



**THE ROLE OF LECTURER COMPETENCE IN THE
EFFECTIVENESS OF OUTCOME-BASED EDUCATION
(OBE) CURRICULUM IMPLEMENTATION AT THE
FACULTY OF ECONOMICS AND BUSINESS,
WARMADEWA UNIVERSITY, BALI, INDONESIA**

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Abstract

Higher education institutions are required to produce graduates who possess competencies that align with the needs of the labor market and the advancement of knowledge. One approach employed to meet these demands is Outcome-Based Education (OBE). The effectiveness of OBE curriculum implementation is determined, in part, by lecturer competence. Lecturer competencies—comprising pedagogical, professional, assessment, digital, and personality and social competencies—complement one another in supporting the entire OBE cycle, from planning to continuous improvement. Consequently, developing and strengthening lecturer competence must be a priority in efforts to enhance the quality of higher education. The Faculty of Economics and Business at Warmadewa University, Bali, Indonesia, recently implemented the OBE curriculum in the odd semester of 2025/2026 and naturally faces challenges, particularly regarding the enhancement of lecturer competence. This study aims to examine the

role of lecturer competence in the effectiveness of OBE curriculum implementation. The results indicate that lecturer competence has a significant positive effect on the effectiveness of OBE curriculum implementation. Specifically, pedagogical competence has a positive but non-significant effect, while professional competence has a significant positive effect. Assessment competence has a significant positive effect. Digital competence has a positive but non-significant effect. Finally, personality and social competence has a significant positive effect on the effectiveness of OBE curriculum implementation.

Keywords: Pedagogical competence, professional competence, assessment competence, digital competence, personality and social competence, effectiveness, OBE curriculum

INTRODUCTION

Outcome-Based Education (OBE) is an educational approach focused on the learning outcomes that graduates must possess upon completing an educational program. The core principle of OBE is "constructive alignment"—the alignment among learning outcomes, teaching and learning strategies, and assessment systems (Biggs & Tang, 2011). Under this approach, the entire learning process is systematically designed to ensure the achievement of established outcomes. A primary reason why OBE has proven more effective in enhancing student competence is its emphasis on concrete, measurable learning results; this enables students to clearly understand their learning objectives and the means to achieve them (Berutu, Nurmala, et al., 2024).

In Indonesia, the implementation of Outcome-Based Education (OBE) is reinforced by policies regarding the National Standards for Higher Education and the *Merdeka Belajar–Kampus Merdeka* (MBKM)—or "Emancipated Learning–Independent Campus"—initiative, which emphasize the alignment of learning outcomes, the learning process, and assessment. Lecturers play a strategic role in this implementation, as they are directly responsible for planning and conducting classroom instruction; consequently, lecturer competence is a determining factor in the successful implementation of the OBE curriculum. Competent lecturers are not only capable of effectively delivering course material but also skilled in designing and managing learning processes that yield the desired outcomes (Ubaidillah & Rif'an, 2019). Furthermore, lecturers act as facilitators who create learning environments that foster the development of students' skills (Trisnaningsih, 2023).

The successful implementation of OBE in higher education relies heavily on how lecturers plan, organize, execute, and control the learning process—reflecting the managerial stages essential to OBE-based learning management—with the aim of ensuring the

achievement of measurable outcomes aligned with the competencies desired by the study program (Halim, 2025).

Research in Indonesia has found that lecturers' pedagogical and professional competencies contribute positively to the effective implementation of OBE-based curricula and the achievement of graduates' Program Learning Outcomes (CPL) (Sutrisno & Suyanto, 2018). A study by Susilawati et al. (2020) indicates that limited assessment competence among lecturers is a major obstacle to OBE implementation, particularly regarding rubric development and the analysis of CPL achievement. Meanwhile, the evolution of digital learning has created a need for technological competence among lecturers; research by Martin et al. (2019) states that digital learning developments require lecturers to possess technological skills to support OBE-based learning that is documented and measurable via Learning Management Systems (LMS). Lecturers' personality and social competencies serve as supporting factors in fostering a culture of quality and a commitment to internal quality assurance. Social competence (encompassing empathy and social skills) influences lecturer performance (Sugianti et al., 2022).

The Faculty of Economics and Business at Warmadewa University is set to implement the OBE curriculum starting in the odd semester of the 2025/2026 academic year; therefore, research is needed to assess the readiness of lecturers and study programs to implement the OBE curriculum effectively.

RESEARCH METHODOLOGY

This study employs a mixed-methods approach with a sequential explanatory design. The respondents in the quantitative phase were lecturers from the Faculty of Economics and Business, Warmadewa University, who were directly involved in the implementation of Outcome-Based Education (OBE). Purposive sampling was used to select respondents based on the criterion of having experience participating in or implementing OBE-based instruction. Data were collected using a self-designed questionnaire developed in accordance with the situation and conditions of the research setting, distributed through Google Forms, and supplemented by in-depth interviews. A total of 42 questionnaire responses were obtained.

For the qualitative phase, informants were selected purposively based on their involvement and strategic roles in OBE implementation, including study program heads, course lecturers, internal quality assurance personnel, and students. Quantitative data were analyzed using multiple linear regression, while qualitative data analysis involved the stages of data reduction, data display, and conclusion drawing. The qualitative data served to explain and provide deeper insight into the quantitative analysis results.

RESULTS AND DISCUSSION

Descriptive Analysis

To assess respondents' views regarding lecturer competence and the effectiveness of the OBE curriculum implementation, a questionnaire was distributed via Google Forms to all lecturers at the Faculty of Economics and Business (FEB) who teach using the OBE curriculum. A total of 42 responses were received; therefore, the sample for this study consists of 42 individuals.

Respondent Characteristics

The characteristics of the respondents in this study, categorized by study program, are presented in Table 1.

Table 1 Characteristics of Respondents by Study Program

No.	STUDY PROGRAM	AMOUNT
1	Management	22
2	Accounting	14
3	Economics and Development Studies	6
	Amount	42

The research respondents are lecturers from all study programs at the Faculty of Economics and Business (FEB), Warmadewa University, who teach using the OBE curriculum; the implementation of the OBE curriculum itself began in the odd semester of the 2025/2026 academic year.

Description of Research Variables

Respondents' answers regarding the research variables were measured using a 1–5 Likert scale, ranging from "very poor" to "very good." The details of the respondents' answers are as follows:

Description of Respondents' Responses Regarding the Competence Variable

In this study, competence is viewed in terms of pedagogical competence, professional competence, assessment competence, digital competence, and personality and social competence. For further details, respondents' responses regarding the competence variable can be seen in Table 2.

Table 2 Description of Respondents' Responses
Regarding the Competence Variable

No	Statement	Respondents' Response					Average	Assessment Categories
		1	2	3	4	5		
Pedagogical competence								
1	I am capable of developing OBE-based course plans	0	3	6	25	8	3,90	Good
2	I design learning activities that align with the established learning outcomes.	0	0	7	30	5	3,95	Good
3	I facilitate student-centered learning.	0	0	5	28	9	4,01	Good
4	I employ teaching methods that encourage active student participation.	0	0	0	26	18	4,42	Very good
5	I demonstrate concern for the students' academic progress.	0	0	0	34	8	4,19	Good
Average Score							4,09	Good
Professional competence								
1	I possess a strong command of the material being taught.	0	0	0	24	18	4,43	Very good
2	I present material that is relevant to the needs of the workforce and the profession.	0	0	3	26	13	4,24	Very good
3	I am able to align MBKM activities with the study program's learning outcomes (CPL).	0	6	4	30	2	3,67	Good
4	I update course materials in accordance with developments in the field of study.	0	0	3	26	13	4,24	Very good
5	I conduct research or produce publications that support their academic and professional development.	0	0	0	35	17	4,41	Very good
Average Score							4,20	Good
Assessment Competence								
1	I design assessments that align with the Course Learning Outcomes (CPMK).	0	0	15	21	6	3,79	Good
2	The assessment rubrics used reflect the expected learning outcomes.	0	0	10	29	3	3,83	Good
3	I assess students' abilities comprehensively, covering	0	2	0	32	7	4,02	Good

	knowledge, skills, and attitudes.								
4	I employ various forms of assessment, such as assignments, projects, presentations, and exams.	0	0	0	24	18	4,43	Very good	
5	I analyze the achievement of CPMK based on assessment results.	0	3	5	26	8	3,93	Good	
Average Score							4,00	Good	
Digital Competence									
1	I utilize a Learning Management System (LMS) to support the achievement of Course Learning Outcomes (CPMK).	0	0	0	27	15	4,36	Very good	
2	I am capable of using various digital platforms to support the learning process.	0	0	8	21	13	4,12	Good	
3	I integrate digital technology into outcome-oriented learning activities.	0	1	7	29	5	3,90	Good	
4	I utilize multimedia (videos, simulations, infographics, etc.) in instruction.	0	2	5	30	5	3,90	Good	
5	I use digital technology to monitor students' learning progress.	0	0	13	23	6	3,83	Good	
Average Score							4,02	Good	
Personality and Social Competence									
1	I demonstrate honesty and integrity throughout the learning process.	0	0	0	24	18	4,43	Very good	
2	I am able to manage my emotions in various learning situations.	0	0	0	27	15	4,36	Very good	
3	I create an open and participatory learning environment.	0	0	0	26	16	4,38	Very good	
4	I am able to collaborate with fellow lecturers to support the implementation of OBE.	0	0	8	23	11	4,07	Good	
5	I show concern for students' academic development.	0	0	2	27	13	4,26	Very good	
Average Score							4,30	Very good	

From the Table 2, the lecturers' overall pedagogical competence falls within the "good" category, with an average score of 4.09. However, three indicators scored below this average: the ability to design OBE-based course plans (average score: 3.90), the ability to design learning activities aligned with established learning outcomes (average score: 3.95), and the facilitation of student-centered learning (average score: 4.01). These results indicate that some lecturers still feel less capable of designing OBE-based course plans and aligning learning activities with established learning outcomes, and that they have not yet fully implemented student-centered learning in the instructional process.

Overall, the lecturers' professional competence falls within the "good" category, with an average score of 4.20. However, one indicator scored below the mean: the ability to map MBKM activities to the Study Program's Graduate Learning Outcomes (CPL), which had an average score of 3.67. This indicates that there are still lecturers who lack the ability to effectively map MBKM activities to the Study Program's CPL.

Regarding assessment competence, the lecturers' performance overall falls into the "good" category, with an average score of 4.00. Nevertheless, three indicators scored below this average: designing assessments aligned with Course Learning Outcomes (CPMK) (average score: 3.79); using assessment rubrics that reflect the expected learning outcomes (average score: 3.83); and analyzing CPMK achievement based on assessment results (average score: 3.93). These findings indicate that some lecturers conduct assessments that are not aligned with CPMK, use rubrics that do not reflect the desired learning outcomes, and have not yet analyzed CPMK achievement based on assessment results.

Overall, lecturers' digital competence falls within the "good" category, with an average score of 4.02. However, three indicators scored below this average: "I use digital technology to monitor students' learning progress" (average score: 3.83); "I integrate digital technology into outcome-oriented learning activities" (average score: 3.90); and "I utilize multimedia (videos, simulations, infographics, etc.) in instruction" (average score: 3.90). This indicates that some lecturers still lack the ability to use digital technology to monitor students' learning progress, integrate digital technology into outcome-oriented learning activities, or utilize multimedia in the learning process.

Lecturers' personality and social competence fall within the "excellent" category, with an average score of 4.30. Nevertheless, two indicators scored below this average: "I am able to collaborate with fellow lecturers to support OBE implementation" (average score: 4.07) and "I demonstrate concern for students' academic progress" (average score: 4.26). This indicates that some lecturers feel less capable of collaborating with colleagues to support OBE implementation and show less concern for students' academic progress.

Description of respondents' responses regarding the effectiveness of OBE curriculum implementation

In this study, the variable of OBE curriculum implementation effectiveness is measured using six statements; the effectiveness of the curriculum implementation is then determined by dividing the overall average score by the expected average score. For further details, the description of respondents' responses regarding the effectiveness of OBE curriculum implementation is presented in Table 3.

From the Table 3, the overall effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University, falls into the "good" category, with an average score of 3.81. However, two statements received scores below this average: "most students achieve the established Course Learning Outcomes (CPMK)" (average score of 3.55) and "the curriculum, learning methods, and assessment instruments are evaluated periodically" (average score of 3.71). These results indicate that some lecturers believe a significant number of students have yet to achieve the established CPMK, and that periodic evaluations of the curriculum, learning methods, and assessment instruments are lacking. These factors contribute to the suboptimal effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University (FEB Unwar).

Table 3 Description of Respondents' Responses Regarding the Effectiveness of OBE Curriculum Implementation

No.	Effectiveness of OBE Curriculum Implementation	1	2	3	4	5	Average	Assessment Categories
1	The majority of students achieve the established Course Learning Outcomes (CPMK).	0	3	13	26	0	3,55	Good
2	Each learning activity is designed to support the achievement of specific outcomes.	0	0	5	34	3	3,95	Good
3	Students actively participate in discussions, projects, case studies, practical work, or problem-based learning.	0	0	11	28	3	3,83	Good
4	Assessment results provide a clear picture of students' competency achievement.	0	0	6	31	5	3,98	Good
5	The curriculum, teaching methods, and assessment instruments are evaluated periodically.	0	0	12	30	0	3,71	Good
6	Student pass rates and academic achievements are improving.	0	0	11	28	3	3,81	Good
Average Score							3,81	Good

In terms of overall effectiveness, the OBE curriculum implementation has reached 76.2 percent ($3.81/5 \times 100\%$). Interviews with the Heads of Study Programs, the Curriculum Division, and the Internal Quality Assurance Unit revealed that the effectiveness of the OBE curriculum implementation stands at 50% for the Management Study Program, while the Accounting and IESP Study Programs have each reached 75%.

Inferential Statistics

The Inferential Statistics employed in this study consists of multiple linear regression, the F-test, and the t-test. Multiple linear regression analysis can proceed once the requirements for classical assumption tests have been met. Since all classical assumptions have been satisfied, the multiple linear regression analysis can be carried out.

Multiple Linear Regression Analysis

Multiple linear regression analysis is used to examine the influence of lecturer competence on the effectiveness of OBE curriculum implementation. The analysis results are presented in Table 4.

Table 4 Regression Coefficients

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-2.825	4.503		-.627	.534		
	X1	.031	.195	.021	.161	.873	.726	1.377
	X2	.362	.140	.344	2.591	.014	.720	1.389
	X3	.362	.153	.298	2.362	.024	.798	1.253
	X4	.078	.135	.073	.580	.566	.791	1.264
	X5	.418	.196	.289	2.137	.039	.693	1.443

a. Dependent Variable: Y

From the Table 4, the multiple linear regression equation is as follows:

$$Y = -2.825 + 0.032 X1 + 0.362 X2 + 0.362 X3 + 0.078 X4 + 0.418 X5$$

This regression equation can be interpreted as follows:

- a. $b_1 = 0.032$ indicates that lecturers' pedagogical competence has a positive effect on the effectiveness of OBE curriculum implementation. This means that higher levels of pedagogical competence among lecturers can enhance the effectiveness of OBE curriculum implementation.

- b. $b_2 = 0.362$ indicates that lecturers' professional competence has a positive effect on the effectiveness of OBE curriculum implementation. This means that higher levels of professional competence among lecturers will increase the effectiveness of OBE curriculum implementation.
- c. $b_3 = 0.362$ indicates that assessment competence has a positive effect on the effectiveness of OBE curriculum implementation at FEB. This means that higher levels of lecturer assessment competence will enhance the effectiveness of OBE curriculum implementation.
- d. $b_4 = 0.078$ indicates that digital competence has a positive effect on the effectiveness of OBE curriculum implementation. This means that higher levels of lecturer digital competence will enhance the effectiveness of OBE curriculum implementation.
- e. $b_5 = 0.418$ indicates that personality and social competence have a positive effect on the effectiveness of OBE curriculum implementation. This means that higher levels of lecturer personality and social competence will enhance the effectiveness of OBE curriculum implementation.

Determination Analysis

Determination analysis is used to examine the extent of the role played by competence in the effectiveness of OBE curriculum implementation; the results of the analysis are presented in Table 5 for further details.

Table 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.544	.481	1.28586
a. Predictors: (Constant), X5, X4, X3, X1, X2				
b. Dependent Variable: Y				

From Table 5, it can be explained that lecturer competence contributes 48.1 percent to the effectiveness of OBE curriculum implementation, while the remaining 51.9 percent is determined by other factors not analyzed in this study.

Simultaneous Test / F-Test

The F-test is used to examine the significance of the simultaneous influence of pedagogical, professional, assessment, digital, and personality and social competencies on the effectiveness of OBE curriculum implementation. For further details, the results of the simultaneous test are presented in Table 6.

Table 6, the calculated F-value is 8.594, with a significance level of 0.000—which is less than 0.05. This indicates that pedagogical, professional, assessment, digital, and personality and social competencies simultaneously have a significant effect on the effectiveness of OBE curriculum implementation.

Table 6 ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.047	5	14.209	8.594	.000 ^b
	Residual	59.524	36	1.653		
	Total	130.571	41			

a. Dependent Variable: Y

Partial Test / t-test

The t-test is used to determine the significance of the partial influence of pedagogical, professional, assessment, digital, and personality and social competencies on the effectiveness of OBE curriculum implementation. Based on Table 5, the explanation is as follows.

$t_1 = 0.161$ with a significance of $0.873 > 0.05$. This means pedagogical competence has a positive but non-significant effect on the effectiveness of OBE curriculum implementation.

$t_2 = 2.591$ with a significance of $0.014 < 0.05$. This means lecturers' professional competence has a positive and significant effect on the effectiveness of OBE curriculum implementation.

$t_3 = 2.362$ with a significance of $0.024 < 0.05$. This means lecturers' assessment competence has a positive and significant effect on the effectiveness of OBE curriculum implementation.

$t_4 = 0.580$ with a significance of $0.566 > 0.05$. This means digital competence has a positive but non-significant effect on the effectiveness of OBE curriculum implementation.

$t_5 = 2.137$ with a significance of $0.038 < 0.05$. This means lecturers' personality and social competence have a positive and significant effect on the effectiveness of OBE curriculum implementation.

DISCUSSION

The Simultaneous Influence of Pedagogic, Professional, Assessment, Digital, and Personality and Social Competencies on the Effectiveness of OBE Curriculum Implementation

Research findings indicate that pedagogical, professional, assessment, digital, and personality and social competencies simultaneously exert a significant positive influence on the effectiveness of OBE curriculum implementation. This implies that the higher the lecturers' level

of competence—across these five domains—the more effective the OBE curriculum implementation becomes at the Faculty of Economics and Business, Warmadewa University.

Studies on OBE implementation demonstrate that lecturers play a pivotal role in translating learning outcomes into the planning, delivery, and evaluation of instruction. Research regarding the role of lecturer competence in OBE management specifically identifies lecturer capabilities as a key factor supporting the successful adoption of OBE in higher education institutions (Halim, 2025).

The Influence of Pedagogic Competence on the Effectiveness of OBE Curriculum Implementation

The research results indicate that pedagogic competence has a positive but non-significant influence on the effectiveness of OBE curriculum implementation. This implies that while higher levels of lecturer pedagogic competence would theoretically enhance the effectiveness of OBE curriculum implementation, at FEB Unwar, the lecturers' pedagogic competence has not yet significantly boosted this effectiveness. The lack of a significant influence can also be explained by descriptive findings showing that some lecturers still struggle to comprehensively apply OBE principles. Certain lecturers feel insufficiently capable of developing OBE-based Semester Learning Plans (RPS) that integrate Graduate Learning Outcomes (CPL), designing learning activities aligned with established learning outcomes, and fully implementing student-centered learning. The development of the RPS serves as a primary instrument guiding the entire learning process to ensure it is oriented toward the achievement of learning outcomes.

Lecturers continue to face difficulties in developing Semester Learning Plans (RPS) that align with the Outcome-Based Education (OBE) framework. Yet, the RPS is a pivotal document that maps Graduate Learning Outcomes (CPL) to Course Learning Outcomes (CPMK) and establishes competency-based methods and assessments. This challenge indicates that lecturers' pedagogical competence largely relies on traditional, syllabus-driven approaches rather than outcome-based curriculum design. Outcome-Based Curriculum Design is a process that begins by identifying expected graduate competencies (graduate attributes) and subsequently translating them into integrated Program Learning Outcomes (PLO), Course Learning Outcomes (CLO), learning strategies, and assessment methods. Its core principle is "backward design"—structuring the curriculum by first defining the desired end results, then determining evidence of achievement, and finally crafting appropriate learning experiences.

A misalignment between learning activities and learning outcomes occurs because, while lecturers theoretically understand the OBE (Outcome-Based Education) concept, they

have not consistently translated learning outcomes into measurable learning activities in practice. This inconsistency in translating outcomes into instructional practice leads to variations in implementation among lecturers.

Interviews with the Head of the Study Program, the Curriculum Division, and the Internal Quality Assurance Unit for the Management and Economics and Development Studies (IESP) programs revealed that some lecturers use different Semester Lesson Plans (RPS) for the same course, resulting in a lack of alignment between learning activities and the established learning outcomes. Student-centered learning has not been fully implemented in the teaching process, partly due to the quantitative nature of certain courses and the students' low readiness for independent learning. Interviews with several Management program lecturers also indicated that existing lesson plans did not match the actual teaching materials, prompting them to modify both the plans and the materials; this further contributed to the misalignment between learning activities and established outcomes. Meanwhile, student interviews indicated that a significant number of lecturers have not yet adopted student-centered learning approaches.

Regarding the Accounting program, interviews with the Head of the Study Program, the Curriculum Division, and the Internal Quality Assurance Unit revealed that lecturer groups have been established for courses utilizing the OBE curriculum. Consequently, for any given course, all lecturers use the same lesson plans and teaching materials—which were collaboratively developed to align with the established learning outcomes. However, student-centered learning has not been fully implemented, as some courses are quantitative in nature.

The Influence of Professional Competence on the Effectiveness of OBE Curriculum Implementation

The research results indicate that the professional competence of lecturers has a positive and significant impact on the effectiveness of the Outcome-Based Education (OBE) curriculum implementation at the Faculty of Economics and Business, Warmadewa University (FEB Unwar). These findings demonstrate that the higher the lecturers' professional competence, the more effective the implementation of the OBE curriculum becomes. In other words, professional competence is a crucial factor determining the success of the OBE curriculum, as it enables lecturers to demonstrate a strong command of the subject matter, present material relevant to the needs of the workforce and the profession, map MBKM activities to the study program's Graduate Learning Outcomes (CPL), update course materials in line with developments in the field, and conduct research or publish work that supports their academic and professional growth.

Based on the descriptive analysis, the lecturers' overall professional competence falls within the "good" category. However, one indicator—specifically the ability to map MBKM activities to the study program's CPL—scored below the average. This indicates that some lecturers still struggle to align MBKM activities with the study program's CPL, which contributes to the reduced effectiveness of the OBE curriculum implementation at FEB Unwar.

The Influence of Assessment Competence on the Effectiveness of OBE Curriculum Implementation

Research results indicate that lecturers' assessment competence has a positive and significant effect on the effectiveness of the Outcome-Based Education (OBE) curriculum implementation at the Faculty of Economics and Business, Warmadewa University (FEB Unwar). These findings demonstrate that the higher the lecturers' assessment competence, the more effective the implementation of the OBE curriculum becomes. This suggests that assessment competence is a crucial factor in supporting the successful implementation of OBE, as the OBE assessment system serves not only to measure student learning outcomes but also as a basis for evaluating the attainment of graduate learning outcomes (GLOs) and facilitating continuous quality improvement in learning.

To possess strong assessment competence, lecturers are required to design assessments aligned with Course Learning Outcomes (CPMK); utilize assessment rubrics that reflect the expected learning outcomes; comprehensively evaluate students' abilities across knowledge, skills, and attitudes; employ diverse assessment methods—such as assignments, projects, presentations, and exams; and analyze the attainment of CPMK based on assessment results.

Descriptive analysis indicates that, overall, lecturers' assessment competence falls within the "good" category. However, three indicators scored below the mean: designing assessments aligned with CPMK; using rubrics that reflect expected learning outcomes; and analyzing CPMK attainment based on assessment results. This suggests that some lecturers conduct assessments inconsistent with CPMK, use rubrics that do not reflect the desired learning outcomes, and fail to analyze CPMK attainment based on assessment results.

Interviews with Heads of Study Programs, Curriculum Divisions, and Quality Assurance Units—across the Management, Accounting, and IESP (Economics and Development Studies) programs—as well as feedback from several lecturers, identified a primary challenge in OBE implementation: ensuring alignment between the Semester Learning Plans (RPS) and the assessment systems regarding Program Learning Outcomes (CPL).

The Influence of Digital Competence on the Effectiveness of OBE Curriculum Implementation

Research findings indicate that the digital competence of lecturers has a positive, albeit statistically insignificant, effect on the effectiveness of implementing the Outcome-Based Education (OBE) curriculum at the Faculty of Economics and Business, Warmadewa University (FEB Unwar). The positive direction of this relationship suggests that digital competence nonetheless contributes to the implementation of OBE. Lecturers proficient in utilizing digital technology find it easier to develop interactive learning media, leverage Learning Management Systems (LMS), conduct technology-based instruction, use collaborative applications, and manage assessments digitally. These capabilities support the application of OBE principles, which emphasize student-centered learning, learning-outcome-based assessment, and continuous quality improvement.

However, research findings indicate that the contribution of digital competence has not yet significantly enhanced the effectiveness of OBE curriculum implementation at FEB Unwar. This is because some lecturers still lack the ability to use digital technology to monitor student learning progress, integrate digital technology into outcome-oriented learning activities, and utilize multimedia within the learning process.

The use of digital technology at FEB Unwar remains focused more on material delivery, communication, and administrative tasks rather than on optimizing the attainment of the Graduate Learning Outcomes (GLOs). In an OBE approach, digital technology yields a greater impact when utilized to support active learning, authentic assessment, analysis of GLO attainment, continuous feedback provision, and the management of learning data to facilitate continuous quality improvement (CQI). If technology is not optimally leveraged in these areas, its contribution to the effectiveness of OBE implementation remains limited.

The results of the descriptive analysis indicate that the lecturers' overall digital competence falls within the "good" category. However, three indicators still show average scores below the mean: using digital technology to monitor students' learning progress, integrating digital technology into outcome-oriented learning activities, and utilizing multimedia (videos, simulations, infographics, etc.) in instruction. This suggests that there are still lecturers who lack proficiency in using digital technology to monitor student progress, struggle to integrate digital technology into outcome-oriented learning activities, and have yet to optimize the use of multimedia in the learning process.

The Influence of Personality and Social Competence on the Effectiveness of OBE Curriculum Implementation

Research results indicate that lecturers' personality and social competencies have a positive and significant impact on the effectiveness of the Outcome-Based Education (OBE) curriculum implementation at the Faculty of Economics and Business, Warmadewa University (FEB Unwar). These findings demonstrate that the higher the level of personality and social competence possessed by lecturers, the more effective the implementation of the OBE curriculum becomes. Consequently, the hypothesis stating that lecturers' personality and social competencies positively influence the effectiveness of OBE curriculum implementation is accepted.

Conceptually, personality competence refers to a lecturer's ability to exhibit a character that is steadfast, mature, wise, authoritative, principled, and disciplined, while also serving as a role model for students. Meanwhile, social competence reflects a lecturer's ability to communicate, collaborate, build harmonious relationships, and interact effectively with students, fellow lecturers, educational staff, and other stakeholders. In the context of OBE, these two competencies are crucial factors because the implementation of OBE relies not only on a lecturer's technical ability to design a learning outcome-based Semester Learning Plan (RPS) but also on their capacity to create a learning environment that is conducive, collaborative, and oriented toward the achievement of learning outcomes.

Descriptive analysis results indicate that the lecturers' personality and social competencies fall within the "excellent" category. However, two indicators scored below the overall average: the ability to collaborate with fellow lecturers in supporting OBE implementation and demonstrating concern for students' academic progress. This suggests that some lecturers feel less capable of collaborating with colleagues to support OBE implementation and show insufficient concern for students' academic development. Interviews with several lecturers revealed that they have not yet been able to collaborate effectively with their peers in developing Semester Lesson Plans (RPS) and have not fully monitored students' academic progress.

LIMITATIONS OF THE STUDY

This study was conducted solely at the Faculty of Economics and Business, Warmadewa University. Variables influencing the effectiveness of OBE curriculum implementation can be categorized into internal lecturer factors and external factors. This study focuses exclusively on an internal lecturer factor: lecturer competence.

CONCLUSIONS

Based on the results of the analysis and discussion, the conclusions of this study are as follows:

- 1) Pedagogic competence, professional competence, assessment competence, digital competence, and personality and social competence simultaneously have a significant positive effect on the effectiveness of OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University.
- 2) Pedagogic competence has a positive but non-significant effect on the effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University.
- 3) Professional competence has a significant positive effect on the effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University.
- 4) Assessment competence has a significant positive effect on the effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University.
- 5) Digital competence has a positive but non-significant effect on the effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University.
- 6) Personality and social competence have a significant positive effect on the effectiveness of OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University.

RECOMMENDATIONS

To enhance the effectiveness of the OBE curriculum implementation at the Faculty of Economics and Business, Warmadewa University, the following recommendations are proposed:

- 1) Heads of Study Programs, the Curriculum Division, and the Internal Quality Assurance Unit should enhance lecturer competence by: forming lecturer groups to collaboratively develop the curriculum (ensuring lecturers teaching the same course use the same Semester Learning Plan/RPS); providing guidance on developing assessment rubrics aligned with established Program Learning Outcomes (CPL); and offering training on integrating digital technology into outcome-oriented learning activities and utilizing multimedia in the learning process.
- 2) Lecturers should enhance their pedagogical competence by conducting learning activities aligned with established learning outcomes and fully implementing student-centered

learning. They should improve professional competence by: presenting material relevant to the needs of the workforce and the profession; mapping MBKM (Merdeka Belajar Kampus Merdeka) activities to Program Learning Outcomes (CPL); updating course materials in line with developments in the field; and conducting research or publications that support their academic development. Assessment competence should be improved by: conducting assessments aligned with Course Learning Outcomes (CPMK); using assessment rubrics that reflect desired learning outcomes; and analyzing the achievement of CPMK based on assessment results. Digital competence should be enhanced through training to enable the use of digital technology for monitoring student learning progress, integrating digital technology into outcome-oriented learning activities, and optimizing multimedia use in the learning process. Finally, personality and social competence should be improved by fostering collaboration with fellow lecturers to support OBE implementation and showing concern for students' academic development.

3) Future researchers are advised to expand the scope of their research—for instance, to the university level or across multiple universities within a single region—and to include additional external variables affecting OBE curriculum implementation effectiveness. These variables include leadership and leadership commitment, facilities and infrastructure, academic culture, curriculum design and structure (clarity of CPL, alignment of CPL with workforce needs, linkage between CPL and CPMK, and alignment of courses with CPL), as well as student characteristics and readiness.

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