

## Counseling and Training: Transformation of Higher Education through Outcome Based Education (OBE) Curriculum Development at STT Arastamar Wamena

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### ABSTRACT

The implementation method is through counseling and training attended by 38 participants from STT Arastamar Wamena, STKIP Abdi Wacana Wamena, STKIP Kristen Wamena, STAK Dispora Wamena, STT Reformasi Wamena, and Sekolah Tinggi Agama Kristen Arfak Manokwari West Papua and representatives from SMA Unggulan Lapago and SMA Kristen Wamena and the Papua Pegunungan Province Education Office. The activity is supported by the Papua Pegunungan Provincial Government, Ministry of Religion. The technical implementation is by conveying the substance of the OBE curriculum development on the first day. On the second day, each agency develops the Study Program Curriculum for each university accompanied by a facilitator. The final result of the counseling participants has an understanding of the concept of OBE development each study program develops a curriculum even though it is still a draft.

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## **INTRODUCTION**

Higher education is one of the main pillars in producing competent, innovative human resources who are ready to face global challenges. In the midst of the dynamics of the development of science, technology, and the needs of the world of work and industry that continue to change, higher education institutions are required to make adjustments to the higher education and learning system. The government issued a policy through the Regulation of the Minister of Education, Culture and Research and Technology No. 53 of 2023 concerning the quality assurance of higher education, mandating that universities are required to develop an outcome-based education (OBE) curriculum. In accordance with national standards for higher education where the higher education curriculum is the OBE Curriculum. The OBE approach is an approach where the focus of learning is on achieving graduate competencies and course competencies. In addition, international recognition through accreditation such as the ASEAN University Network Quality Assurance (AUN-QA), the Washington Accord, and other international cooperation encourage universities to develop a curriculum that is able to meet global standards (Hermawan D.J., 2018). For this reason, OBE is considered the most appropriate approach to achieve international recognition because of its clear orientation towards measurable learning outcomes and is relevant to the needs of graduate users.

Theological Colleges in Indonesia continue to develop to adapt to the times, the needs of graduate users and the regulations of the times and applicable regulations. One approach that is increasingly gaining attention is Outcome-Based Education (OBE) which emphasizes the achievement of specific competencies by graduates (Yani, et. Al, 2025; Muzakir, M. I., 2023). The application of OBE in educational institutions, including theological schools, aims to ensure that graduates have relevant skills and are ready to face challenges in the field. However, the implementation of OBE requires in-depth understanding and readiness from various related parties. Outcome-Based Education (OBE) has become one of the educational approaches that is increasingly relevant in the era of globalization. In the context of Theological Colleges, this approach is considered important to prepare graduates who not only understand theology theoretically, but are also able to apply it in practical service in a diverse society. This is even more crucial for areas like Wamena, where the need for competent church leaders and community servants is urgent. The unique social and cultural background of the Wamena community provides both challenges and opportunities for theological education institutions to create contextual and applicable curricula (Sevima, 2023). The geographical and social context of Wamena also influences the education system, including STT Arastamar Wamena and several other STTs located in the Papua Pegunungan Province. STT Arastamar Wamena and other STTs located in the interior of Papua have limited accessibility, so educational institutions in this area often face limitations in human resources, infrastructure, and information related to curriculum development. This condition requires strategic intervention in the form of counseling and training, especially in the development of an OBE-based curriculum. This counseling is not only a means to improve the quality of

Theological education in Wamena, but also to ensure that graduates are able to answer the needs of graduate users, the local community with a relevant and contextual approach.

The demand for regulatory mandates in higher education must be responded to because it is one of the important criteria in study program accreditation and university accreditation. In this case, counseling on the OBE curriculum can help educators at STT Arastamar Wamena and surrounding STTs understand the concept, steps for developing the OBE curriculum and develop learning plans and their implementation in learning. With counseling, STT Arastamar Wamena and surrounding STTs are able to curriculum with graduate learning outcomes and course learning outcomes. In other words, they are able to produce graduates who are not only competent academically, in attitude, and skills but also have a significant social impact in the interior of Papua (Afriansyah, et. al, 2020).

STT Arasamar Wamena and surrounding Theological Colleges (STT) face unique challenges in adopting an OBE-based curriculum. The main obstacles include limited human resources trained in OBE, inadequate educational infrastructure, and access to the latest information on curriculum development. In addition, the adaptation from traditional teaching methods to the OBE approach requires a significant paradigm shift among educators and institutional managers. The geographical conditions of Wamena, located in the mountainous region of Papua, add to the complexity of implementing the OBE curriculum. Limited access to transportation and inadequate infrastructure are often obstacles to optimal education delivery. According to data, many remote areas of Papua can only be reached by foot, boat, or small plane, making it difficult to distribute educational materials and training for teaching staff.

The main objective of holding counseling on the OBE-based curriculum in the STT Arasamar Wamena and surrounding STT is to improve the understanding and competence of educators in designing and implementing a curriculum that is oriented towards learning outcomes. This counseling is expected to equip teaching staff with the knowledge and skills needed to develop a curriculum that is in accordance with local needs and national education standards. The expected benefits of this counseling include improving the quality of theological education in Wamena, so that graduates have competencies that are in accordance with the needs of the local community and church. In addition, with a better understanding of OBE, educational institutions can be more effective in responding to educational challenges in remote areas and improving the accreditation of their study programs.

This counseling also serves as a platform for sharing experiences and best practices between theological educational institutions in Wamena and its surroundings. Collaboration between institutions is expected to accelerate the adoption of the OBE curriculum and create a support network for educators in dealing with existing obstacles. Thus, this counseling not only increases individual capacity, but also strengthens the theological education community as a whole. In the long term, it is hoped that the implementation of the OBE-based curriculum will produce graduates who not only have strong theological knowledge, but also practical skills that are relevant to the local context. This will contribute to the development of the Wamena community and its surroundings through more effective and contextual services. Thus, this counseling is a strategic step in improving the quality of theological education and services in the region.

The existence of Universitas Kristen Indonesia (UKI) as a higher education institution that has Excellent accreditation and has recognition in the development of Outcome-Based Education (OBE) based curriculum is highly expected to be able to help other universities, especially Christian universities such as STT Arastamar Wamena and its surroundings. UKI has the responsibility for the tridharma task. Responsibility for the dharma of devotion to society, UKI is greatly needed to help other universities in carrying out educational transformation, including the development of the OBE curriculum. As a "campus of love," UKI has a vision and mission to become an agent of educational transformation that not only focuses on big cities, but also reaches areas that need special attention, such as Papua. UKI's presence in the Wamena area can be a driver of change through the dissemination of good practices in the development and implementation of the OBE curriculum. This approach is expected to have a real impact on improving the quality of theological education in the area. As part of a collaborative approach, UKI can also share best practices in the development of the OBE curriculum that has been implemented on its campus. This includes the method of compiling relevant Learning Outcomes, project-based learning design, to measuring competency achievement (Shaheen, S., 2019; Iqbal, et.al, 2020). By sharing this experience, UKI not only builds close relationships with theological education institutions in Wamena, but also ensures that the curriculum developed can produce graduates who are ready to go directly into society with the skills needed. This love-based approach is in line with UKI's mission to serve and empower society holistically.

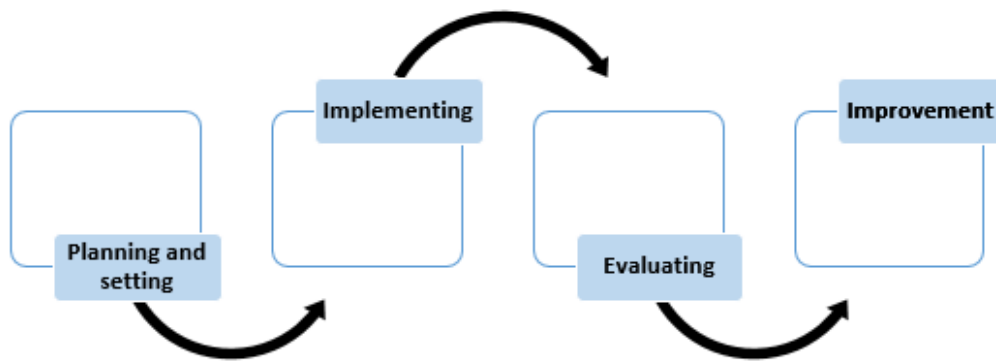
In addition, the presence of UKI can also provide motivation and inspiration to educators in Wamena to continue learning and improving their competencies. Counseling and training organized by UKI can be a productive discussion forum, where educators not only obtain information, but also share their own experiences in facing educational challenges in remote areas. Thus, UKI acts as a catalyst that strengthens the theological education community in Wamena and helps create an inclusive and competitive educational environment.

This collaboration is expected to create a broader impact on theological education in Papua. With UKI's support, the STT Arasamar Wamena and the surrounding STT can become a model for other institutions in developing a sustainable OBE-based curriculum. The presence of UKI as a "campus of love" that brings good practices is expected to be able to strengthen the education network in the Papua region and make a real contribution to building a better society through superior and contextual theological education.

There are several advantages to the OBE approach compared to the conventional approach, including: (1) OBE emphasizes the competencies that graduates must have, so that the curriculum is designed by considering the needs of industry, society, and developments in the era; (2) by designing clear objectives, lecturers can choose the most effective learning methods and strategies to achieve these goals; (3) assessments are carried out comprehensively based on competency achievement, not just quantity or memorization alone; (4) OBE allows stakeholders to evaluate the quality of study programs based on established achievements. In addition to the advantages, there are certainly also various obstacles, including: (1) not many lecturers understand the concept and practice of OBE comprehensively. Continuous training is needed to improve lecturer capacity; (2) OBE requires lecturers to act as facilitators, requiring adaptation and alignment in implementing learning; (3) assessments in OBE must reflect the achievement of learning outcomes through the achievement of sub-course learning; (4) effective implementation of OBE requires the support of adequate infrastructure, technology, and academic information systems.

The OBE Curriculum development mechanism in Higher Education involves internal and external stakeholders (Binangkit, & Siregar, 2020; Erlina, et.al 2019). In developing graduate achievements involving alumni, graduate users, lecturers, leaders and students.

This Community Service Activity uses the counseling and training method on OBE-based Curriculum Development at STT Arastamar Wamena, Papua Pegunungan Province and its surroundings. The counseling and training participants were all leaders, lecturers and education staff of STT Arastamar Wamena, Jayawijaya Regency, Papua Pegunungan Province. In addition, STKIP Abdi Wacana Wamena, STKIP Kristen Wamena, STAK Dispora Wamena, STT Reformasi Wamena, and Sekolah Tinggi Agama Kristen Arfak Manokwari West Papua also participated. Representatives from SMA Unggulan Lapago and SMA Kristen Wamena were 38 people. The counseling and training were held on March 27-28, 2025 at the Baliem Pilamo Hotel, Wamena. The stages of implementation are as follows.



**Figure 1. Steps for Implementing Community Services**

In the planning and setting standard, Collaborator submitted a letter of request to UKI regarding the need for assistance in developing the OBE curriculum. This was planned because there had been three-party communication, namely UKI as a resource person and curriculum facilitator at STT Arastamar, STT Arastamar invited leaders and lecturers in the Papua Pegunungan Province who were both experiencing difficulties in developing the OBE Curriculum. In the implementation section, STT Arastamar as the organizer and other participants were present and committed to being present during the training and working on the OBE Curriculum at their respective universities. The resource person accompanied the participants according to the characteristics of each university. The OBE Curriculum Development Counseling and Training was opened by Dr. Lukas Kossy, Expert Staff to the Governor of Papua Pegunungan, who represented the Acting Governor of Papua Pegunungan. Also attending the event were the Head of the Papua Pegunungan Provincial Education Office, Aron Wanimbo; Head of the Ministry of Religious Affairs of the Regency, Tinus Giban, S.Th., M.M. Speakers from UKI Jakarta: Prof. Dr. Hotmaulina Sihotang, M.Pd. ; Dr. Dra. Erni Murniarti, S.H., M.Pd.; and Dr. A. Dan Kia, M.Th. The evaluation section was conducted by asking participants to provide testimonials on the materials provided, training implementation methods, communication between speakers and participants, activity management, and the results achieved. Three participants stated that wa..wa..wa...(Papuan culture) were very satisfied with the materials provided and also the services of the organizing committee. The results of activities must be improved continuously



Figure 2. Opening Ceremony

## IMPLEMENTATION AND METHODS

The study utilized a counseling and training methodology to support the transition to an Outcome-Based Education (OBE) curriculum at STT Arastamar Wamena. This approach was designed to enhance faculty understanding and practical application of OBE principles through structured guidance and hands-on workshops. The process began with a comprehensive needs assessment, where initial discussions and surveys were conducted among lecturers to identify knowledge gaps and challenges in curriculum development. This phase helped tailor the training content to the specific requirements of the institution. Following this, a series of interactive training workshops were organized, focusing on key OBE components such as defining program educational objectives (PEOs), program learning outcomes (PLOs), and course learning outcomes (CLOs). Participants engaged in practical exercises, including syllabus redesign and assessment alignment, to ensure active learning and immediate application of concepts.

To reinforce the training, personalized counseling sessions were provided, offering lecturers ongoing support in refining their course materials and assessment methods. This mentorship approach ensured sustainable implementation by addressing individual difficulties and encouraging continuous improvement. Data was gathered through pre- and post-training evaluations, participant feedback, and observational notes to assess the effectiveness of the intervention. The combination of collaborative workshops and individualized guidance proved effective in equipping faculty with the necessary skills to adopt OBE, ultimately fostering a culture of outcome-focused education at STT Arastamar Wamena.

## **RESULTS AND DISCUSSION**

The results of the counseling and training held on March 27-28, 2025, which were attended by 38 people, the participants were very happy to be able to take part in the training as shown by the participants being present for two days according to the schedule, none of them were late. Participants have 1-2 hours from their homes to the training location but remained enthusiastic and happy to participate in the activities. Participants gained knowledge about the concept and mechanism of developing the OBE Curriculum to support MBKM (OBE Curriculum Guide, 2024). Participants were accompanied by a facilitator to develop the OBE Curriculum.



**Figure 3. Day-1 Activities, March 27, 2025**



**Figure 4. Day-2 Activities Training, March 28, 2025**

The OBE Curriculum Development Mechanism (OBE Curriculum Development Guidelines, 2024) is as follows. According to Article 44 of Permendikbudristek No. 53 of 2023, the study program curriculum must include at least: (1) graduate learning outcomes; (2) curriculum duration; (3) learning methods; (4) learning modalities; (5) competency requirements and/or qualifications of prospective students; (6) assessment of learning outcomes; (7) learning materials that must be taken; and (8) procedures for accepting students at various stages of the curriculum.

Based on these provisions, the curriculum document that will be used as a reference for the implementation of the study program is compiled consisting of at least the following parts:

1. Study Program Identity - Writing the Study Program identity including: Name of College, Faculty, Study Program, Accreditation, Education Level, Graduate Degree, Vision and Mission.
2. Curriculum Evaluation and Tracer Study - Explaining the results of the evaluation of the implementation of the curriculum that has been and is currently running, by presenting the mechanism of the results of the curriculum evaluation. Analysis of needs based on the needs of all stakeholders from the results of the tracer study.
3. Basis for Curriculum Design and Development: philosophical basis, sociological basis, psychological basis, legal basis, and others.
4. Formulation of Vision, Mission, Objectives, Strategies formulated by the Study Program and University Value.
5. Formulation of Graduate Competency Standards (SKL) stated in Graduate Learning Outcomes (CPL) are a unity of attitude, skill, and knowledge competencies that show students' achievements from their learning outcomes at the end of a higher education program formulated by referring to the KKNI descriptors according to their level.
6. Determination of Study Materials - Based on CPL and/or using the Body of
7. Knowledge of a Study Program, which is then used for the formation of new courses, and evaluation and reconstruction of old or ongoing courses.
8. Formation of Courses and Determination of Credit Weight - Explains the mechanism for forming courses based on CPL (and its derivatives at the MK level) and study materials, as well as determining their credit weight.
9. Matrix, Curriculum Map, and Study Period - Describes the organization of courses or curriculum maps in a logical and systematic structure according to the Learning Outcomes of Study Program Graduates. The distribution of courses is arranged in a series of semesters according to the curriculum period of the Study Program.

10. Learning Modalities in Learning Process Planning or Semester Learning Plan (RPS) - RPS is compiled from the results of the learning design. Learning process planning needs to comprehensively consider learning modalities so that they have a basis, function, and purpose that will help students learn to achieve their graduate competency standards effectively. Learning modalities that need to be written include student learning styles - visual, auditory, kinesthetic learning styles, and others, as well as student-centered learning methods that activate students to learn participatively and collaboratively, and the use of technology in learning that facilitates students to learn in a blended learning mode. Participants for the kindness of the organizers.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the experience and survey results during the counseling and training activities, it can be concluded that the OBE Curriculum development strategy in higher education involves stakeholders including: lecturers, students, alumni, graduate users, partners and others. Counseling and training activities provide happiness for participants because of the increased understanding of higher education transformation with OB Curriculum Development; increased participant ability in the concept and implementation of OBE Curriculum Development; increased participant understanding in making semester learning plans and the establishment of broader interpersonal communication.

Recommendation to higher education leaders so that for every change in regulations and also the needs of graduate users, leaders provide opportunities for lecturers to participate in socialization, training both organized by the government and organized by higher education independently so that the quality of the implementation of the tri dharma can be improved in a planned and sustainable manner. Training activities should be carried out continuously so that a culture of quality is built.

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