

INDONESIAN LANGUAGE EDUCATION BASED ON LEARNING OUTCOMES IN THE TEACHING MATERIALS DEVELOPMENT COURSE AT THE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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ABSTRACT

This study aims to describe Indonesian language education based on learning outcomes in the Teaching Material Development course at the Islamic University of North Sumatra. This study uses a qualitative approach with a descriptive type of research. Data was collected through in-depth interviews, learning observations, and documentation studies, then analyzed using an interactive analysis model. The results of the study show that the formulation of learning outcomes has referred to the learning outcomes of graduates, but some of the formulations are still general and have not been fully measured. The implementation of learning has implemented an active learning strategy, but the relationship between learning activities and learning outcomes has not been fully understood by students. The development of Indonesian teaching materials shows a systematic structure, but learning evaluation is still predominantly oriented towards the knowledge aspect. This study concludes that it is necessary to strengthen the alignment between learning outcomes, learning strategies, and evaluation systems to improve the quality of Indonesian learning in higher education.

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INTRODUCTION

Higher education has a strategic role in shaping human resources that are superior, characterful, and adaptive to the dynamics of social, cultural, and scientific and technological changes. In this context, universities are required to organize a learning process that is not only oriented to mastery of the material, but also to measurable and meaningful learning outcomes (Prihatiningsih, 2023). Indonesian as a compulsory subject in higher education plays an important role in building students' academic abilities, especially in critical thinking, logical reasoning, and expressing ideas scientifically. Good mastery of academic language is the main prerequisite for students in compiling scientific papers, making academic presentations, and participating in scientific discourses (Massaguni, n.d.).

Learning outcomes in language education include not only aspects of language knowledge, but also language skills and attitudes that are appropriate to academic and professional contexts. Therefore, Indonesian education in higher education needs to be systematically designed to be in line with the expected profile of graduates (Augustine, 2023). The Teaching Material Development course is one of the key courses in the education study program, including Indonesian language education. This course aims to equip students with the ability to design, develop, and evaluate teaching materials that are innovative, contextual, and in accordance with the needs of students (Ramansyah, 2013).

In the context of the Islamic University of North Sumatra, the development of Indonesian teaching materials needs to pay attention to the characteristics of institutions that integrate Islamic values with modern science. This integration requires lecturers and students to be able to develop teaching materials that are not only academic, but also based on Islamic ethical and moral values. Indonesian language education based on learning outcomes requires alignment between learning objectives, teaching materials, learning methods, and assessment systems. This alignment is known as the concept of constructive alignment which aims to ensure that all learning components support the achievement of the set competencies (Purwati, 2024).

However, in practice, there are still Indonesian teaching materials in universities that are oriented towards the delivery of material alone, without paying attention to learning outcomes explicitly. This has an impact on the lack of optimal development of students' academic language skills. The Teaching Material Development course is a strategic vehicle to instill understanding to students about the importance of a learning outcome-based approach. Through this course, students are trained to formulate learning outcomes, choose relevant materials, and design meaningful learning activities (Mulyasa, 2021).

In the development of Indonesian teaching materials, learning outcomes must be formulated in a specific, measurable, achievable, relevant, and time-limited manner. The formulation of clear learning outcomes will make it easier for lecturers and students to evaluate the success of the learning process (Urko et al., 2019). The learning outcome-based approach also encourages the use of active, collaborative, and reflective learning methods. Students are no longer positioned as passive recipients of information, but as learning subjects who actively build their own knowledge and skills (Strata, 2023).

In the context of Indonesian education, this approach allows students to develop academic writing, scientific speaking, and critical reading skills through authentic tasks that are relevant to the academic and professional worlds. The development of effective teaching materials requires a deep understanding of student characteristics, learning needs, and the social and cultural context in which learning takes place. At UISU, the diversity of student backgrounds is both a challenge and an opportunity in designing inclusive and contextual Indonesian teaching materials.

In addition, the use of digital technology in the development of teaching materials is an inevitable need. Digital teaching materials based on learning outcomes can increase accessibility, flexibility, and interactivity of Indonesian learning (Anisa & Abdillah, 2026). The integration of technology in Indonesian teaching materials is also in line with the demands of digital literacy that students must have in the era of the Industrial Revolution 4.0. This literacy includes the ability to process information, communicate effectively, and produce digital-based academic texts (Belshaw, 2020).

Indonesian language education based on learning outcomes in the Teaching Material Development course also contributes to improving the professionalism of prospective educators. Students are trained to think systematically and reflexively in designing quality learning. Through this approach, students not only understand the theory of teaching material development, but are also able to apply it in the real context of Indonesian learning. It is important to bridge the gap between educational theory and practice (Joyce & Calhoun, 2024).

The implementation of learning outcome-based education also supports the internal quality assurance system of higher education. Measurable learning outcomes are an important indicator in the evaluation of learning quality and accreditation of study programs. On the other hand, lecturers have a central role in ensuring the successful implementation of this approach. Lecturers are required to have adequate pedagogic competence, including the ability to design teaching materials that are in harmony with learning outcomes.

Challenges in the development of Indonesian teaching materials based on learning outcomes include limited references, time, and the ability of lecturers and students to formulate appropriate learning outcomes. Therefore, continuous study and development is needed in this field. The Islamic University of North Sumatra as an institution of higher education is committed to producing graduates who excel academically and have noble character. Indonesian language education based on learning outcomes is one of the means to realize this vision.

With this approach, Indonesian learning not only serves as a supporting course, but also as a foundation for the development of students' academic and professional abilities across disciplines (Gorys Keraf, 2009). Therefore, it is important to study Indonesian language education based on learning outcomes in the Teaching Material Development course. This study is expected to provide a conceptual and practical overview of the implementation of this approach within UISU.

The results of this study are expected to be a reference for lecturers and students in developing Indonesian teaching materials that are innovative, relevant, and oriented towards learning outcomes. In addition, this study can also contribute to the development of academic policies at the level of study programs and faculties. Thus, Indonesian language education based on learning outcomes in the Teaching Material Development course is a strategic effort to improve the quality of learning in higher education, especially at the Islamic University of North Sumatra, in order to produce graduates who are competent, competitive, and have Islamic character.

METHOD

Types and Approaches to Research

This study uses Qualitative Approach the Battle of the Types of Descriptive Research. The qualitative approach was chosen because this study aims to understand in depth the implementation of Indonesian education based on learning outcomes in the Teaching Material Development course, especially in the context of planning, implementing, and evaluating learning in higher education. Descriptive research is used to describe learning phenomena in a systematic, factual, and accurate manner according to real conditions in the field (Creswell, 2002).

Research Location and Time

This research was carried out at the Islamic University of North Sumatra (UISU), especially in the study program that organizes the Indonesian Teaching Material Development course. The selection of the research location is based on the consideration that UISU is a university that integrates Islamic values in learning and has implemented a learning outcome-based approach. The research was carried out in the even semester of the current academic year.

Subjects and Objects of Research

The subjects of this study include lecturers in the Teaching Material Development course and students who take the course. Lecturers were chosen as research subjects because they have a central role in the planning and implementation of learning outcomes-based learning, while students were selected to gain perspectives related to learning experiences and the use of teaching materials. The object of this research is Indonesian language education based on learning outcomes, which includes the formulation of learning outcomes, the development of teaching materials, learning strategies, and assessment systems in the Teaching Material Development course.

Technical Data Collection

Data collection in this study was carried out through several techniques, namely:

- Interviews were conducted in a semi-structured manner to lecturers and students. The interview aims to obtain data on the understanding, planning, and implementation of Indonesian learning based on learning outcomes in the development of teaching materials (Scott, 2017).
- Observations were made on the learning process in the Teaching Material Development course. This observation is focused on the suitability between learning outcomes, teaching materials, learning methods, and student activities during the learning process (Miles & Huberman, 1992).
- The documentation study was carried out by analyzing learning documents, such as the Semester Learning Plan (RPS), teaching materials, modules, assessment rubrics, and student assignments. This technique is used to assess the alignment of learning documents with the learning outcomes that have been set.

Research Instruments

The research instruments in this qualitative research are Researchers themselves as the main instrument. To support the data collection process, supporting instruments are used in the form of interview guidelines, observation sheets, and document analysis checklists. The instrument is prepared based on learning achievement indicators and principles for the development of Indonesian teaching materials in higher education (Mulyasa, 2021).

Data Analysis Techniques

Data analysis was carried out qualitatively using an interactive analysis model presented by (Miles & Huberman, 1992) (2019), which includes:

1. Data Reduction, which is the process of selection, concentration, and simplification of raw data obtained from interviews, observations, and documentation.
2. Data Presentation, which is the preparation of data in the form of narratives, matrices, or tables to facilitate understanding the patterns and relationships between data.
3. Conclusion Drawing and Verification, which is the process of interpreting the meaning of data and drawing conclusions that is carried out continuously during the research.

Data Validity

To ensure the validity of the data, this study uses Triangulation, which includes source triangulation, technique triangulation, and time triangulation. Source triangulation is carried out by comparing data obtained from lecturers and students, technical triangulation is carried out by comparing the results of interviews, observations, and documentation, while time triangulation is carried out by taking data at different times (Moleong, n.d.).

RESULT AND DISCUSSION,

Formulation of Learning Outcomes in the Indonesian Teaching Material Development Course

The results of the study show that the lecturers in the Teaching Material Development course at the Islamic University of North Sumatra have formulated learning outcomes that refer to the Graduate Learning Outcomes (CPL) of the study program. The learning outcomes of the course are compiled to develop students' ability to design Indonesian teaching materials that are systematic, contextual, and oriented to the learning needs of higher education. Based on the results of the analysis of the Semester Learning Plan (RPS) document, learning outcomes have been formulated in the form of an ability statement that includes aspects of knowledge, skills, and attitudes. However, some learning outcomes are still general and have not been fully formulated in the form of operationally measurable competencies.

In addition, the results of interviews with lecturers show that the formulation of learning outcomes has taken into account the demands of the Independent Learning-Independent Campus policy as well as the needs of developing students' academic skills. However, the relationship between learning outcomes and assessment indicators has not been completely consistent across all learning meetings.

Table 1. Analysis of the Formulation of Course Learning Outcomes

| Analysis Aspect | Research Findings | Remarks |
|-----------------|-------------------|---------|
|-----------------|-------------------|---------|

| | | |
|---------------------------|----------------------------|--------------------------------------|
| Compatibility with CPL | Most of them are compliant | Refer to the graduate profile |
| Clarity of CP formulation | Pretty obvious | There is still a general formulation |
| CP Scalability | Not optimal yet | Indicators are not yet specific |
| Relevance to assessment | Partially compliant | Need to strengthen alignment |

The results of the study show that the formulation of learning outcomes in the Teaching Material Development course at the Islamic University of North Sumatra has referred to the Graduate Learning Outcomes (CPL) of the study program. These findings are in line with the theory of learning outcome-based education which emphasizes that each course must be systematically derived from the graduate profile so that learning has a clear direction and objectives (Biggs & Tang, 2011).

However, this study found that some learning outcomes are still formulated in general and have not been fully measured. This condition strengthens the view (Urgo et al., 2019) which states that learning outcomes should ideally be formulated using operational verbs that can be observed and measured, thus facilitating the learning evaluation process. Unclear learning outcome indicators have the potential to cause discontinuity between learning objectives and designed learning activities. In addition, the relationship between learning outcomes and the assessment system in the Teaching Material Development course has not been fully optimal. This shows that the principle of *Constructive alignment* has not been implemented consistently. (Biggs & Tang, 2011) emphasized that alignment between learning outcomes, learning activities, and assessments is the key to the success of outcome-based learning. These findings are also in line with research (Muzakir, 2023) which states that the weak link between learning outcomes and assessment is still the main challenge in the implementation of Outcome-Based Education (OBE) in Indonesian universities.

Implementation of Indonesian Language Education Based on Learning Outcomes

The results of the learning observation show that the implementation of Indonesian education based on learning outcomes in the Teaching Material Development course has gone quite well. Lecturers implement active learning strategies through group discussions, presentations, and assignments of teaching material development projects. Students are actively involved in the learning process, especially in designing Indonesian teaching materials based on learning outcomes. Learning activities are designed to encourage students to think critically, creatively, and reflective of the process of developing teaching materials.

However, the results of the study also show that not all learning activities are explicitly associated with the learning outcomes that have been formulated. Some students admitted that they did not fully understand the relationship between the assignments given and the learning outcomes they wanted to achieve, so that learning was sometimes still perceived as completing the task alone.

Table 2. Implementation of Learning Outcomes-Based Learning

| Learning Components | Implementation in the Field | Category |
|-------------------------------|--------------------------------------|----------|
| Learning strategies | Discussions, presentations, projects | Good |
| Student involvement | Active and collaborative | Good |
| Relationship of duties to CP | Some of it is clear | Enough |
| Students' understanding of CP | Uneven | Enough |

The results of observations and interviews show that the implementation of Indonesian education based on learning outcomes in the Teaching Material Development course has implemented active and participatory learning. Learning strategies such as group discussions, presentations, and teaching material development projects reflect a student-centered learning approach. This approach is in line with constructivistic learning theory which places students as active subjects in building their knowledge and skills (Masgumelar & Mustafa, 2021). The active involvement of students in the learning process supports the development of critical and creative thinking skills, especially in designing Indonesian teaching materials. This is in line with the opinion (Nurgiantoro, 2018) which states that language learning in higher education should be directed at the development of academic language skills through authentic and contextual tasks.

However, the results of the study also show that students' understanding of learning outcomes is not evenly distributed. Some students do not fully understand the relationship between the assignments given and the learning outcomes they want to achieve. In addition, not all learning activities are explicitly linked to learning outcomes. This condition shows that lecturers need to strengthen the role of learning facilitators by consistently communicating learning outcomes at each meeting. Transparency of learning outcomes to students is an important factor in improving the quality and accountability of learning in higher education.

Development and Evaluation of Indonesian Teaching Materials

The results of the analysis of the teaching material products developed by students show that most of the teaching materials have been prepared with a systematic structure, including learning objectives, materials, learning activities, and evaluation. The teaching materials developed reflect students' efforts in applying the principles of learning outcomes into the design of Indonesian learning. The teaching materials developed are generally in the form of printed modules and simple digital teaching materials. Some students have used digital media, such as interactive presentations and online learning platforms, to support the achievement of learning goals. However, the results of the study show that the evaluation of learning in teaching materials has not been fully designed based on learning outcomes. The assessment instruments prepared are still dominant in measuring the aspect of knowledge, while the aspect of academic language skills has not been optimally evaluated.

Table 3. Analysis, Development and Evaluation of Teaching Materials

| Aspects Assessed | Research Findings | Category |
|---------------------------------|---------------------------|----------|
| Structure of teaching materials | Systematic and collapsed | Good |
| Compatibility with CP | Quite appropriate | Enough |
| Media Utilization | Limited to simple digital | Enough |
| CP-based evaluation | Not optimal yet | Less |

The results of the study show that the Indonesian teaching materials developed by students have a systematic and sequential structure, including learning objectives, materials, learning activities, and evaluation. These findings show that students have understood the basic principles of teaching material development as stated by (Widodo et al., 2025), which states that good teaching materials must be systematically arranged and oriented towards learning objectives. The use of digital media in the development of teaching materials, although still limited, shows the efforts of students in adapting teaching materials to the demands of digital literacy. This is in line with the opinion (Belshaw, 2020) which emphasizes the importance of digital literacy in 21st century learning, including in Indonesian learning in higher education.

However, the evaluation of learning in teaching materials has not been fully designed based on learning outcomes. Assessment instruments are still dominant in measuring aspects of knowledge, while academic language skills, such as scientific writing and academic speaking, have not been optimally evaluated. Language learning evaluation in higher education still tends to be oriented towards cognitive aspects. This condition shows the need to

increase the understanding of students and lecturers regarding authentic evaluation based on learning outcomes. (Wilson, 2016) emphasizing that learning outcome-based assessments must include aspects of knowledge, skills, and attitudes in a balanced manner. Thus, the development of Indonesian teaching materials in universities not only focuses on mastery of the material, but also on the development of academic language competencies comprehensively.

CONCLUSION

Based on the results of the research and discussions that have been carried out, it can be concluded that Indonesian language education based on learning outcomes in the Teaching Material Development course at the Islamic University of North Sumatra has been implemented quite well, but still needs to be strengthened in several aspects. The formulation of learning outcomes has referred to the Learning Outcomes of study program graduates, but some of the learning outcomes are still general and have not been fully formulated in a measurable manner and in line with assessment indicators. The implementation of learning shows the implementation of active and participatory learning strategies that encourage student involvement in the process of developing Indonesian teaching materials. However, students' understanding of the relationship between learning activities and learning outcomes is not evenly distributed, so more explicit and consistent communication of learning outcomes is needed. The development of teaching materials carried out by students has shown a systematic structure and is relevant to the context of Indonesian learning. However, the evaluation of learning in teaching materials is still dominated by the measurement of knowledge aspects and does not fully reflect authentic assessments based on learning outcomes. Therefore, continuous efforts are needed to strengthen the alignment between learning outcomes, learning strategies, and evaluation systems to improve the quality of Indonesian learning in higher education.

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