

DEVELOPING A COURSE MATERIAL *SPRACHBEHERRSCHUNG* BASED ON OUTCOME BASED EDUCATION

¹*Surya Masniari Hutagalung, ²Balazs Huszka, ¹Tanti Kurnia Sari, ¹Suci Pujiastuti

¹Germany Lecturer, Language and Arts Faculty, Universitas Negeri Medan, Indonesia

²Universiti Brunai Darussalam, Jalan Tungku Link, Gadong BE1410, Brunei

*Corresponding Author Email: suryamasniari@unimed.ac.id

Article Info	Abstract
Article History Received: January 2024 Revised: May 2024 Published: July 2024	<i>Sprachbeherrschung</i> is a study subject in the German Language education department in the faculty of language and art, Universitas Negeri Medan, which teaches four language skills completed by cross culture and social behavior. Therefore, the present study aims to develop teaching material for the subject of <i>Sprachbeherrschung</i> based on outcome. This development research is a qualitative descriptive study. The teaching material was develop based on semester teaching plan arranged in accordance with outcome-based learning principle. The development model used was Thiagarajan model consisted of four steps, i.e. defining, designing, developing, and disseminating. The presented report only consisted three out of four steps, in which disseminating was excluded. Defining step is the step of formulating the idea through need analysis. The designing step is the step of mapping the graduate learning outcome to the subject learning outcome which is associated to the result of need analysis. The developing step was carried out through the activity of material development and expert validation. The experts were three individuals with expertise in material development. the instrument used was validated. Instrument used was in form of questionnaire refers to likert scale. The result of expert validation indicate that the teaching material was suitable for use, with an average score of 90,0.
Keywords Materials development; <i>Sprachbeherrschung</i> ; Outcome Based Education; Teaching German language; Need Analysis;	
How to cite: Hutagalung, S.M., Huszka, B., Sari, T.K., & Pujiastuti, S. (2024). Developing a Course Materials <i>Sprachbeherrschung</i> Based on Outcome Based Education, <i>JOLLT Journal of Languages and Language Teaching</i> , 12(3), 1584-1594. DOI: https://dx.doi.org/10.33394/joltt.v12i3.10055	

INTRODUCTION

The curriculum of higher education always adopt to the current time. The rapid advancement of thechnology and other innovative product must be companied with the effort to counterbalance with the education endeavour, especially to the effort of upgrading the quality of human resources. In today's era of disruption, there has been a noticeable shift in human roles transitioning to advanced technology. Even some aspects of human services have been replaced by technology. This fact has been quickly responded by Universitas Negeri Medan by conducting scientifict discussion about outcome-based education (OBE), not only that but also curriculum has been prepared through the work of the study program and the faculty. In point of fact, the principle and goal of OBE have long been implemented in the Universitas Negeri Medan. However, a reaffirmation was later carried out to ensure that all study program truly prepare themselves to meet the human resource needs in the era of disruption. Through this reaffirmation, all graduates or alumnus could be directed towards the need of stakeholders and job market well as to the need of industry nowadays.

Sprachbeherrschung is a course within the German Language Education program. The learning outcomes of this course are derived from the graduate learning outcomes set by the program, which include the ability to master the theoretical concepts of German language skills and linguistic elements for effective, spontaneous, and systematic communication in both formal and non-formal contexts. Meanwhile, the learning outcome set in the

Sprachbeherrschung course is able to master the German language skill regarding to the theme and linguistic structure at the level B1 in accordance with Germanistisches Europäisches Rahmen (GER). The key performance indicator (KPI) in higher education becomes an essential direction to ensure the quality of education. The eight KPIs established by through Minister of Education and Culture Decree Number 754/P/2020 regarding eight KPIs as the key performance indicator of higher education (Dirjendikti, 2021), turned into direction and goals for the implementation of the learning process. If observed, the eight KPIs are closely interconnected and mutually supportive towards the achievement of educational goals. The main objective of one of the eight KPIs is to ensure the graduates to get a proper job or a job that is in line with their field of study. This means the knowledge and skills obtained from the college is useful for the job that they do. Further, a proper job is valued from its type and the income it provides. At the same time, creating a job opportunity is even the most crucial aspect in the first indicator of the KPIs.

The achievement of the Key Performance Indicators (KPIs) is assessed annually through the implementation of a tracer study using a validated instrument. Specifically, an initial study was conducted to determine the number of alumni who have secured good and suitable jobs. Out of the 50 alumni who responded to the questionnaire, 42 participated, and among them, 32 alumni reported having jobs, while the remaining 10 did not. Regarding the benefit of the knowledge and skills learned in college, 30 alumni acknowledged their usefulness, whereas 12 did not. When it came to salary, 26 alumni stated that they earned a proper salary, while 16 did not. Additionally, when asked about their consistency in their current job, 16 alumni expressed a desire to change their profession or workplace, while 26 alumni did not. Concerning the ambition of creating job opportunities, 42 alumni responded that they did not have this ambition. The table below illustrates the responses of the alumni.

The trial results strongly support the reaffirmation of the current curriculum approach, specifically the implementation of Outcome-Based Education (OBE) in the learning process. Outcome-based learning is essential for the future employability and job suitability of alumni. According to the responses, many alumni indicated that they do not have the capacity to create job opportunities or become their own bosses. This suggests a need for improvement in students' readiness to become independent professionals, capable of utilizing the knowledge and skills acquired during their studies and having the courage to create job opportunities in their field or collaborate with other fields. In response to these findings, the "Sprachbeherrschung" course is being structured and designed to address the challenges of the disruption era. The present time is characterized by rapid technological innovation and massive changes, particularly the transition to digital technology, which is expected to impact the entire industry. The "Sprachbeherrschung" course aims to equip students with the skills and knowledge necessary to navigate these changes effectively. By designing learning experiences that align with the demands of technological disruption, the course seeks to prepare students not only for employment but also for the creation of new, innovative job opportunities. This approach ensures that graduates are well-prepared to meet the challenges of a rapidly evolving job market and to contribute meaningfully to their professional fields.

Designing outcome-based learning is very important today. This was stated by Ohatkar and Deshpande (2022), Asim et al. (2021), Tshai, Ho, and Yap (2015), Rao (2020), Akir, Eng, Malie (2012), Gurukkal (2020), who have conducted research and measurement of the success of Outcome-Based Education (OBE) and the research findings suggest the importance of outcome-based learning. Although their research comes from various fields such as technical education and educational technology centers, their research findings are highly relevant to the views related to OBE proposed by William G. Spady (1994), emphasizing the importance of focusing and organizing each learning experience so that students gain valuable experiences at the end of their education that will be beneficial in their future. This perspective aligns with the

book by Luksik and Hoffercker (1996) that supports outcome-based education to transform the way students think, their values, and the structure of their thinking processes.

The study results and the books are utilized as references and support for implementing the research by designing a Sprachbeherrschung (language mastery) learning model based on outcomes. This approach focuses on equipping students with the skills and knowledge necessary to succeed in the workforce, particularly in the context of the current era of disruption. The primary goals of this learning model are to prepare students for employment and to empower them to create new, creative, and innovative job opportunities (Tshai, Ho, & Yap 2015; Rao, 2020). By aligning the curriculum with these objectives, the program aims to ensure that graduates are not only job-ready but also capable of adapting to and thriving in a rapidly changing job market. The emphasis on outcome-based learning ensures that students develop practical and relevant skills that meet the demands of today's employers, while also fostering an entrepreneurial mindset that encourages innovation and creativity in their professional endeavors.

The quality of higher education nowadays is valued based on the number of graduates who secure decent employment. Therefore, higher education is constantly adapting to keep pace with the changing times. Currently, universities consider outcome-based learning highly suitable because OBE aligns the curriculum with the needs of the job market and the employability of graduates in the future. Outcome-Based Education is built on three main foundations: all students can learn and succeed in different ways and at different times, success breeds success, and the campus controls success (William G. Spady and Kit J. Marshall, 1991: 67). Furthermore, Spady and Marshall have developed ten alternative approaches to the development of OBE in the curriculum and the learning process, including clearly defining outcomes within the scope of the program, processes, and decision-making; expanding opportunities for the implementation and attainment of successful teaching; establishing clear success criteria; enhancing performance in learning; integrating curriculum concepts, structure, processes, and assessment; basing the achievement of curriculum design outcomes, objectives, and assessment; focusing on learning success; utilizing cooperative learning; implementing validation through clear standards; and fostering collaboration between curriculum planning, instructional, and learning processes.

In line with these fundamental principles, Devasis Pradhan (2021) outlines the key basic features of implementing an outcome-based curriculum and learning. He states that the cornerstone of the successful implementation of OBE is the outcome of each course. This viewpoint is supported by the idea that the focus of outcome-based learning is to create clear expectations at the end of the learning process: the instructor knows what to teach during the learning process, and the students know what they should do and what is expected of them. The students' learning outcomes at each stage of the learning process provide a strong framework for achieving the desired learning outcomes and objectives (Amrita Chowdhury and Alok John, 2021: 42-51).

Sprachbeherrschung is a course that teaches four skills in German, i.e. reading, writing, listening, and speaking. In the beginner level, level A1 – A2, these four skills are taught separately. However, in the intermediate level, B1, the four skills are taught simultaneously. Level B1 one is the ultimate goal of this course. Based on the translation *Sprachbeherrschung* means the language proficiency. Language knowledge encompasses linguistic elements, namely grammar, vocabulary, expressions, and so on. Skill components refer to students' ability to produce knowledge through speaking and writing. Meanwhile, attitudes pertain to students' competence in mastering communication methods, including cross-cultural communication.

The material taught in this course includes the content outlined in the B1 level of the Germanistischen Europäischen Rahmen (GER), the European standard for German learners. The designated topics cover a wide range of subjects, including leisure, everyday life,

celebrations, health, relationships, nature, travel, education, technology, and society. Each theme is thoroughly developed with relevant vocabulary, grammar, expressions, and intercultural knowledge. These topics are presented in a comprehensive and integrated manner, ensuring that all four language skills—reading, writing, listening, and speaking—are effectively covered. This holistic approach helps students not only to improve their language proficiency but also to gain a deeper understanding of the cultural contexts in which the language is used. By engaging with these diverse themes, learners can develop the necessary competencies to communicate effectively in a variety of real-life situations, thereby enhancing their overall fluency and confidence in using the German language.

RESEARCH METHOD

Research Design

This research is a developmental study that adopts the development steps formulated by Thiagarajan and his team, which comprise four stages, namely (1) define, (2) design, (3) develop, and (4) disseminate. In this context, "Define" refers to the initial stage of development, which involves identifying the CPL (Course Program Learning) and CPMK (Course Program Learning Outcomes) as well as Sub-CPMK (Sub-Course Program Learning Outcomes). Next, it involves identifying the teaching materials and learning tools used. The aim is to assess the compatibility of CPL-CMPK-Sub CPMK materials with learning outcomes and evaluate the results (Goss Harold, 2022). The design phase is a planning activity based on the outcomes of the definition phase. This stage is very crucial because the design undertaken is to create a comprehensive Outcome-Based Education (OBE) learning plan. In this stage, Focus Group Discussions (FGD) was conducted by inviting experts to ensure that the design aligns with the actual OBE concept.

The next stage is development. Development here means actualizing what has been designed in the second stage. This includes the preparation of teaching materials, including the Course Syllabus, Task Plans, and Evaluation Plans. What is equally important, if not paramount, is the instructional content to meet OBE challenges. Once the components are organized and adjusted in accordance with the defined outcomes, experts carry out refinement for validation. Another step in the development phase is expert validation. Based on expert feedback, revisions and trials are conducted. The development phase involves the most activities, and all of them are the largest components in a research and development study, including creation, expert validation, and testing.

Population and Sample

This research was conducted during the fifth semester in the German Study Program at Universitas Negeri Medan. The total population consisted of 72 students divided into three classes. However, for the purposes of this study, only one class was selected as the sample. Using a random sampling technique, class A, which consisted of 26 students, was chosen to participate in the study. These students were determined as the target group for individual testing. In addition to the student participants, three German language experts were involved in the study to provide validation data. The primary focus of this research was the learning material used in the Sprachbeherrschung course. Regarding the ethical considerations, all participants were informed about the purpose of the research, and their consent was obtained before the study commenced. The students were assured of the confidentiality of their responses and that their participation was voluntary, with the option to withdraw from the study at any time without any negative consequences. The involvement of the German experts was also based on their voluntary agreement, ensuring that their professional input was provided with full consent and understanding of the research objectives. The study aimed to assess the effectiveness of the learning material in the Sprachbeherrschung course, focusing on various aspects such as content relevance, student engagement, and the overall impact on language proficiency. By

incorporating both student feedback and expert validation, the research sought to provide a comprehensive evaluation of the course material, ultimately aiming to enhance the quality of education in the German Study Program at Universitas Negeri Medan.

Research Instruments

In this study, a comprehensive instrument was developed to address the research objectives, following the Thiagarajan model for its design. To ensure the validity and reliability of the research instruments, expert opinions were assessed using a Richter-scale instrument, with values ranging from 1 to 4. The evaluation questions were based on the Outcome component. Before the expert evaluation, individual testing was conducted to assess the readiness of the material, ensuring it was well-prepared for expert review. The results of the individual test were analyzed sequentially, reflecting the structure of the material. The individual test instrument consisted of open-ended questions designed to gather input and opinions from participants, which were then used to revise the material. The primary purpose of the individual test was to identify errors in writing, numbering, and other aspects of the material. The questions posed in the individual test included: "Can you easily understand the content of the teaching material?", "Is the material you read interesting?", "Please write down any writing, numbering, or other errors you find.", "Do you understand the assignment format in the material?", "Is the assignment format new to you?", and "Please write down any other suggestions you have."

These questions aimed to capture detailed feedback to improve the quality of the teaching material. For the expert evaluation, the instrument consisted of a questionnaire designed to assess the teaching material. This questionnaire included five questions and utilized a Likert scale with values of 1, 3, and 4, where a score of 1 indicated a poor evaluation, 3 indicated a good category, and 4 indicated a very good category. This scale allowed for a nuanced assessment of the material's effectiveness and quality. The development and use of these instruments ensured a systematic and rigorous approach to evaluating the teaching materials, incorporating both quantitative and qualitative feedback. This method not only validated the materials but also provided a reliable basis for their enhancement, aligning with the research's overall goals.

Data Analysis

The data obtained to determine the results of the individual test were analyzed based on the students' responses. Each response was carefully examined to identify common themes and areas for improvement. The findings from this analysis provided a detailed understanding of how the students perceived the teaching materials and highlighted specific aspects that required refinement. The expert evaluation results were analyzed using descriptive analysis. This process involved narrating the findings obtained from the expert assessments. Each expert's evaluation was quantified by calculating the total score they provided, dividing it by the expected maximum score, and then multiplying the result by 100 percent. This calculation yielded the percentage of validation for each expert's evaluation. To obtain a comprehensive validation score, the individual scores from the three experts were summed and then averaged by dividing the total by three, representing the number of experts involved in the assessment.

In addition to the quantitative analysis, the qualitative data were analyzed using a structured approach that included data condensation, data display, and drawing conclusions. Data condensation involved selecting, focusing, simplifying, and transforming the raw data into a more manageable form. This was followed by data display, which organized the information in a way that allowed for easy visualization and interpretation of the findings. Finally, drawing conclusions involved interpreting the displayed data to identify patterns, relationships, and insights that addressed the research questions. By employing both quantitative and qualitative analysis methods, the study ensured a thorough and systematic evaluation of the teaching

materials. The combination of numerical validation scores and detailed qualitative feedback provided a robust foundation for understanding the effectiveness of the materials and guided subsequent improvements. This comprehensive approach ensured that the materials were not only validated by experts but also responsive to the actual experiences and needs of the students.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The first result of the study is related to the study's objective, which focused on the process of developing teaching materials for Sprachbeherrschung based on OBE (Outcome-Based Education). This process followed the developmental steps outlined by Thiagarajan. The outcome of this development is in the form of teaching materials aligned with specific learning outcomes. Each material was tailored to the GER Niveau B1 curriculum, which serves as the standard competency that students must achieve according to the Deutsch Profile competency framework. These materials have been adopted by educational institutions offering German language programs, both in Europe and worldwide. The teaching materials are organized within a lesson plan tailored to the curriculum. Although the lesson plan and the curriculum may appear the same, they are actually different (Horlacher, 2017). However, the lesson plan is derived hierarchically from the curriculum. Ten themes were selected to align with the competency and support skills required at the B1 level, including grammar, vocabulary, and cross-cultural speaking. The expected outcomes served as the foundation for designing assignments. The assessment of these assignments was conducted using a scoring rubric based on the predetermined outcomes. Here are the outcomes generated for each subject and their potential significance for students' future lives.

Table 1
Results of Theme and Outcome Mapping

Theme	Outcome	Future Outcome
Freizeit	Diskussion von Themen und Meinungs austausch	1. Directed to work or take FSJ or BFD program.
Reisen	Leseverständnis von einfachen Texten	
Alltag	Mündliche Kommunikation in Alltagssituationen	2. Information provider for AuPair program.
Feste	Schriftliche Kommunikation in Alltagssituationen	
Gesellschaft	Hörverständnis von Alltagssituationen	3. Provide German language course
Beziehungen	Verwendung von Grammatik und Strukturen auf B1-Niveau:	
Natur	Präsentation von Informationen und Meinungen	4. Directed to work or take Ausbildung program specified to health, technique, and education.
Gesundheit		
Bildung		
Technik		

The second objective of the study was to assess the development's outcome through individual testing, employing open-ended interview questions. This approach was chosen because the purpose of the individual testing in this study was to gauge the preparedness of the material's structure, encompassing aspects such as writing, numbering, content, tasks, visibility, and the attractiveness of the design. In terms of writing and numbering, it was observed that there were hardly any errors found. Suggestions and identified writing mistakes were directly noted by the students in the learning material. Below is the description of the results of the individual test concerning the students' responses.

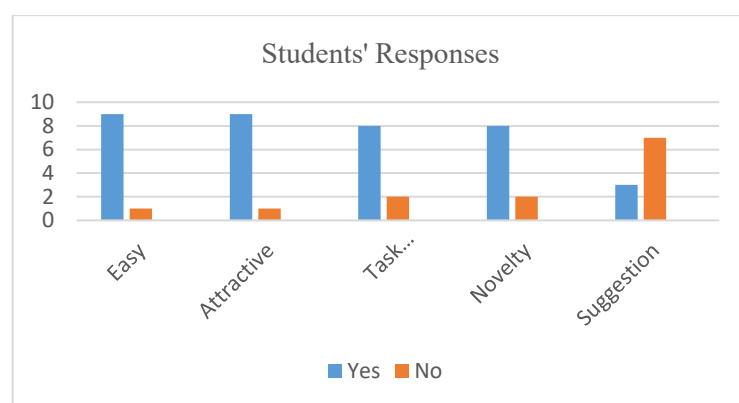


Figure 1. Students' Responses to Individual Trial

The number of students who participated in the individual test was 10. Nine out of ten stated that the material was easy to understand and engaging. Regarding the task, eight students found it easy, even though it was new to them. Only three students provided suggestions, which included making the material available online, expanding the content, and providing it in the form of an application. These suggestions are considered to be fulfilled in the final stages of the development of the teaching material

The third research objective is to assess the validity of the developed teaching materials. Three validators were provided with instruments to evaluate the materials. The first validator gave a rating of 91.6%. Out of 12 questions, eight components received a full score, and four received a score of three. The second validator gave the same score as the first validator, which is 91.6%. Eight questions received an 'excellent' rating category, and four received a score of 3 or a good category. The third validator gave a rating of 89.5%. There are seven components that received a full score, which are categorized as excellent. Meanwhile, the other five components received a score of three, which is categorized as good. The values of the three validators are then averaged to determine the validity of the developed teaching material. Based on the analysis of the percentage, an average score of 90.9 was obtained. When this value is placed into the predefined category table, the results are as follows.

Table 2
Validation Category

No	Interval	Category
1.	85 – 100	Very Good
2.	75 – 84	Good
3.	65 – 74	Fair
4.	55 – 65	Bad

Thus, it can be concluded that the developed teaching material is very good, as the obtained percentage score is 90.9. This score falls into the very good category.

Discussion

The present study aims to develop teaching materials for the subject of Sprachbeherrschung, following an outcome-based approach. This development research is conducted as a qualitative descriptive study, which involves detailed observations and descriptions of the teaching material development process. The teaching material was developed based on a semester teaching plan that was meticulously arranged in accordance with outcome-based learning principles. This approach ensures that the material is aligned with specific learning outcomes, which are designed to enhance the overall proficiency and

competencies of the students. Sprachbeherrschung is a core subject in the German Language Education Department, focusing on the comprehensive development of the four essential language skills: reading, writing, listening, and speaking. In addition to these language skills, the subject also integrates cross-cultural and social behavior components, providing students with a well-rounded understanding of both the language and the cultural contexts in which it is used. This holistic approach is crucial for preparing students to use German effectively in real-world situations, both professionally and socially.

Developing effective teaching materials is a critical responsibility that should be undertaken by all lecturers to facilitate German learners in improving their language skills. By creating materials that are tailored to the specific learning outcomes of their courses, lecturers can ensure that their students receive a focused and relevant education (Ram et al., 2020; Amirtharaj et al., 2022). This process involves not only aligning the content with educational standards and learning objectives but also incorporating interactive and engaging elements that can enhance student motivation and involvement (Haerazi, Irawan, & Sotlikova, 2023; Haerazi & Nunez, 2022). Moreover, the development of teaching materials should be an ongoing process, with lecturers continuously evaluating and updating their resources to reflect the latest pedagogical research and technological advancements (Khonamri, Sangari, & Yaqubi, 2021; Wijaya, 2023). This ensures that the materials remain current and effective in meeting the evolving needs of learners. Collaboration among lecturers can also play a significant role in this process, allowing for the sharing of best practices and innovative approaches that can further enrich the learning experience (Cajkler et al., 2013; Cullen et al., 2013; Asik et al., 2018). Therefore, the development of teaching materials for Sprachbeherrschung based on outcome-based learning principles is essential for the effective teaching and learning of German language skills. This study underscores the importance of a systematic and collaborative approach to material development (Heinimaki et al., 2021; Dong et al., 2021), which not only enhances language proficiency but also prepares students to navigate the cultural and social aspects of using the German language. By committing to this process, lecturers can significantly contribute to the academic and professional success of their students.

Based on the analysis of the research findings, it can be concluded that the learning material for 'Sprachbeherrschung' is suitable for use. This conclusion is drawn from the results of the development process, which adhered to Thiagarajan's development model. Each phase was carefully examined and followed a well-structured flow aligned with students' needs and beneficial for educational development (Haerazi, Irawan, & Sotlikova, 2023). This strength is particularly evident in the defining phase, where the material and learning objectives are clearly articulated and explained in detail, showing how they are derived from the graduate learning outcomes and course learning objectives. The integration of graduates' learning outcomes into the learning structure, process, and evaluation ensures that the material is both relevant and effective (Burgraff, 2016; Gurukkal, 2020).

The strength of this material lies in its tasks and assessments, which are based on the content, producing learning outcomes beneficial for both the present and the future. This approach aligns with Spady and Marshall's (1991) ten development alternatives for Outcome-Based Education (OBE), particularly the first three alternatives. These include the integration of curriculum concepts, structure, processes, and assessment; the achievement of curriculum goals and assessment; and success-oriented learning (Gurukkal, 2020; Ram et al., 2020). The third alternative is especially suitable for the Sprachbeherrschung learning material, as it aims to equip students with competencies relevant to their future careers. For example, in the theme "Alltag" (Everyday Life), students learn about daily life in Germany, both within the family and in the wider society. When related to future employment, this theme can help students prepare for roles such as AuPairs or positions in social settings. Consequently, the material includes a focus on understanding AuPair responsibilities and social work or FSJ (Freiwilliges

Soziales Jahr). An example of such material is the text "Vertrag über eine Au-pair-Beschäftigungen gemäß dem Europäischen Abkommen über die Au-pair-Beschäftigung vom 24. November 1969" (Contract for an Au-pair Employment according to the European Agreement on Au-pair Employment of November 24, 1969), obtained from employment agencies in Germany, such as the Bundesagentur für Arbeit. Similarly, other texts are tailored to the future professions that students may pursue.

During the validation or expert review process, validators provided feedback suggesting that the material be supplemented with appendices containing sample employment contracts and job tasks for each profession. This addition was detailed, even though the concepts were already presented and explained in the material. Validators were provided with an assessment instrument aligned with the demands of Outcome-Based Education (OBE), ensuring that the material met clear standards of validation. This process aligns with the fifth alternative proposed by Spady and Marshall (1991) and Sarkar & Kurup (2023), emphasizing the importance of implementing validation through clear standards. Developing teaching materials that are in line with students' learning needs is crucial for improving their language skills. Lecturers must ensure that the content is relevant, engaging, and directly applicable to real-world contexts. By continuously updating and refining teaching materials, lecturers can provide students with the tools they need to succeed both academically and professionally. This systematic approach to material development not only enhances language proficiency but also prepares students to navigate and excel in their future careers.

CONCLUSION

This research has produced teaching materials for the Sprachbeherrschung course based on Outcome-Based Education (OBE). The teaching materials cover the four language skills of reading, listening, writing, and speaking in the German language at the B1 proficiency level. The development process included individual testing to assess the readiness of the materials, focusing on aspects such as writing, numbering, and identifying any errors. The individual tests concluded that the developed materials are easy to understand and engaging, with assignments that are comprehensible and content that offers novelty value. Notably, only 30% of the students provided suggestions, which included making the materials available online or incorporating them into an application for easier access. The individual testing revealed minimal errors, with only minor typographical errors that were promptly corrected. This careful attention to detail ensured that the materials were polished and ready for use. The subsequent validation tests confirmed the validity and suitability of the developed materials. Three validators assessed the materials, providing an average rating of 90.9, which falls into the category of excellent. This high rating underscores the quality and effectiveness of the teaching materials.

The results of this research have significant positive implications for the Sprachbeherrschung course. The well-developed and thoroughly tested materials can enhance the learning experience for students, ensuring they acquire the necessary language skills in a structured and effective manner. Additionally, this research can serve as a reference for the development of teaching materials in other courses based on OBE. By following a similar rigorous development and validation process, educators can create high-quality materials that meet the needs of their students and align with educational outcomes. In summary, the development and validation of the Sprachbeherrschung teaching materials demonstrate a successful application of Outcome-Based Education principles. The materials are not only effective and engaging but also adaptable to modern educational needs through suggestions for online availability. This research contributes to the broader field of educational material development, providing a model for others to follow in creating impactful and outcome-oriented teaching resources.

ACKNOWLEDGEMENT

The author expresses gratitude to the State University of Medan for supporting, facilitating, and funding this research through the 2023 Research Grant in the applied product research scheme, entitled "Design of Sprachbeherrschung Course Learning Based on Outcome-Based Education with Implementation Contract Number: 0240/UN33.8/PPKM/PPT/2023". This research is funded by the State University of Medan's Non-Tax Revenue (PNBP) Budget for the year 2023, in accordance with the Decision Letter of the Head of LPPM Unimed Number: 0137/UN33.8/KPT/PPT/2023.

REFERENCES

- Akir, O., Eng, T. H., & Malie, S. (2012). Teaching and Learning Enhancement Through Outcome-Based Education Structure and Technology e-learning Support. *Procedia-Social and Behavioral Sciences*, 62, 87-92. <https://doi.org/10.1016/j.sbspro.2012.09.015>
- Amirtharaj, S., Chandrasekaran, G., Thirumorthy, K., & Muneeswaran, K. (2022). A Systematic Approach for Assessment of Attainment in Outcome-based Education. *Higher Education for the Future*, 9(1), 8–29. <https://doi.org/10.1177/23476311211017744>
- Aşık, A., İnce, B. H. E., & Vural, A. Ş. (2018). Investigating learning technology by design approach in pre-service language teacher education: Collaborative and reflective experiences. *Journal of Qualitative Research in Education*, 6(1), 1–17. <https://doi.org/10.14689/issn.2148-2624.1.6c1s2m>
- Asim, V., & Ahmed, S. (2021). *International Education Studies*; Vol. 14, No. 2; 2021. ISSN 1913-9020 E-ISSN 1913-9039. Published by Canadian Center of Science and Education.
- Burgraff, D. L. (2016). No More Textbooks: Changing How We Structure Classes. *Higher Education for the Future*, 3(1), 46–53. <https://doi.org/10.1177/2347631115610220>
- Cajkler, W., Wood, P., Norton, J., & Pedder, D. (2013). Lesson Study: Towards a collaborative approach to learning in Initial Teacher Education? *Cambridge Journal of Education*, 43(4), 537–554. <https://doi.org/10.1080/0305764X.2013.834037>
- Chang, J.-H., Chiu, P.-S., & Huang, Y.-M. (2018). A Sharing Mind Map-oriented Approach to Enhance Collaborative Mobile Learning With Digital Archiving Systems. *The International Review of Research in Open and Distributed Learning*, 19(1). <https://doi.org/10.19173/irrodl.v19i1.3168>
- Chowdhury Amrita, John Alok, 2021. Curriculum Development for Outcome based Education: Evidences from Patna Women's College, Bihar. New Delhi: Rajesh Publications, p.42-51
- Cullen, R., Kullman, J., & Wild, C. (2013). Online collaborative learning on an ESL teacher education programme. *ELT Journal*, 67(4), 425–434. <https://doi.org/10.1093/elt/cct032>
- den Hertog, K., & Elstak, P. (2020). A collaborative learning network of cities. *European Journal of Public Health*, 30(Supplement_5), ckaa165.519. <https://doi.org/10.1093/eurpub/ckaa165.519>
- Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. 2021. Panduan Program Kompetisi Kampus Merdeka.
- Dong, Y., Yin, H., Du, S., & Wang, A. (2021). The effects of flipped classroom characterized by situational and collaborative learning in a community nursing course: A quasi-experimental design. *Nurse Education Today*, 105, 105037. <https://doi.org/10.1016/j.nedt.2021.105037>
- Funk, Herman. Kuhn, Christina. 2017. Studio Express Kompaktkurs Deutsch B1. Berlin: Cornelen Verlag

- Goss, H. (2022). The Journal of Academic Librarianship Volume 8 Issue 2. Student Learning Outcomes Assessment in Higher Education and in Academic Libraries : A Review of Literature. <https://www.sciencedirect.com/science/article/abs/pii/S0099133321001762>
- Gurukkal, R. (2020). Outcome-Based Education: An Open Framework. *Higher Education for the Future*, 7(1), 1–4. <https://doi.org/10.1177/2347631119886402>
- Haerazi, Irawan, L. A., & Sotlikova, R. (2023). Interculture-Based Language Learning Model to Improve Prospective English Teachers' Speaking Skills Viewed From Linguistic Awareness. *JEELS (Journal of English Education and Linguistics Studies)*, 10(2), 471–497. <https://doi.org/10.30762/jeels.v10i2.1763>
- Haerazi, H., & Nunez, J. L. (2022). Promoting Intercultural Competences and Communication Skills through English Textbooks within Multilingual Education: Intercultural Language Learning; English Textbooks. *Journal of Language and Literature Studies*, 1(2), 75–82. <https://doi.org/10.36312/jolls.v1i2.610>
- Heinimäki, O.-P., Volet, S., Jones, C., Laakkonen, E., & Vauras, M. (2021). Student participatory role profiles in collaborative science learning: Relation of within-group configurations of role profiles and achievement. *Learning, Culture and Social Interaction*, 30, 100539. <https://doi.org/10.1016/j.lcsi.2021.100539>
- Horlacher, R. (2017). Journal of Curriculum Studies. The Same But Different. The German Lehrplan and Curriculum. Volume 50 Issue 1. <https://www.tandfonline.com/doi/full/10.1080/00220272.2017.1307458>
- Khonamri, F., Sangari, M., & Yaqubi, B. (2021). Enhancing EFL Learners' Quality of Interaction Through Ground Rules Incorporated in Collaborative Strategic Reading. *Journal of Languages and Language Teaching*, 9(3), 279. <https://doi.org/10.33394/jollt.v9i3.3745>
- Luksik, P., Hoffecker, P. (1996). *Outcome Based Education: The State's Assault on Our Children's Values*. Springdale. Arkansas. United States: Once Upon a Time Books.
- Mai, A. N. (2022). The Effect of Autonomy on University Rankings in Germany, France and China. *Higher Education for the Future*, 9(1), 75–92. <https://doi.org/10.1177/23476311211046178>
- Ohatkar & Deshpande. 2022. Journal of Engineering Education Transformations. Year: 2022, Volume: 36, Issue: Special Issue 1, Pages: 38-42 <https://journaleet.in/articles/towards-enhancing-students-performance-through-outcome-based-education-a-learner-centric-pedagogical-approach>
- Rao, N. J. (2020). Outcome-based Education: An Outline. *Higher Education for the Future*, 7(1), 5–21. <https://doi.org/10.1177/2347631119886418>
- Ram, M. P., Ajay, K. K., & A., G. N. (2020). Geoscience Curriculum: Approach Through Learning Taxonomy and Outcome Based Education. *Higher Education for the Future*, 7(1), 22–44. <https://doi.org/10.1177/2347631119886403>
- Sarkar, D., & Kurup, A. (2023). Outcome-based Education as Janus-faced Travelling Theory: Appeal for a Broader Research Agenda. *Higher Education for the Future*, 10(2), 139–152. <https://doi.org/10.1177/23476311231173486>
- Tshai, Ho, & Yap. (2015). Journal of the Higher Education Academy. Volume 9, Year 2014, Issue 1. <https://www.tandfonline.com/doi/full/10.11120/ened.2014.00020> dibaca 13 Januari 2022
- Wijaya, K. (2023). Inducing Better-Facilitated EFL Writing Learning Dynamics with an Enlightenment of Collaborative Writing Strategy. *Journal of Language and Literature Studies*, 3(2), 92–103. <https://doi.org/10.36312/jolls.v3i2.1383>
- William G. Spady, Krr J Marshall. (1991). Beyond Traditional Outcome – Based Education. <https://www.ascd.org/el/articles/beyond-traditional-outcome-based-education>