

Novice teachers' beliefs and practices in outcome-based education within Indonesian higher education

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ABSTRACT

The adoption of Outcome-Based Education (OBE) has gained prominence in Indonesian higher education, emphasizing measurable student competencies aligned with industry demands. While OBE is seen as a means to prepare students effectively for the global workforce, its successful implementation among novice teachers remains challenging due to limited training and resources. This study explores novice teachers' beliefs, which are influential in achieving curriculum objectives, and compares those with extensive OBE training with those with minimal preparation, examining their teaching practices. Data were gathered through questionnaires, semi-structured interviews, and classroom observations, with 20 novice teachers invited to participate. By adopting Fives and Buehl's (2016) belief model focusing on teachers' beliefs about knowledge, teaching, and students, the findings reveal that teachers with more OBE training demonstrate higher confidence and greater appropriateness in student-centered methods, show flexibility in instructional strategies to support student outcomes, and tend to have a growth mindset. Conversely, teachers with less OBE training found the transition challenging, which affected their ability to implement OBE effectively and led them to adopt a fixed mindset. Besides, novice teachers' classroom activities demonstrate appropriate practices in OBE, emphasizing results-oriented knowledge, behavior, professional skills, problem-solving, strong teamwork, and digital literacy, applying a student-centered approach to achieve learning outcomes. The study also underscores the critical role of continuous professional development and institutional support in shaping effective OBE practices, suggesting that sustained training can enhance OBE alignment in Indonesian higher education.

Keywords: Novice teachers; Outcome-Based Education; teachers' beliefs; teaching practices

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INTRODUCTION

In recent years, Outcome-Based Education (OBE) has become increasingly popular in Indonesia, as it shifts the approach to be implemented across all education levels, including higher education. OBE is claimed to be the most practical educational approach for aligning curriculum content with industry needs, equipping students with economics-based knowledge, and preparing them to be well-prepared graduates for the workforce (Ehsan, 2021; Nsanzumuhire et al., 2023; Tyler, 2004). More importantly, the fundamental principle of OBE prioritizes measurable outcomes, meaning that students achieve a set of desired skills to pursue their studies (Spady, 1994). Besides, OBE has

attempted to address the drawbacks of the previous curriculum, the Competency-Based Curriculum, used in Indonesia. Matsuzuka (2020) noted that a Competency-Based Curriculum cannot equip students with employability in the global market; their competencies are merely acceptable in one region.

Given its clear objectives for students' future needs, OBE has been widely adopted in many countries. OBE has proven effective in advancing student learning outcomes while also elevating the quality of teaching among faculty (Dai et al., 2017). OBE instruction proves to be inclusive and suitable for all accounting students willing to adapt to the new curriculum, with no barriers related to age or

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gender (An, 2014). Faculty demonstrated strong OBE knowledge, particularly in student assessment techniques, but had only a moderate understanding of curriculum alignment, mapping, and PEO construction across colleges (De Guzman et al., 2017). Stakeholders perceive teachers' roles in OBE implementation differently, underscoring the need for adequate teacher preparation for its successful rollout in Botswana (Iloanya, 2019).

OBE has recently been implemented in several Indonesian universities, with studies exploring various aspects such as assessment, syllabus design, and teaching material development (Ishaq et al., 2023; Saptaputra et al., 2023; Sehabudin et al., 2020; Setiono et al., 2023; Sufiati et al., 2022; Wibowo & Sujarwo, 2022; Yulindaputri, 2023). OBE is valued for its flexibility and its potential to foster student independence. Effective assessment must be adaptable to future competencies (Setiono et al., 2023), syllabi should align with workplace demands (Sehabudin et al., 2020), and lecturers play a crucial role in developing teaching materials as higher education serves as a gateway to the professional world (Wibowo & Sujarwo, 2022). However, these studies largely address isolated components of the OBE curriculum and fall short of examining how teachers can adopt it in line with their professional development.

Outcome-based education is a curriculum concept that emphasizes the development of innovative, interactive, and effective learning activities (Effendi et al., 2022). Ramli et al. (2022) emphasized that the OBE curriculum aims not only to complete learning materials but also to focus on student outcomes. In Indonesia's higher education, OBE is an educational process that focuses on achieving specified, concrete outcomes (results-oriented knowledge, abilities, and behaviors). Besides, OBE is a process that restricts curriculum, assessment, and reporting practices in education to reflect the achievement of high-order learning and mastery rather than the accumulation of course credits (Junaidi et al., 2020).

In OBE, teachers, departments, and universities have different criteria for student outcomes. Teachers facilitate students' achievement of attitudes, abilities, cognitive skills, and competence. The students are expected to use their attitude, cognitive skills, and competence to overcome real issues. Meanwhile, the department provides graduates with relevant, proven value, cognitive skills, and competence. Hopefully, the graduates can contribute to community or organization development. Apart from that, the university has outcome criteria that focus on highly qualified graduates who can be accepted by workplaces (Junaidi et al., 2020).

OBE in higher education applies several approaches, including Outcome-Based Curriculum (OBC), Outcome-Based Learning and Teaching

(OBLT), and Outcome-Based Assessment and Evaluation (OBAE). The OBC approach involves developing a curriculum based on learning outcomes. The learning outcome comprises basic knowledge of each course, credits, curriculum concept, lesson plan, material development, assessment, and the development of the evaluation instrument. OBLT, which refers to performing learning activities, shows the connection between the transfer of learning materials aligned with learning outcomes across learning sources, students, and teachers, highlighting the selection method and the proper learning strategy. Meanwhile, OBAE plays a role in evaluating learning outcomes. The evaluation can be carried out at the beginning or end of the learning process, or even after the semester. The assessment result can be used for sustainable improvement and as a learning outcomes report (Junaidi et al., 2020).

Henceforth, OBE emphasizes learning outcomes. The graduates are expected to have strong profiles and possess desirable attributes after completing the study and shortly thereafter. The curriculum applies backward design, which includes formulating broad learning goals, setting specific learning objectives, designing assessments (formative and summative assessments), and developing learning activities. The design is more student-centered learning. Besides, OBE also focuses on constructive alignment. Constructive alignment is derived from student assessment, teaching, and learning, and learning outcomes, which are interrelated. Afterward, OBE provides education 4.0, offering many learning opportunities, such as learning from anywhere and anytime, practical application, and evaluation rather than examination.

In OBE, teachers are expected to facilitate students' achievement of learning outcomes, requiring both experienced and novice teachers to adapt their practices accordingly. Experienced teachers, however, often struggle with this shift. Florida and Mbato (2020) noted that teachers with considerable experience tend to neglect their teaching practice due to workload, administrative demands, and curriculum changes, increasing their professional vulnerability. Novice teachers, by contrast, are more conscious of their performance as they actively construct their professional identity, yet they consistently struggle to translate theoretical knowledge into effective classroom practice. Widiati et al. (2018) found that Indonesian novice English teachers faced difficulties in lesson planning, managing large classes, and conducting assessments, while Shank and Santiago (2022) identified a global lack of practical, evidence-based classroom management training. Surma et al. (2022) further revealed a gap between novice teachers' spontaneous pedagogical choices and empirically supported strategies, and Tajeddin and Norouzi

(2024) showed that prior experiences and training create mismatches between teachers' beliefs and actual practices. At the professional development level, Makoa and Segalo (2021) reported challenges, including program discontinuity and insufficient consolidation time. Crucially, teachers' beliefs influence classroom management (Muth'im, 2014) and teaching approaches (Tan, 2001). These beliefs, thus, become a fundamental factor in the successful application of any new curriculum, including OBE

Basically, teachers' beliefs involve an integrated judgment system associated with teachers' classroom work (Fives & Buehl, 2008). Teachers uphold beliefs about various topics, relationships, and processes (Fives & Buehl, 2008). Teachers' belief can influence their work and development as teachers (Buehl & Beck, 2014). Teachers' responsibility is to create environments and experiences that facilitate their students' learning. In building these experiences, teachers' beliefs determine how they identify goals (Kilinc et al., 2015; Lumpe et al., 2000) and develop classroom instruction (Collie et al., 2015). If the teachers hold their belief and get support from other elements like leaders, administrators, curriculum designers, and students themselves, the challenges that most teachers face, like the inability to critically analyze government policy about curriculum transformation and a lack of dissemination programs and practical workshops on applying OBE in the classroom learning process (Direja, 2017), could find their way out.

Beliefs can guide a teacher's goals, emotions, decisions, actions, and reactions (Bandura, 1997). It is a teacher's responsibility to plan, enact, and maintain a complex environment that safely facilitates and inspires learning. Beliefs about teaching, knowledge, and students are key to teaching practice. If teachers are supposed to apply OBE, these beliefs will support or inhibit the application of such teaching practices. Thus, beliefs must facilitate practice in accomplishing these goals because beliefs can shape teaching practice. Teachers' beliefs about students' potential academic achievement are shaped by their beliefs about the nature of knowledge and learning, and, in relation to our specific interests, the nature of literacy (Miller & Satchwell, 2006).

In teaching and learning, teachers' beliefs about what learning is, how students learn best, who the ideal teacher is, who the ideal student is, and other factors can influence their classroom actions. There are three parts of beliefs that can contribute to the outcome: beliefs about teaching, beliefs about knowledge, and beliefs about students. First, beliefs about teaching concern teachers' beliefs about the nature and purpose of the teaching task (Teo et al., 2008). The most common approach to studying teachers' beliefs about teaching is a dichotomous perspective, asking teachers whether they see

teaching practice as student-centered or teacher-centered (Gill & Hoffman, 2009; Ling, 2003; Teo et al., 2008). Student-centered instruction reflects teachers who see themselves as facilitators and use a teaching process that is responsive to learners' needs. Meanwhile, teacher-centered instruction reflects teachers who see their role as an information giver and focus on content coverage and pacing (Ling, 2003).

Second, beliefs about knowledge concern issues in teaching practice and the evaluation of new curricula. The dimensions towards beliefs about knowledge are (a) certainty of knowledge (as unchanging or fluid), (b) simplicity of knowledge (as isolated or interconnected), (c) source of knowledge (from an external authority or constructed by the self), and (d) justification of knowledge (the processes and evidence needed to evaluate knowledge claims (Greene et al., 2008).

Third, beliefs about students refer to teachers' beliefs about students' abilities, which have direct implications for classroom instruction. The teachers' beliefs about the students' abilities are influenced by both the teachers' and learners' mindsets. Individuals with a growth mindset believe that ability is malleable and can be enhanced with effort and persistence. In contrast, individuals with a fixed mindset believe that ability is a stable trait that cannot change. Teachers with growth mindsets are more supportive of students, teach explicit problem-solving skills, and are open to information about change. Meanwhile, teachers with fixed mindsets are less supportive and implement practices that reduce engagement (Rattan et al., 2012).

In the Indonesian EFL context, studies on teachers' beliefs and practices regarding OBE implementation in higher education remain scarce. Compared to experienced teachers, novice teachers show greater potential to lead students toward achieving learning outcomes through OBE. This gap highlights the need to examine how novice teachers' beliefs and practices shape OBE implementation. Therefore, this study investigates novice teachers' beliefs and practices on OBE implementation in Indonesian higher education, specifically comparing two groups: those with frequent OBE training exposure and those with limited training. By addressing this underexplored area, the findings are expected to provide practical insights for teacher educators and institutional policymakers in designing more effective professional development programs, ultimately enhancing the quality of OBE implementation in the Indonesian higher education context.

METHOD

This study employed a qualitative research design to explore novice teachers' beliefs and practices in implementing Outcome-Based Education (OBE).

The approach was chosen because it effectively captures detailed, nuanced insights into participants' beliefs and practices. It allowed the research to delve into the complexities of the educational setting, offering a deep understanding of the novice teachers' perspectives within their specific context. By focusing on qualitative methods, the study aimed to gather rich, descriptive data that could illustrate the intricacies of implementing OBE from the viewpoint of those directly engaged in its application.

The research was situated at a state university in East Java, Indonesia, which has been implementing OBE across its various faculties to align with its educational objectives. Among these faculties, the Faculty of Education was selected as the focus of this study due to its central role in developing educational strategies and addressing the challenges faced by educators and students alike. The faculty's commitment to enhancing educational practices and outcomes made it an ideal setting for investigating novice teachers' experiences with OBE. 42 teachers were registered as English teachers on the campus. They taught non-English department students a General English course and an Intensive English course for two semesters.

Within the Faculty of Education, the study targeted students in the third and fifth semesters enrolled in English Course 1. This course is a mandatory part of the curriculum for all students across different departments, structured as a one-year program spanning two semesters. This setup provided a unique opportunity to observe and analyze novice teachers' teaching practices and beliefs as they facilitated students' development in crucial English skills, including reading, speaking, structural understanding, and writing, over an extended period.

Respondents

In this study, 20 novice teachers from the university were selected to participate, each with unique experiences and backgrounds that provided diverse perspectives on implementing Outcome-Based Education (OBE). The selection criteria were that

the teacher had less than 5 years of experience teaching English in the non-English department. The teachers were also supposed to attend at least one OBE training. Then, the teachers were expected to apply approaches that uphold the OBE curriculum. At this university, there were 24 novice teachers, but 20 were willing to participate in this study. This study identified 80% of English Language Teaching graduates and 20% of Linguistics graduates as novice teachers. They were registered as teachers with enrolment years ranging from 2018 to 2022.

Research Instruments

A questionnaire was adopted from Fives and Buehl's (2016) model of teachers' beliefs to determine teachers' beliefs. The questionnaire comprises 10 statements with choices (strongly disagree, disagree, somewhat agree, agree, and strongly agree). Three statements relate to beliefs about teaching, including student-centered instruction, explicit instruction, and knowledge exploration and sharing. Meanwhile, four statements include beliefs about knowledge consisting of materials selection, designing lesson plans/syllabi, well-instruction implementation, and assessing students. The rest concern beliefs about students, including appreciation of student work, explicit teaching, and openness to new information.

The validity test in Table 1 employed Pearson Product-Moment Correlation to examine the relationship between each item score and the total score. With $n = 20$ respondents at a significance level of $\alpha = 0.05$ (two-tailed), the r -table value is 0.444. An item is declared valid if its r -count exceeds this threshold. The results showed that all 10 items (Q1–Q10) produced r -count values ranging from 0.448 to 0.731, all exceeding the r -table value of 0.444, and all had p -values below 0.05. Consequently, all 10 items are declared valid and suitable for use as a data collection instrument. The reliability test used Cronbach's Alpha (α) to assess the internal consistency of the instrument, with a minimum threshold of $\alpha \geq 0.70$ for an instrument to be considered reliable (see Table 2).

Table 1
Validity Test Results

Item	r-count	r-table	p-value	Decision
Q1	0.4653	0.444	0.0387	Valid
Q2	0.5293	0.444	0.0164	Valid
Q3	0.6140	0.444	0.0040	Valid
Q4	0.7310	0.444	0.0003	Valid
Q5	0.7382	0.444	0.0003	Valid
Q6	0.4475	0.444	0.0479	Valid
Q7	0.5082	0.444	0.0221	Valid
Q8	0.7030	0.444	0.0005	Valid
Q9	0.5667	0.444	0.0092	Valid
Q10	0.6249	0.444	0.0032	Valid

Table 2
Reliability Test Results

Instrument	Cronbach's Alpha	Minimum Value	Conclusion
Questionnaire (10 items, N=20)	0.796	0.700	Reliable

The analysis yielded a Cronbach's alpha of 0.796, which falls within the acceptable range ($0.70 \leq \alpha < 0.80$). As this value exceeds the minimum threshold of 0.70, the instrument is confirmed to be reliable and to consistently measure the intended construct across all respondents.

Data collection

The first phase of this study used a questionnaire to collect data on respondents' educational background, knowledge of OBE, frequency of participation in OBE training, length of teaching experience, and teaching methods. It was conducted between March and June 2024 and took up to 15 minutes to complete. The belief questions were developed using the model of Fives & Buehl (2016). In the next phase, the study applied semi-structured interviews with 4 English teachers from the university to collect data. By conducting the interviews in Indonesian, the researchers were able to obtain in-depth confirmation, comprehensive explanations, and theory-related answers from the participants. The interviewees were selected based on the following criteria: one Linguistics graduate from the group that had received more OBE training, one Linguistics graduate from the group that had received minimal OBE exposure, one English Language Teaching graduate from the group that had received more OBE training, and one English Language Teaching graduate from the group that had received less OBE training.

The researchers utilized semi-structured interviews because they provide participants with flexibility to answer the interviewer's questions and to explain very detailed information (Barkhuizen et al., 2013). Then, the interview results were translated and transcribed (Croker, 2009). The interviews were conducted 2 times in both offline and online settings, each lasting 30 minutes. The online interviews were done with various media, such as WhatsApp, to obtain detailed written responses (Anderdal Bakken, 2023) and video calls to observe non-verbal cues and create a sense of rapport (Goh & Binte Rafie, 2023).

Additionally, the researchers also employed observation to collect data. The observation was conducted to obtain direct, firsthand information about teachers' beliefs and practices in implementing OBE. The researchers observed twice for each class where the participants were taught. The observation was conducted in May 2024 across four classes, each with approximately 30 students. Through observation, the researchers could observe real-time interactions between teachers and students,

evaluate instructional strategies, and identify areas of strength and improvement. The researchers could also note the students' participation and behavior toward teachers' strategies. During the interview and observation, notes were taken, and the video was recorded to capture the information.

Data analysis

The data from the questionnaire were analyzed statistically to classify participants' educational backgrounds, frequency of participation in OBE training, length of teaching experience, and teaching methods. Furthermore, the data were also aimed at novice teachers who often participate in OBE training and those who lack it, as well as at identifying the beliefs acquired by novice teachers. In addition, an analysis was conducted to compare the patterns of novice teachers' beliefs regarding OBE implementation. The data analysis focused on the elements of teacher beliefs suggested by Fives and Buehl (2016), which concern teachers' beliefs about knowledge, teaching, and students, as acquired through OBE training.

Afterward, qualitative data gathered from recorded interviews and observations were first listened to and transcribed. Then, the data were analyzed by applying thematic analysis to identify, analyze, and report patterns (themes) within the qualitative data (Braun & Clarke, 2006). It includes systematically coding and categorizing data to identify the recurring patterns or themes of meaning. In the context of the present study, thematic analysis lets the researchers identify the common patterns and themes across the data obtained from interviews and observations to discover the comparison of teacher beliefs acquired by novice teachers who had more OBE training and those who had minimal preparation, as well as their teaching practices.

FINDINGS AND DISCUSSION

Novice Teachers' Beliefs and Teaching Methods

In the first part of the data analysis, Table 3 presents the novice teachers' educational backgrounds, frequency of participation in OBE training, and knowledge of OBE. Twenty English teachers were classified as novice teachers at this university. The newest teachers had just taught for two semesters, and the older ones for eight. Afterward, half of them (50%) frequently joined OBE training, and 50% participated in OBE training once. They admitted that the first time they knew or studied the OBE curriculum was 60% for those with master's degrees and 40% for those teaching on campus.

Table 3

Novice Teacher's Background and Experience in OBE

Category	Group	N	%
Educational background	ELT	5	20
	Linguistics	15	80
Frequency of joining OBE training	Once	10	50
	More than one	10	50
The beginning of studying OBE	Since studying for a master's degree	12	60
	Since teaching on campus	8	40

The way the respondents study the OBE curriculum is explained in the following excerpts. P1 emphasized:

I learned many curriculums applied in Indonesia during my master's degree. From the class, I understood very much about the curriculum and its differences. I also got many insights I could adopt easily when I teach in school.

Similarly, P2 affirmed the curriculum implementation during his study and work:

Actually, the curriculum used in Indonesia was very familiar because we experienced it. But a deep understanding of the curriculum was clearly taught when I was working on my master's degree.

However, many participants did not know how to begin with the curriculum. They made various attempts to understand it, such as reading articles and reviewing the lessons from their master's degree. Luckily, the university conducted a seminar on the OBE curriculum, which helped them understand its application. The seminar focused more on the preparation, assessment, and practice of OBE.

Two of the participants, P2 and P3, confirmed in the interview that they had just begun studying OBE, as they had been teaching on campus and had accepted fewer courses in the curriculum, and had studied more about linguistics than pedagogy. They felt the curriculum was challenging, but luckily, the university where they teach held an OBE seminar to help them understand it, even though it wasn't particularly detailed. Due to the new curriculum, they could not adapt to it directly. They had to read many articles to comprehend the curriculum before applying it to their course.

The data showed that 85% of participants strongly agreed that OBE is needed to improve students' outcomes. It indicated that teachers believe OBE can help students' futures. If it were considered vital to consider the outcome rather than merely the materials, good outcomes would result from the teaching-learning process.

The next question regarding the influence of beliefs on implementing OBE was clearly supported by the data, which showed that 87% of participants agreed with the statement. The more beliefs the teachers have, the better the outcomes the students will achieve. Beliefs influence the teaching process, as teachers bring them to class after much

preparation. Based on the course objectives the teachers set, the instruction they use will be evident throughout the course.

Based on the findings, participants were grouped into two categories: novice teachers with more OBE training and those with less. The teachers' beliefs were identified through the questionnaire and interviews with these two groups. Overall, the teacher beliefs held by novice teachers with more OBE training were above 75%, averaging 93.2%. In contrast, novice teachers who lacked OBE training held the beliefs on average of only 64.6%.

Afterward, the data of beliefs were categorized into three based on the elements of the teacher's beliefs model by Fives and Buehl (2016): beliefs about knowledge, beliefs about teaching, and beliefs about students. The findings showed how two groups of novice teachers gained beliefs about knowledge. These beliefs included student-centered instruction, explicit instruction, student exploration, and knowledge sharing. The novice teachers who had participated in more than one OBE training held beliefs about knowledge with an average of 87.3%. Meanwhile, the group of novice teachers who lack OBE training gained the belief with an average of 72%. This percentage is considered high if the two groups achieve more than 75%.

The data from the questions about beliefs about teaching, which focused on teachers' ability to select materials, create lesson plans, deliver instruction effectively, and assess students' work accurately, showed different results. It was reported that the group of novice teachers who had participated in more than one OBE training achieved a higher percentage than those without OBE training, with averages of 90% and 70%, respectively. The data showed a very different trend in the two groups after training. It also indicated that teachers' skills are affected by their preparation, which, in this case, involves participating in OBE training. The group that often joined OBE tended to be very capable of creating lesson plans. In an interview, one of these group members confirmed that she had to distribute the survey to obtain the necessary analysis before designing the lesson. The explanation is shown in this P1's statement:

Before the course starts, I clearly design the course outline following the curriculum. It has several steps. One step I am concerned about is conducting a needs analysis through a survey. That survey at least gave information about what students need.

Moreover, of course, I will consider the need based on their field and facilitate them.

On the other hand, the group of teachers with less training lacked preparation and were not good at selecting materials or creating lesson plans. In the course, they adopted the teaching method used by their teachers, which was an old design course. Like one of the group members, P4 stated, as in this excerpt.

The curriculum I got when I studied is so different from the curriculum I use now when I teach. It is stressful. I have to study more. But I cannot adapt it directly. It takes time.

Furthermore, the two groups also obtained different results on beliefs about students. The beliefs comprised appreciation for students, explicit teaching, and openness to changing information. The data indicated that novice teachers who often participated in OBE training achieved an average of 88.7%, higher than the other group, which achieved 72.7%. However, one participant from the group who lacked OBE training gained a high average on the beliefs, 93%. It was confirmed during the interview that the beliefs he acquired were firm due to his struggle to understand and apply the curriculum. Even though he failed to join OBE, he consistently read many articles, discussed them with other members, and practiced them. This is shown in the following excerpt of P4.

I am struggling to apply OBE in my course. Once I joined a training, it gave me insightful information. In addition, I usually discuss it with other members to get more knowledge of it.

It was also found that the teachers with less OBE training confronted some difficulties and challenges. The difficulties they encountered involved designing materials and lesson plans. It was hard for them to synchronize them based on the OBE curriculum. Moreover, the challenges they faced were experienced when they taught in the classroom. They could not deliver the materials objectively and in context.

The following findings on the teaching methods used by novice teachers show mixed results. Across two groups of novice teachers, 70% applied task-based learning, 55% applied problem-based learning, and 15% applied project-based learning in their courses. Task-based learning became a more common method of language learning. It was reported that most students' English scores in this course were below the average. Thus, the most appropriate method was task-based learning. In observation, one participant performed in her class how task-based learning was applied. She employed communicative task learning. To ultimately reach the objective, she used the island-like pictures to enrich the vocabulary of the faces. She explained which part of the face should be

written without explicitly specifying the target language. Additionally, the presenter used a digital platform to make the activity more practical and attractive. She confirmed in the interview that this approach aims to develop students' communication competency through experience, so it can be learned naturally and functionally.

On the other hand, teachers still rarely employ project-based learning. One class of participants' courses that used this approach demonstrated that the project took several weeks to complete. The teacher instructed the students to create interactive pictures that explicitly taught English grammar. The product was a small picture book designed to teach English to young learners. Most of the activities involved arranging, managing, and discussing the project. In the interview, P2 stated that this activity aimed to strengthen their collaborative teamwork, as explained in the following excerpt.

This activity is not a sudden project. It needs a profound analysis before designing the activity. In my experience, I need some considerations before finally applying this method. I arrange the course, create the potential objectives, and think of a good result. I want the students to not only accept the material but also make a product. Besides, they will take advantage of good collaboration and teamwork from the activity.

The findings also revealed that teachers from two groups used digital platforms in the learning process: 45% e-learning, 40% e-conferences such as Zoom and Google Meet, and 30% social media such as YouTube and WhatsApp. The participants exploited the technology because they acknowledged that the learning process could not be separated from the platforms; they were merely alternative tools and assistance. Two participants admitted that the platform's existence was beneficial, as it remained relevant to the objectives and materials.

Novice Teachers' Beliefs and Practices on OBE Implementation

The findings of this study reveal that novice teachers acknowledged that OBE emphasizes qualified graduates with strong profiles, a backward-design approach, a curriculum that upholds a student-centered approach, and constructive alignment among teaching-learning, student assessment, and learning outcomes. Afterward, two novice teacher groups, a group that had participated in more OBE training and a group with less OBE training, had been struggling and making many efforts to achieve learning outcomes based on the OBE curriculum. A group of novice teachers with more OBE training performs more actual and flexible processes to obtain the outcomes than those with less OBE training.

The present study also uncovers that adequate training and continuous professional development

are crucial in shaping teachers' beliefs and practices. The present study exhibits novice teachers from two groups: novice teachers with more OBE training and those who lacked training, who acquired different beliefs. Novice teachers who received comprehensive training in OBE principles were more confident and effective, aligning their instructional strategies closely with OBE objectives, leading to improved student outcomes and more successful teaching experiences. Additionally, they tend to have a growth mindset. Conversely, teachers who lacked this preparation found the transition challenging, impacting their ability to implement OBE effectively and having a tendency to possess a fixed-minded mindset.

The potential tendencies in acquiring beliefs done by both groups are that novice teachers who had more OBE training achieve beliefs about teaching for the first time, then receive beliefs about knowledge, and finally reach beliefs about students. Meanwhile, novice teachers who lack training tend to gain beliefs about teaching, students, and knowledge, respectively.

These two groups relatively agreed that applying student-centered instruction, performing explicit instruction, and inviting students to explore and share knowledge were significantly vital. These characteristics indicate that the groups have acquired the same belief systems- beliefs about teaching. In OBE, students are equipped to possess knowledge, skills, attitudes, and orientations to achieve good preparation for the future (Spady & Marshall, 1991). Through student-centered instruction, the students' innovative performance and positive attitude are demanded through teachers' instruction. Students will not accept complete materials from the teachers, but they have to commit to exploration and knowledge sharing through some activities prepared by the teachers. The approaches that may be used to reach this objective were problem-solving and project-based learning, as found in the findings. The approaches truly reflect teachers who see themselves as facilitators and use a process of teaching that is responsive to the needs of learners (Ling, 2003). The teachers lead the students to the authentic and contextual materials by performing these attractive activities. These models train the students to become independent and confident. More significantly, the teachers believe that their role is not to give information but to invite students to explore and share their understanding, even if it is inaccurate (Fives & Buehl, 2016).

The current study also reveals that novice teachers who receive comprehensive OBE training are more confident and able to implement student-centered instructional strategies effectively, resulting in better student outcomes. The more training the teachers participate in, the more skillful the teachers are in teaching and learning, so that

they acquire beliefs about knowledge (Fives & Buehl, 2016) through more comprehensive training. Novice teachers in this group prepared the course very well, such as selecting materials, designing lesson plans, and making assessments. This finding mirrors Broemmel and Swaggerty's (2017) research on literacy reform, which underscores the complexity novice teachers face in developing suitable learning outcomes and assessments. Like the literacy-focused teachers in their study, novice teachers in Indonesia find it challenging to balance OBE's expectations with local cultural norms and existing teaching methods. Both studies highlight the need for specialized training to equip teachers with the skills to create effective materials and assessments that meet OBE standards while addressing contextual factors unique to their educational environments.

In terms of beliefs about students obtained by novice teachers, it proves that novice teachers who had more OBE training tend to own a growth mindset. They are more supportive of students and open to information about change (Rattan et al., 2012). This present study proves that teachers with a growth mindset exhibit the interactive learning process and involve student engagement, such as communicative-task learning and project-based learning. On the other hand, the teachers who lacked preparation performed a fixed min-set. Their tendencies depict less support and less engagement. The teachers execute the process of learning based on their lesson plan and ignore the changes that occur in the class.

This research also confirms and expands upon insights from previous studies, emphasizing the importance of foundational understanding, institutional support, and ongoing training in enabling teachers to transition effectively into OBE environments. For instance, Mufanti et al. (2024) observe that while many novice teachers express confidence in their understanding of OBE, their grasp often lacks depth, creating challenges in applying OBE principles effectively. This aligns with the present study, which shows that novice teachers who lack thorough training struggle to transition smoothly to OBE and face difficulties aligning their instructional strategies with desired outcomes. When the materials should be flexibly adopted and delivered based on faculty or university outcomes, they cannot easily adjust the approach in the teaching-learning process. As a result, delivering materials only focuses on cognitive competence rather than learning outcomes.

Besides, institutional support emerges as a significant factor in enabling successful OBE implementation, echoing the findings of Mufanti et al. (2024), who emphasize the role of strong leadership in fostering a supportive environment for novice teachers. This study confirms that leadership support is essential in helping teachers navigate the

challenges of OBE, as it provides the necessary resources, mentorship, and guidance. Without this support, teachers may struggle to adopt OBE methodologies, especially in contexts where they are adapting to curriculum shifts and new teaching approaches. The findings further suggest that support systems from educational leaders are vital for sustaining novice teachers' beliefs and encouraging effective OBE practices.

Afterward, professional development also plays a key role in preparing teachers for OBE, reinforcing insights from Widiati et al. (2018), who stress the importance of continuous professional growth as novice teachers transition into classroom roles. This study highlights that novice teachers participating in professional development are better equipped to engage in lesson planning, classroom management, and adaptive teaching practices essential to OBE. Unlike the study of Wibowo & Sujarwo (2022), these findings underscore the need for ongoing professional development tailored to the demands of OBE, such as designing syllabi and selecting materials, ensuring that teachers can confidently implement student-centered activities and provide the kind of support that fosters independent learning.

Regarding the teaching practice employed by novice teachers, novice teachers apply a variety of approaches and methods to obtain good outcomes, and the student-centered approach is applied in most activities taught by them. Sometimes, one teacher uses two approaches in her classes. Through these kinds of learning models, the students are supposed to perform more in various activities rather than the teachers. The creation of student products, like in project-based instruction, is important because it helps learners to integrate and reconstruct their knowledge, discover and improve their professional skills, and increase their interest in the discipline and the ability to work with others (Guo et al., 2020). The teachers perform as facilitators responsible for providing suitable student activities. The activities, of course, must be outcome-oriented, applicable, and well-adopted. Furthermore, these learning models can encourage the students not only to receive the materials they learn and perform by themselves but also to build their characteristics. The learning models could improve the characteristics required in the future workplace, including hard skills like cognitive knowledge and professional skills, and soft skills like problem-solving and teamwork (Casner-Lotto & Barrington, 2006; Vogler et al., 2018).

Henceforth, the present study also discovers teachers integrating digital resources. The utilization of digital technology greatly assists both teachers and students. The students are exposed to enhance digital literacy while they are improving their skills (Min & Qingbin, 2024), and the teachers exploit tools to assess and provide feedback on students'

work. Thus, the interaction between teachers and students becomes virtually intimate. Additionally, the relationship between teachers and students in the learning process is also substantially needed as long as the interaction between both has positive implications for the goal and the outcome.

In sum, the findings of this study support and extend previous research, offering evidence that effective OBE implementation among novice teachers relies on their beliefs and proper teaching practices, as well as a robust foundation of understanding and continuous professional development. Together, these factors shape the ability of novice teachers to adopt student-centered approaches, develop relevant instructional materials, and engage students in meaningful learning, thereby positioning them for successful outcomes within Indonesia's evolving educational landscape.

CONCLUSION

This study reveals that novice teachers with comprehensive OBE training demonstrate significantly greater confidence and appropriateness in aligning instructional practices with OBE's student-centered objectives. Structured training fosters a growth mindset, enabling teachers to adopt adaptable strategies that enhance student engagement. Notably, trained teachers acquire beliefs sequentially, about teaching first, knowledge, and students, while those with limited training follow a different pattern, acquiring beliefs about teaching, students, and knowledge respectively. Both patterns, however, can guide novice teachers in helping students achieve learning outcomes.

This study contributes to the field by illustrating how continuous professional development shapes novice teachers' capacity to implement OBE. Building on Fives and Buehl (2016), Broemmel and Swaggerty (2017), and Mufanti et al. (2024), the findings demonstrate that teachers' beliefs about teaching, knowledge, and students can be positively influenced through targeted professional growth. Policymakers and teacher trainers must therefore advocate for structured, evidence-based programs that promote both instructional skill development and belief transformation, empowering teachers to make reflective decisions that positively impact student learning outcomes.

This study is limited to a single university within Indonesia's EFL higher education context and focuses exclusively on novice teachers, leaving experienced teachers and non-EFL contexts unexplored. Future research should broaden the scope across diverse educational contexts and experience levels, and conduct longitudinal studies to track belief shifts over time, ultimately contributing to more comprehensive strategies for

supporting OBE implementation in contexts undergoing curriculum reform.

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