

Teaching International Relations with OBE Curriculum and Contribution to Environmental Politics: A Case Study of Asta Bhumi Community in Supporting SDG 4

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ABSTRACT

Objective: Higher education requires learning approaches that not only focus on knowledge acquisition but also develop students' competencies to apply knowledge in real-world contexts. This study aims to analyze the implementation of Outcome-Based Education (OBE) in the International Relations Study Program at Universitas Islam Indonesia through the Environmental Politics in International Relations course and its contribution to student learning outcomes. This study supports SDG 4 (Quality Education) by emphasizing the importance of competency-based and student-centered learning. **Method:** A qualitative case study approach. Data were collected through observation, document analysis, and interviews with students involved in the Environmental Politics in International Relations course and the establishment of the Asta Bhumi Community. Data analysis focused on the implementation of OBE principles through the learning performance pyramid, including knowledge, competence, and confidence. **Results:** The findings show that OBE implementation enabled students to transform theoretical knowledge into meaningful actions. Students developed competencies related to sustainable development, environmental issues, and environmental diplomacy, which were implemented through the formation of the Asta Bhumi Community. **Novelty:** This study highlights how OBE can strengthen educational quality by connecting curriculum implementation with students' ability to produce tangible outcomes. The findings demonstrate that quality education should enable students not only to understand knowledge but also to apply competencies in addressing real-world challenges.

INTRODUCTION

Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards does not explicitly state the standards of graduate competencies (attitudes, knowledge, and skills) related to the environment (Ministry of Education and Culture of the Republic of Indonesia 2020). The learning outcomes of the International Relations formulated by Indonesian International Relations Association (AIHII) also do not contain competencies regarding the environment (Rahmat & Apriliani, 2023). However, this cannot be a justification that the graduate competency standards formulated by the government and AIHII exclude environmental elements (Coombe et al., 2022).

The learning outcomes of the Department of International Relations (DIR) at Universitas Islam Indonesia (UII) also do not explicitly mention competencies on environmental elements (Irwan, Tiara, & Angraini, 2019). However, DIR UII has several courses that directly lead to environmental elements such as Environmental Politics in International Relations, Sustainable Development Outcomes, and Global Energy Politics (Beardsworth, 2020). Outcome-Based Education (OBE) is an idea that can be developed to facilitate the development of theory and knowledge to have an impact on problems in the surrounding environment, in this context including environmental issues (Kelly et al., 2016).

OBE has been developed as a global perspective on educational standards, practices and reflective attitudes in at least nine countries, namely Pakistan, United Kingdom, United Arab Emirates, United States, Saudi Arabia, Singapore, Qatar, China and Malaysia (Tang, 2021). Within the administrative framework, OBE has also become an international accreditation norm as a barometer of educational outcomes that align knowledge with products (Syed et al., 2022).

RESEARCH METHOD

Outcome-Based Education (OBE) focuses on and seeks to organize all aspects of the education system by sorting and selecting what is essential for students to succeed by the end of their learning process and experience (Waller et al., 2020). Outcomes are learning outcomes that students are expected to demonstrate at the end of a significant learning process (Alzubaidi et al., 2021). Outcomes are not values, beliefs, attitudes, or psychological states of mind. However, outcomes reflect what students can do with the knowledge they have and the (tangible) application of what they have learned (Park & Kim, 2022). Outcomes are actions and performances that include and reflect students' competence in using content, information, ideas and tools successfully. Having students do important work with the knowledge they have is a major step beyond just knowing/having knowledge. Outcomes are what students can do with what they know and understand (Ali et al., 2023).

In order to perform successfully, students must (1) have something to perform, (2) be able to carry out the performance process, and (3) be willing, motivated, and confident enough to perform under the specified conditions. Students must know something, be able to do something equipped with the knowledge they know, and become actors who are confident and successful in performing.

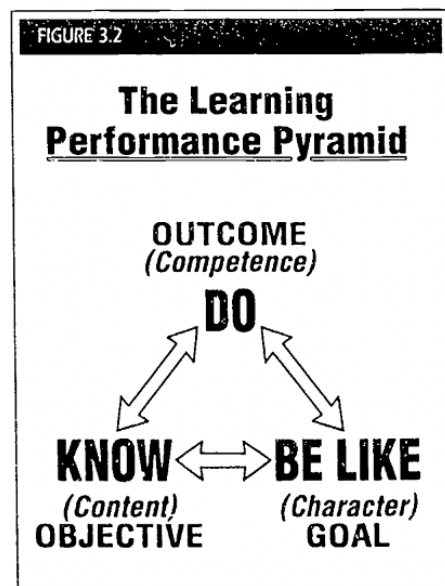


Figure 1. Learning performance pyramid

RESULTS AND DISCUSSION

Results

The philosophical goal of OBE is the achievement of success for all students and staff involved (Xue, Huang, & Yu, 2024). OBE also aims to ensure two things. First, it ensures that students are equipped with the knowledge, competencies and qualities needed to

be successful after they leave the education system (Damit, Omar, & Puad, 2021). Second, to structure and operationalize the school/education system that supports the achievement of outcomes and maximizes their attainment by students (Zee & Koomen, 2016).

The Environmental Politics in International Relations course is derived from the learning outcomes: students are able to understand international politics, diplomacy, empowerment, and/or political economy in international relations at the local, national, regional, and global levels by utilizing information technology (such as but not limited to data processing software, internet of things, databases) based on qualitative and/or quantitative approaches (Department of International Relations, Universitas Islam Indonesia 2018).

This course aims to make students understand the theories and concepts of Green Politics, explain environmental phenomena (including environmental crises), be able to offer alternative solutions to environmental problems, and be able to implement the knowledge they get in their daily lives (Department of International Relations Study, Universitas Islam Indonesia 2020). In the point that students are expected to be able to implement the knowledge they have in their daily lives, students get an assignment in the form of conducting an online campaign on social media with the theme of sustainable living (Dwivedi et al., 2023).

During the course, students have the opportunity to learn the theories and concepts of Green Politics and related spectrums, such as sustainable development and environmental diplomacy (Department of International Relations, Universitas Islam Indonesia 2020). In addition to learning theories and concepts, students also discuss contemporary environmental issues such as climate change, deforestation, pollution and waste, and participate in sustainable living workshops (Rahmat & Apriliani, 2023).

Knowledge as content

The Environmental Politics in International Relations course organized by the Department of International Relations, Universitas Islam Indonesia, in this research was carried out in the odd semester of the 2020/2021 academic year. The number of participants in the Environmental Politics in International Relations class is one hundred students. The Environmental Politics in International Relations course method is conducted online because it is still in the Covid19 pandemic period. The number of Environmental Politics in International Relations class meetings is fourteen meetings and with two assessments, namely mid-assessment and final assessment during one semester. The table below lists the topics and activities that course participants did during the fourteen meetings of the Environmental Politics in International Relations class.

Table 1. Topics of environmental politics in interval relations course

Meeting	Topic	Aktivitas
1	Course Introduction and Course Contract	Students listen and agree on the lecture contract with the lecturer.
2	Green Theory: • Anthropocentrism • Ecocentrism • Environmentalism	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.

Meeting	Topic	Aktivitas
3	Sustainable Development: • Common but differentiated responsibilities • Inter & intra-generational equity • The principle of participation	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
4	Deforestation & Climate Change: • Deforestation • Climate change • The role of state, civil society, & international regime	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
5	Climate Crisis & Greta Effect: • Social movements • Segmentary, polycentric, and integrated network • Integrating factors	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
6	Online Quiz • Climate crisis	Students do an online quiz via Google Classroom.
7	Coal Industry & Coalruption: • Coal industry & global trends • Coal & political corruption in Indonesia	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
8	Online Quiz: • Coalruption	Students do an online quiz via Google Classroom.
9	Guest Lecture	Students participate in guest lecture.
10	Waste Polution: • Fast fashion • Plastic waste	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
11	NGO Diplomacy	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
12	Workshop on Sustainable Living	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
13	Indonesia's Environmental Policy	The presenter group presents the case study, the panelist group gives feedback, all students listen to the feedback and lecture from the lecturer.
14	Online Campaign Project	Students prepare for the final project of the online campaign using the theme of Sustainable Living.

Source: Department of International Relations, Universitas Islam Indonesia (2020).

Discussion

Class was organized in general by conducting classical discussions and peer learning. Students did not only listen and get lecture material from the lecturer, but the lecturer acted as a facilitator and class organizer (Jandrić et al., 2020). Students explored knowledge independently after the reading material was given before the lecture meeting began and shared it with peers in the class through presentations (Thomas et al., 2011). Students who played the role of audience also had a role as panelists to provide feedback to students who made presentations (Sagmeister et al., 2021). The purpose of this activity is that students not only do a one-way model of knowledge induction, but they can also listen to input and receive suggestions or even exchange ideas with their peers. This is important to create a culture of exchanging ideas and opinions in public (Bickman, 2020).

Of these fourteen topics that have been studied, there are several topics that are most influential in the process of forming Asta Bhumi as a youth community that promotes pro-environmental behavior (Shrestha et al., 2025). The knowledge that has empowered the five students participating in the Environmental Politics in International Relations course to form Asta Bhumi is sustainable development, climate crisis, NGO diplomacy, and sustainable living workshops (Harjatanaya et al., 2025). This knowledge opened up the five students' views on environmental issues that they had previously known about but not very thoroughly (Soto & John, 2016). By having discussions in class and even participating in workshops, the knowledge and practical skills of the five students improved. In the end, they felt that they had something good (knowledge) that should also be passed on to others or the public (Gasiewski et al., 2011).

Confidence of the students

Self-confidence is essentially an educational goal for which students cannot be held accountable (Dwivedi et al., 2023). However, it is this confidence that motivates students to take action or put their knowledge into something tangible. Asta Bhumi believes that there are issues that can be directly handled by young people, such as environmental issues. Asta Bhumi is willing to take part positively in environmental issues (Tolppanen, Claudelin..., 2020). Asta Bhumi, with its conviction and confidence, started discussing ideas on environmental issues with its first five members (das, Haigh, & Chauhan, 2014). Furthermore, they tried to spread their ideas to more audiences. Their main targets for joint action (performance) are those who have similar backgrounds, namely youth or students (Fraillon et al., 2014). As of this writing, Asta Bhumi has successfully recruited forty members and eighty volunteers from various regions in Indonesia, such as the Special Region of Yogyakarta, DKI Jakarta, and West Papua. The success of the five students who passed the Environmental Politics in International Relations course to recruit more members and volunteers shows their confidence to actualize the knowledge they have (Bank, 2017).

Competence of the students

The highest achievement in the education system is reflected directly through what students can do successfully during or after the learning experience in the form of formal instruction is completed (Macaro et al., 2017). After attending the workshop, students are expected to practice the skills acquired in an online campaign project (Department of International Relations, Universitas Islam Indonesia 2020). Five

students who passed the Environmental Politics in International Relations course took the initiative to form an environmental care community called Asta Bhumi in 2021.

The significance of outcomes is that they are worth pursuing and obtaining if they can make students remember and do something with their knowledge even long after the learning process has ended, as well as being truly important in their future education and career (Dwivedi et al., 2019). In other words, outcomes should be something that is meaningful to students during the learning process and also in the long term future (Makransky & Petersen, 2021).

In measuring whether outcomes have emerged or not from the learning process, initiated a clue through the use of the learning performance pyramid. The following excerpt explains what learning performance is according to Spady (Baghdadi, 2021). To perform successfully people have to 1) have something to perform; 2) be able to carry out a performance process; and 3) be willing, motivated, and confident enough to carry out the performance under the conditions defined. In other words, they have to KNOW something; be able to DO something with what they know; and BE LIKE a confident, successful performer as they're doing it.

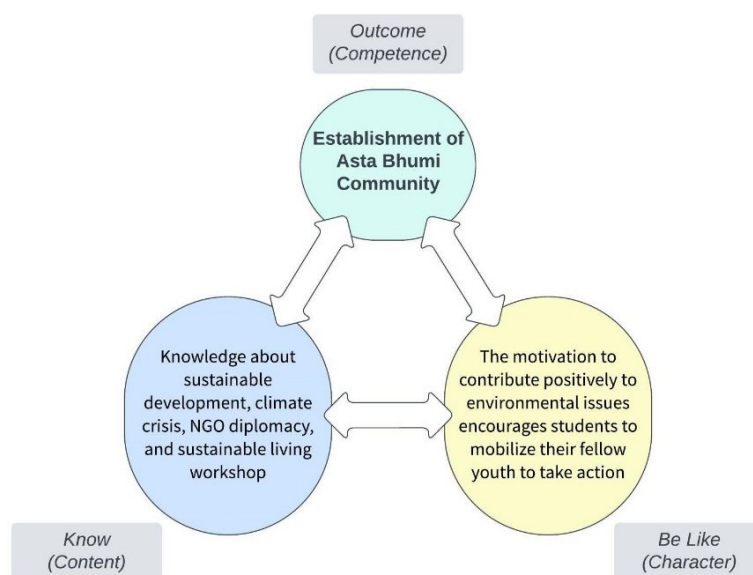


Figure 1. Operationalization of the learning performance pyramid in environmental politics in international relations course

Performance requires the integration and application of three components, namely content, competence and confidence (3C). Knowledge or content are not outcomes, but they enable the achievement of instructional goals. Knowledge that equips students to form Asta Bhumi includes sustainable development, climate crisis, NGO diplomacy, and sustainable living workshops (Tang, 2024).

Meanwhile, self-confidence is essentially an educational goal for which students cannot be held accountable (Dwivedi et al., 2023). However, it is this confidence that motivates students to take action or put their knowledge into something tangible. Asta Bhumi believes that there are issues that can be directly handled by young people, such as environmental issues. Asta Bhumi is willing to take part positively in environmental issues. Asta Bhumi, with its conviction and confidence, started discussing ideas on environmental issues with its first five members

Subsequently, they tried to spread their ideas to more people. Their main targets for joint action (performance) were those with similar backgrounds, namely young people or students. As of this writing, Asta Bhumi has successfully recruited up to forty members and eighty volunteers from various regions in Indonesia, such as the Special Region of Yogyakarta, DKI Jakarta, and West Papua. The success of the five students who passed the Environmental Politics in International Relations course to recruit more members and volunteers shows their confidence to operationalize the knowledge they have in real terms.

On the other hand, competence is something that does not exist when isolated from content, confidence, and willingness to perform. The competence that arises is that students can implement the concepts or theories obtained from the Environmental Politics class in International Relations in everyday life. Asta Bhumi is a form of implementation of knowledge about sustainable development, climate crisis, NGO diplomacy, and sustainable living workshops combined with the willingness to turn their concerns about environmental issues into something productive and positive.

Asta Bhumi was organizationally formed in April 2021 with a focus on the environmental field, especially the sustainable lifestyle campaign. Asta Bhumi conducts social activities in the form of education on environmental issues through online platforms (social media) and offline platforms (campaigns). Asta Bhumi regularly uploads impressions on Instagram social media which generally contain a tone of persuasion so that the audience follows their actions.

Exit outcomes are demonstrations of learning that show the highest expectations of the education system that emerge when or after students complete their education. The exit outcomes of the learning process in the Environmental Politics in International Relations course is the formation of the Asta Bhumi community. This community is a manifestation of the knowledge that students have and is driven by their willingness to do something visible (action). Something tangible becomes the benchmark of how knowledge is functioned as fuel for meaningful action.

In addition to campaigning, Asta Bhumi shares their knowledge and operationalizes it through collaboration with the business sector in Yogyakarta. In 2022, Asta Bhumi collaborated with Eternity Coffee, Dialek Coffee, and Melukopi Coffee, to promote the use of tumblr for cafe customers and provide recommendations for waste management for recycling so that cafe waste does not end up in the TPS

CONCLUSION

Fundamental Finding: This study highlights that the implementation of Outcome-Based Education (OBE) in higher education can successfully transform learning processes from knowledge transmission into meaningful student-centered experiences. The Environmental Politics in International Relations course demonstrates that students are able to integrate knowledge, competence, and confidence to produce tangible outcomes through the establishment of the Asta Bhumi Community. This finding confirms the importance of connecting academic learning with real-world problem-solving. **Implication:** The findings imply that higher education institutions should strengthen curriculum development based on OBE principles by designing learning activities that encourage students to apply knowledge beyond classroom contexts. Such approaches contribute to SDG 4 (Quality Education) by promoting competency-based education, critical thinking, creativity, and social responsibility among students. **Limitation:** This study is limited to a single case study involving the Environmental Politics in International Relations course at Universitas Islam Indonesia. Therefore, the

findings may not represent the implementation of OBE in other disciplines or higher education institutions with different contexts. **Future Research :** Future research should examine OBE implementation across various academic disciplines and institutions using broader samples and longitudinal approaches. Further studies may also explore how OBE contributes to graduate employability, sustainability awareness, and long-term community engagement.

AUTHOR CONTRIBUTIONS

Masitoh Nur Rohma contributed to the conceptual framework, research design, methodology development, data collection, data analysis, interpretation of findings, and preparation of the original manuscript draft. The author was also responsible for literature review, validation of the research process, manuscript revision, and finalization of the article. The author has reviewed and approved the final version of this submission.

CONFLICT OF INTEREST STATEMENT

The authors confirm that there are no conflicts of interest, either financial or personal, that may have influenced the content or outcome of this study.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors acknowledge the use of digital tools, including AI-based technologies, as support in the research and writing stages of this article. Specifically, Grammarly was employed for language refinement, grammar checking, and improving manuscript readability. All outputs generated with digital assistance were critically evaluated and revised to ensure academic rigor and ethical standards were upheld. The final responsibility for the manuscript rests entirely with the author.

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