus is on the participants.

c. Higt Expectation: High academic standards and expectations for all learners

d. Designing Down: The curriculum should be designed based on the expected outcomes, not just the teaching content.

OBE System According to Experts

The basic concept of the OBE approach is the establishment of specific learning outcomes, the development of teaching strategies that support the achievement of learning outcomes, and evaluation that focuses on the achievement of learning outcomes. According to William G. Spady a key developer of the OBE approach defines it as follows "OBE is a comprehensive approach for education that focuses on what students are expected to achieve in terms of specific outcomes. This approach emphasizes the end results of the learning process rather than the process itself, aiming to ensure that students acquire the necessary skills, knowledge, and attitudes, to succeed in their future endeavors."[15] Then an education expert named Michael Fullan also explained that "Outcome Based Learning is an educational philosophy that concentrated on the result of the learning experience.

It ensures that all educational activities are aligned with clearly defined outcomes, which are the specific competencies that students should demonstrate upon completing their studies.This

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[13] William G. Spady, *Outcome-Based Education: Critical Issues and Answers* (Arlington: American Association of School Administrators, 1994), iii.
[14] William G. Spady, 10.
[15] William G. Spady, 2.

approach helps in creating a more focused and results oriented learning environment."[16] Linda Darling-Hammond, a leading educational researcher, responds to the above response, where she defines OBE as "Outcome Based Learning is and educational strategy that centers on specifying

and achieving clear, measurable educational outcomes. It shifts the focus from traditional inputs and processes to the results of education, ensuring that students develop the skills and knowledge necessary to meet the demands of their future roles in society."[17]

The three definitions presented above show that OBE is an educational system whose approach focuses on specific and measurable learning outcomes. The aim is to ensure that all educational activities are designed and then implemented to achieve the desired outcomes. Although there are variations in emphasis and details, the core of Outcome Based Learning or OBE remains on the achievement of clear competencies that are relevant in the modern educational context or better known as the Era of Education Revolution 4.0.

OBE System Development over Time

Early OBE - 1980s:[18] Willian Spady known as the father of OBE played a core role in the development process of this system, he saw the OBE system as a way to improve the education system that tends to focus on the teaching process and pay less attention to the learning outcomes of students; Adoption and Spread - 1990s: this period the OBE system gained widespread public attention and was implemented in various countries. Many educational institutions adopted the OBE system to adjust their curriculum and methods according to the expected learning outcomes and competencies. Such as countries in the Americas, Europe, and some Asian countries; Adjustment and Adaptation - 2000s: During this period, OBE underwent adjustments to meet the needs of the developing world of education.

The OBE system approach was expanded to include various types of evaluation that were more focused on learning outcomes or performance. The OBE system also began to be applied in the context of higher education and professional training, emphasizing learning outcomes that are relevant to the demands of industry or the world of work; Integration with Technology and Modern Education - 2010-present: During this period, the OBE system was integrated with technology to

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[16] Michael Fullan, *The New Meaning of Educational Change*, Fifth (New York: Teachers College Press, 2016), 18-34.

[17] Mohammad Givi Efgivia and Albahra, *Outcome-Based Education: Teori, Praktik, Dan Aplikasi Dalam Pendidikan Modern*, ed. Neneng Sri Wahyuni (Bandung: Widina Media Utama, 2024), 2.

[18] Efgivia and Albahra, 5-6.

innovate the education system. The OBE system focuses on the use of technology to support the entire learning process that is outcome-based and adaptive assessment. Furthermore, the OBE

system is increasingly relevant in the global context and evolving industry demands, emphasizing the competencies and skills of the 21st century, namely the era of the industrial revolution 4.0.

The development of the OBE system has reflected the evolution of an outcome-focused education system to improve the effectiveness and relevance of educational competencies. Since its inception until it was integrated with modern technology, the OBE system has continued to evolve to meet the needs of the gap between education and the world of work to ensure that students can obtain learning outcomes that can be applied in their real lives. In the 2021 century, many international universities have adopted this OBE system.[19] Like the United States, the OBE system has been widely adopted there to meet the needs of accreditation programs. One of them is the Accreditation Board for Engineering and Technology (ABET). Graduates are expected to have technical abilities, ethics, and communication skills that support careers globally. Then Europe, the European Credit Transfer and Accumulation System (ECTS) is one of the implementations to support international student mobility. Then the Australian Qualifications Framework (AQF) is an educational institution that ensures learner learning outcomes in accordance with the needs of global standards and the world labor market.

The Importance of OBE for Education

OBE has an important role in the education system because it can improve the effectiveness of teaching and learning activities and adjust the relevance of the education system to industry needs. Where the OBE system provides clarity of purpose, focus on competency achievement, improved education quality, personalization of learning, effective assessment, transparency, response to changing needs, and accountability.[20] The OBE system ensures that the education system not only addresses the needs of learners today, but also prepares them for success in the future. OBE helps create, develop and design education systems that are relevant, purposeful and of high quality.

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[19] Redha, "Implementasi Outcome-Based Education (OBE) Dalam Konteks Internasional," Biro Penjaminan Mutu dan Informasi Digital: Universitas Medan Area, 2025, https://bpmid.uma.ac.id/implementasi-outcome-based-education-obe-dalam-konteks-internasional/.

[20] William G. Spady, *Outcome-Based Education: Critical Issues and Answers*, 15.

In this study, the author will show a table to provide a comparison between the traditional education system and the OBE system. This table is expected to help readers understand the differences and advantages of each system in the context of education.[21]

Table 1:

Comparison Between The Traditional Education System and The OBE System.

Aspects	Traditional Education System	OBE System
Focus	Focus on the teaching and learning process without ensuring learners actually master the expected skills	Measurable and specific learning outcomes ensure learners achieve the expected competencies through the learning process.
Education Objective	To complete the learning material according to the curriculum without considering the practical application of the taught material	Achieve expected competencies and skills so that learners can apply knowledge in real contexts.
Learning Methods	Instruction-based teaching that emphasizes the delivery of material from educators to learners	Adapting and customizing learning methods to ensure learners can achieve expected learning outcomes, often to a more flexible approach
Assessment	Assessments tend to focus on theoretical knowledge through exams that assess memorization.	Performance-based assessments measure the extent to which learners can apply knowledge and skills in a real context.
Curriculum	Focus on topics and content set out in the curriculum without customization based on learning outcomes	Curriculum designed based on learning outcomes and competencies to be achieved by learners, ensuring relevance and practical application.
The role of the learner	Learners act as recipients of messages, then follow the direction of the educator without being actively involved	Learners act as active participants in the learning process, with responsibility to achieve learning outcomes.
Evaluation	Evaluation is often based on exams or assignments that do not always reflect the full achievement of learning outcomes	Focus on achieving competencies and skills, providing an accurate picture of learners' abilities

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[21] Efgivia and Albahra, *Outcome-Based Education: Teori, Praktik, Dan Aplikasi Dalam Pendidikan Modern*, 10-11.

Personalization of Learning	Limited personalization as teaching tends to follow one method that is the same for all learners	High, as learning is tailored to each learner's needs, pace and learning style

Accountability	Accountability is often unclear and vague, focusing only on the completion of learning materials	High, as accountability is based on the achievement of predetermined and measurable learning outcomes
Continuous improvement	Continuous improvement tends to be slow and focuses more on the process than the outcome.	Based on learning outcome feedback, ensures continuous improvement in curriculum and teaching and learning activities.

This comparison table shows that OBE systems offer a more outcome- or competency-focused approach than traditional learning systems. By emphasizing on learning outcomes, performance-based assessment, and personalization of learning, OBE system has the potential to improve educational effectiveness and prepare learners with competent and relevant skills in the professional world. The table above shows the benefits obtained by universities in implementing this OBE system, namely clarity of educational objectives, improved quality of education, responsiveness to learner needs, more accurate assessment, improved learning outcomes, and critical competency development.

Christian Religious College

Christian religious colleges or commonly referred to as Theological Colleges are providers of education or theological studies, which form Christian clergy, Christian ministers, Theology researchers and Christian Religious Education researchers. The presence of Christian religious colleges or Theological Colleges aims to form students to have a deep understanding of the Christian faith. The College of Theology is certainly affiliated with certain denominations or interdenominations depending on the vision and mission of theology adopted. This institution is indirectly required to establish relationships with several churches, certain Christian communities in various service programs, mission organizations, or several Christian schools. Overall, Theological College Institution is a forum for the formation of Christian faith, character, and intellectuals who are called to serve God and society in accordance with the circumstances of the times.

Theological College certainly has several competencies that must be possessed by graduates such as being able to lead the congregation, teach, research and interpret the Bible according to the needs of the congregation and society. Every College certainly wants to be a superior provider of theological education and produce graduates who are competent in their fields

and relevant to the times. The quality of Theological College is required to be in accordance with the Standar Nasional Pendidikan Tinggi (SNPT) and national accreditation bodies. Uu No. 12/2012 on Higher Education states that KKNI must be the main reference in determining graduate competencies. Presidential Regulation of the Republic of Indonesia No. 8 of 2012 concerning KKNI states that Kompetensi Lulusan (KL) are stated in the formulation of "Capaian Pembelajaran Lulusan (CPL)". With the formulation of graduate competency standards based on several aspects that have been described above, of course.

Theological College Institutions are required to be able to produce graduates who have minimum graduate competencies in accordance with national standards, are able to compete with other graduates, and are recognized internationally in the education implementation process. Therefore, Theological College Institutions need an educational system approach that can support their educational programs and avoid gaps between educational competencies and industry needs so as to produce competent graduates.

Therefore, to answer all the existing needs, Theological College institutions in Indonesia need an OBE education system approach. Because the OBE system can help break the competition of Theological College Institutions with other universities. This system can mobilize all components of the curriculum prepared by the institution so that all teaching and learning activities can produce Theology and Christian Religious Education graduates who are competent, able to compete, and contribute to advancing the Indonesian nation in the religious sector.

Previous Research Data

To support this research, the author raises previous research in the form of tables about universities that have used the OBE system as an approach in making the curriculum used:

1. Authors: Gede Agus Jaya Negara, Ni Rai Vivien Pitriani, and Luh Putu Widya Fitriani (2024):[22]

Title	Variable	Method	Result
Kurikulum Berbasis OBE (*Outcome Based Education*) Dengan Nilai-Nilai Karakter Untuk Meningkatkan Kualitas Mutu Pendidikan Perguruan Tinggi	Kurikulum, OBE, nilai-nilai karakter, pendidikan perguruan tinggi.	*Reseach and Development (R&D) model ADDIE (Analysis, Design, Development, Implementation, Evaluation)*	Curriculum development with an OBE system approach with character values is highly feasible. - **Curriculum expert:** 4.34 (very feasible) - **Policy management and development:** 4.42 (very feasible) - **Practitioners or lecturers:** 4.51 (very feasible) - **Students (pilot test):** 4.44-4.46 (very feasible). This student assessment is in the aspects of attitude, knowledge, and skills.

2. Authors: Octaverina Kecvara Pritasari, Biyan Yesi Wilujeng, dan Novia Restu Windayani (2023).[23]

Title	Variable	Method	Result
Penerapan Kurikulum Outcome Based Education (OBE) Dalam Kurikulum Merdeka Belajar Kurikulum Merdeka Di Prodi S1	Kurikulum merdeka, OBE, Prodi S1 Pendidikan Tata Rias	*Descrepancy Evaluation Model:* Comparing the standard PLO Achievement with the predetermined PLO Achievement.	- Students overall scored **good** and **excellent** in all PLOs demonstrating good theoretical understanding and skills. - PLO 7 (Create design, conduct research, analyze, and implement research results) received a score of **excellent** by 29.05%, **good** by 53.32%, **fair** by 8.45%, and **fail** by 9.18% - PLO 8 (professional attitude) has the highest achievement of

[22] Gede Agus Jaya Negara, Ni Rai Vivien Pitriani, and Luh Putu Widya Fitriani, "Kurikulum Berbasis OBE (Outcome Based Education) Dengan Nilai-Nilai Karakter Untuk Meningkatkan Kualitas Mutu Pendidikan Perguruan Tinggi."

[23] Pritasari, Wilujeng, and Windayani, "Penerapan Kurikulum Outcome Based Education (OBE) Dalam Kurikulum Merdeka Belajar Kurikulum Merdeka Di Prodi S1 Pendidikan Tata Rias."

			35.40% in the **excellent** category. This data shows that ethics and professionalism have been owned by students.
Pendidikan Tata Rias.			- Based on the results of this study, the OBE system is feasible to implement with some continuous improvements.

3. Authors: Yuliawati Yunus, Hasan Maksum, and Waskito Waskito (2024)[24]

Title	Variable	Method	Result
Pengaruh Implementasi Kurikulum Outcome Based Education (OBE) Terhadap Kemampuan *Problem Solving* Mahasiswa	OBE, *Problem Solving* mahasiswa	Descriptive Analysis: normality test, linearity test, simple linear regression, data collection with questionnaires to 60 students.	- Descriptive analysis of OBE system implementation: in the **fair** category (35% of students) - Descriptive analysis of problem solving: in the **fair** category (45% of students) - Normality test: the results of the data test show normal distribution - Linearity test: the results of the data test show that the relationship between the implementation of the OBE system and problem solving is **linear** - Simple linear regression test: the data results show that there is a positive relationship and **significant** influence. - Coefficient of Determination: the results of the data test showed that the implementation of OBE influenced 21.5% of the variation in students' problem solving. Then, there is 78.5% that shows the influence of some other factors that are not recorded in this study. - The **fair** category tends to be dominant, indicating the need to increase and improve the effectiveness of the OBE system in influencing student problem solving - Conclusion: the OBE system is very feasible to be applied in improving students' problem solving skills

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[24] Yunus, Maksum, and Waskito, "Pengaruh Implementasi Kurikulum Outcome Based Education (OBE) Terhadap Kemampuan Problem Solving Mahasiswa."

From some of the data presented in the table above, it shows that the application of the OBE system in several universities has proven effective in breaking down the quality of education, producing competent graduates, and preparing them for the industrial era 4.0. The curriculum developed based on OBE can be combined with character values and get very decent scores from

various parties, such as curriculum experts, lecturers, and students or learners. According to the data above, students who follow the OBE system will generally show good learning outcomes, such as in the aspect of professionalism. In addition, the OBE system also contributes to the improvement of learners' problem solving skills, although other factors still dominate. According to the data above, the majority of learners assess the implementation of the OBE system in the good and sufficient categories. This means that there is still a need for optimization in teaching methods and continuous evaluation. From this explanation, it can be seen that the implementation of development using the OBE system approach remains and is very relevant, it just requires a strengthening strategy so that the impact is greater and more significant in breaking down the quality of education and competent graduates.

Implementation of OBE System in Theological College Curriculum Development

Based on the data that has been presented on several pages above, education at Theological College does not only equip students with theological knowledge. Rather, it faces various global challenges such as rapidly developing technology, social changes, and increasingly complex demands for service in the Christian community. In the current Industry 4.0 era, Theological College is indirectly required to produce graduates who not only understand the world of the Bible and theology, but are also able to integrate Christian faith with technology, data, and the needs of modern society. Theological College needs to produce graduates who have technological literacy, data literacy, human literacy, and have 21st century skills (creativity, innovation, and critical thinking). In this regard, developing an OBE-based curriculum is relevant for Theological College, as this system focuses on measurable and clear learning outcomes. Graduates of theology or Christian Religious Education not only master the theory but also have the ability to apply their knowledge in the context of real service.

The process of implementing the OBE system into curriculum development at Theological College requires a different paradigm from the traditional education system that focuses on

teaching material to a system that focuses on learning outcomes. In determining the Graduate Learning Outcomes (GLO), the GLOs must be clearly defined such as the ability to interpret and master biblical history, preaching, teaching, and ministry. Then interactive learning methods are needed, such as micro teaching, liturgical practices (baptism, marriage blessing, consolation services, etc.), case studies, and Pengabdian pada Masyarakat (PkM). From this interactive

learning, it can conduct performance-based assessment and use project portfolios as assessment tools or materials to measure learning outcomes. Of course, the application of this OBE system can provide benefits for the relevance of graduates and the quality of education. Such as producing graduates who are competent in their fields, relevant to the needs of the industry (Christian community).

The implementation of this system in the Theological College curriculum certainly has its own challenges that go hand in hand with solutions. Challenges in the application of this OBE system such as lecturers who are still not familiar with the OBE system and of course must conduct training or seminars for lecturers about this system. Then to support PkM collaborate with churches, schools, and other Christian organizations to support field practice. Also, to increase the effectiveness of the implementation of the OBE system into the curriculum, of course, it must conduct periodic evaluations, feedback from lecturers students, and stakeholders (churches, schools, or other Christian organizations) to improve the curriculum. The implementation of this system can also have a long-term impact on the Theological College that implements it, such as producing competent and competitive graduates, improving the quality of education, and increasing the reputation of Theological College at the national and international levels.

CONCLUSION

The Outcome Based Education (OBE) system is an education system that focuses on measurable, clear, and relevant learning outcomes for industry needs. The implementation of the OBE system at Theological College is a solution to bridge the competency gap resulting from education with the needs of the Christian community or modern society. It will certainly produce Theology and Christian Religion Education graduates who are competent, have the character of Christ, and master technological literacy, data literacy, and human literacy needed in the world of service. The integration of Christian values into the OBE system will strengthen the spiritual and character formation of students. Data from other universities show that the OBE system is very

effective in the process of improving the quality of education and continuous evaluation is needed to ensure that the Theological College curriculum remains relevant to the needs of the church and the times. It can be seen that if the OBE system is implemented into curriculum development, the reputation of Theological College institutions will increase as providers of excellent education.

LITERATURE

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