

# ELT materials transformed: Exploring outcome-based education elements in high school EFL textbooks

Anni Holila Pulungan <sup>a, 1</sup>, Adib Jasni Kharisma <sup>b, 2,\*</sup>, Joko Kusmanto <sup>c, 3</sup>, Pirman Ginting <sup>d, 4</sup>

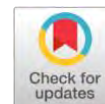
<sup>a</sup> Universitas Negeri Medan, Jl. Williem Iskandar Pasar V, Medan Estate, Medan and 20221, Indonesia

<sup>b, d</sup> Universitas Muhammadiyah Sumatera Utara, Jl. Kapt. Mukhtar Basri No. 3, Medan Timur, Medan and 20238, Indonesia

<sup>c</sup> Politeknik Negeri Medan, Jl. Almamater No. 1 kampus USU, Medan Baru, Medan and 20155, Indonesia

<sup>1</sup> [anniholila@unimed.ac.id](mailto:anniholila@unimed.ac.id); <sup>2</sup> [adibjasnikharisma@umsu.ac.id](mailto:adibjasnikharisma@umsu.ac.id); <sup>3</sup> [jokokusmanto@polmed.ac.id](mailto:jokokusmanto@polmed.ac.id); <sup>4</sup> [pirmanginting@umsu.ac.id](mailto:pirmanginting@umsu.ac.id)

\* corresponding author



## ARTICLE INFO

### Article history

Received 12 October 2024

Revised 12 November 2024

Accepted 20 November 2024

### Keywords

Outcome-Based Education

English Textbook

Learning Materials

Curriculum

## ABSTRACT

Integrating outcome-based elements like advanced communication, productivity and accountability, critical thinking, creativity, collaboration, flexibility, and adaptability is considered vital in a textbook. However, evidence has shown gaps in specific areas of textbooks, as illustrated by the "Bahasa Inggris Grade XII" textbook, which lacked advanced teamwork and communication skills. This research aims to evaluate the incorporation of outcome-based education in the textbook through the application of Spady's theory. Utilizing data on the text unit order, the current study employed a descriptive qualitative research framework and acquired data through a Likert scale. The findings disclose that various aspects of outcome-based education are thoroughly addressed in this textbook. Nonetheless, the collaborative component and the intricate communication aspect are conspicuously absent as denoted in chapter 3 and chapter 4. A mere forty-seven percent of the content in the textbook "Bahasa Inggris Grade XII" has been assessed and meets the criteria of outcome-based education. The textbook serves as an excellent case study to evaluate and enhance the integration of OBE principles in high school EFL materials in Indonesia, offering a basis for improving educational outcomes during a crucial period in students' academic and personal growth. This level of attainment, which falls below expectations, indicates a lack of complete adherence to the principles of outcomes-based education within the English textbook. As this ongoing research carries significant implications for those involved in developing and writing curricula. It is recommended that the textbook aligns with Spady's concept of Outcome-Based Education (OBE), addressing gaps such as the lack of emphasis on teamwork and complex communication aspects. To enhance the achievement of educational objectives, authors are advised to pinpoint areas for enhancement through collaboration with educators, students, and curriculum experts.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



**How to Cite:** Pulungan, A. H., Kharisma, A. J., Kusmanto, J., & Ginting, P. (2024). ELT materials transformed: Exploring outcome-based education elements in high school EFL textbooks. *English Language Teaching Educational Journal*, 7(3), 192-209. <https://doi.org/10.12928/eltej.v7i3.10978>

## 1. Introduction

Textbooks play a crucial role in language learning, being primarily viewed as key sources of information (Damayanti et al., 2021). As commonly employed in educational settings such as schools, textbooks offer assignments and resources designed to facilitate both teaching and learning processes.

They stand as a vital tool, providing valuable information and media to aid in achieving educational goals and mastering essential competencies (Novitasari et al., 2019). An indispensable component of academic curricula (Melesse & Obsiye, 2022), a textbook is a required resource for formal education, facilitating students' comprehension of the material following the established curriculum. Textbooks include an overview of particular topics, the outline of the curriculum, and offer essential learning strategies along with current materials. In addition, for they operate as an applicator of the curriculum and represent its implementation in classroom practices, textbooks should be more operational than conceptual and more practical than theoretical (Novitasari et al., 2019). In English as a Foreign Language (EFL) education, textbooks are essential in influencing teaching methods and supporting both educators and students (Tomlinson, 2011). Hence, it is crucial to select relevant textbooks with contents pertinent to the existing curriculum, given textbooks have a vital impact on teaching and learning practices. On top of that, considering that learning activities within them reflect the beliefs and values of the curriculum, it is vital to set benchmarks for choosing high-quality textbooks and engage in discussions with teachers regarding these criteria to gain insight into their challenges and perspectives (Munir et al., 2021).

Recent research highlights the significance of incorporating OBE principles into EFL resources, especially in high school contexts where preparing students for academic and career success is essential (Graves, 2000). Integrating explicit learning objectives, evaluation standards, and practical, task-based activities into textbooks can improve language skills while promoting critical thinking, innovation, and teamwork (Nunan, 2004). It is widely acknowledged that Outcome-Based Education (OBE) has risen as a prevailing approach for transforming curricula in higher education worldwide in recent decades (Mufanti et al., 2024; Shaheen, 2019). OBE is a method of curriculum approach that place emphasis on student-centered learning and accomplishing specific learning objectives. Outcome-Based Education (OBE) is a teaching methodology that emphasizes achieving specific learning outcomes or competencies, focusing on what students can demonstrate or apply at the end of the educational experience, rather than solely emphasizing the teaching process (Sheikh, 2023). OBE can be described as a holistic method of structuring and managing an educational system, with a primary focus on the successful showcasing of learning by students (Spady, 1994). This method emphasizes not only gaining knowledge but also showcasing skills and abilities that are applicable in real-life situations. In contrast to conventional educational approaches, OBE acknowledges that students may not attain the same level of learning through similar methods or within identical timeframes (Khanna & Mehrotra, 2019). Outcome-Based Education (OBE) is designed to ensure that students not only gain essential knowledge but also develop the skills and attitudes needed for success after completing their education. By aligning curriculum objectives with real-world demands, OBE equips institutions to better prepare students for their careers or further academic pursuits. The focus on clearly defined, measurable outcomes pushes for improvements across higher education by making sure that educational programs, assessments, and teaching methods are directly tied to the competencies students are expected to master. The emphasis on concrete outcomes drives continuous improvement in educational practices, ensuring they remain relevant to the changing needs of society and the job market (Husein et al, 2022). Furthermore, OBE fosters an environment where educators can concentrate on achieving tangible, meaningful results instead of merely covering content. This approach reduces the disconnect between what is taught and what students will actually need in their professional and personal lives. Similarly, aligning English instruction with OBE principles fosters independent learning and practical communication skills, equipping students for societal and professional demands (Zhao, 2020). OBE's focus on clear, defined goals leads to better-organized curricula, more accurate assessments of student performance, and an overall enhancement in the quality of teaching (Allo et al., 2024). By aligning assessments with specific outcomes, teachers can monitor student progress more effectively, providing targeted feedback that promotes further development. This results in a more enriching learning experience and increases the overall efficiency and accountability of educational systems, ensuring that students are not only academically prepared but also equipped with practical skills for their future careers.

By integrating OBE principles, institutions are also encouraged to become more adaptable, regularly reviewing and updating their programs to ensure their relevance in a rapidly changing world. This dynamic, responsive approach strengthens the educational system, making it more capable of meeting the evolving needs of both students and society. According to Spady's (1994) research, utilizing a textbook as an educational resource is closely consistent with OBE principles that include aspects, such as complex communication, productivity and accountability, critical thinking, creativity,

collaboration, flexibility, and adaptability highlighting the skills that students should proficiently demonstrate by the end of their learning experiences, and the curriculum is tailored to assist them in attaining these proficiencies (Wahyudi & Wibowo, 2018). Considering this occurrence, assessing textbooks is essential to grasping their quality due to their substantial role for educators and learners (Akhmad et al., 2022). In consideration of this matter, the current research attempts to uncover the elements of Outcome-Based Education (OBE) as portrayed in the currently endorsed English as a Foreign Language (EFL) textbooks for twelfth-grade high school students, "Buku Bahasa Inggris Grade XII." This research can shed light on how effectively these instructional resources correspond with OBE objectives, potentially leading to more effective language instruction and improved student outcomes. Additionally, it may offer valuable recommendations for curriculum developers, educators, and policymakers on enhancing EFL teaching methods to better support student-centered learning and the accomplishment of specific educational goals.

## 2. Literature Review

A textbook is a crucial educational resource designed for a specific educational level and compiled by experts in the field. It significantly shapes the perspectives of teachers, students, and families regarding school subjects, making it an essential component of the educational curriculum. Textbooks are a type of educational text intended for use within a curriculum (Brown, 2001). According to Ravitch (2003) and Valverde et al. (2002), textbooks are vitally important as they play a significant role in shaping the views of teachers, students, and families about school subjects. They serve as key sources of ideas and activities (Cunningsworth, 1995, as cited in Sarem et al., 2013). They are crucial in bridging the gap between intentions and plans to actual classroom activities (Schmidt et al., 1997, as cited in Sarem et al., 2013). Classroom activities, as defined by Brown (2001), are a coherent set of student behaviors within a defined timeframe, guided by the teacher towards specific objectives.

Outcome-based education is an educational approach centered around achieving learning outcomes through innovative, effective, and interactive learning processes. It emphasizes attaining desired outcomes within processes or programs, rather than solely improving activities or tasks. In today's context, achieving desired results and enhancing performance based on those outcomes is crucial. The results-based education approach promotes the use of data to guide decision-making and foster ongoing improvement in educational systems. By gathering and evaluating data concerning student performance, educators can pinpoint areas requiring enhancement and apply suitable strategies to elevate learning outcomes (Sharmin et al., 2021). The application of a results-based education (OBE) approach to literary composition within an independent curriculum can greatly enhance students' creativity and their ability to convey ideas through writing. This method, particularly in genres like poetry, short stories, and other creative writing forms, encourages students to follow a structured process where learning objectives—such as the development of creative skills and the ability to express emotions—are clearly outlined and evaluated. As noted by Rosidah et al. (2021), a results-driven approach can stimulate creativity by focusing on measurable outcomes that improve students' ability to articulate their thoughts and emotions through literary creation. From the perspective of textbooks, this approach enables a more organized and focused curriculum, where creative writing exercises and assignments are tailored to develop specific competencies, such as narrative structure, language use, and emotional depth in writing. The assessments tied to these defined outcomes allow instructors to monitor students' progress effectively, offering feedback that supports the development of their creative potential.

The emphasis on measurable outcomes in an independent curriculum, which is central to OBE, also aligns with the goal of nurturing students' abilities to express themselves in distinctive and original ways. Much like how OBE in other disciplines ensures that students acquire necessary knowledge and skills, in the field of literature, it allows students to refine their creative writing abilities while maintaining a focus on both form and originality. This synergy between results-based education and creative writing strikes a balance between critical thinking (used to refine ideas) and creative exploration (focused on generating innovative literary works), as discussed by both Rosidah et al. (2021) and other educational experts like Husein et al. (2022). By integrating OBE principles into literary composition, textbooks become a powerful tool to guide students through a structured, outcome-oriented process, boosting their ability to create meaningful literary works. With consistent feedback and targeted assessments, students are encouraged to express their thoughts, emotions, and creative ideas in ways that are both original and relevant to real-world contexts.

For an effective communication of meaning, it usually entails complex linguistic structures, subtle phrases, and detailed concepts; productivity and accountability refer to the metrics of efficacy and efficiency in completing tasks or reaching objectives. It entails maximizing productivity, finishing tasks on schedule, and making effective use of available resources. Conversely, "accountability" denotes the sense of ownership and accountability that people have for their choices, actions, and results. It entails taking responsibility for one's actions and the results of one's decisions. Accountability might be highlighted in a textbook as an essential component of both professional and personal development.

Complex communication often entails employing sophisticated language structures, nuanced expressions, and intricate concepts to convey ideas effectively. Productivity and accountability, on the other hand, encompass measures of efficiency and effectiveness in task completion or goal achievement. This includes optimizing output, meeting deadlines, and using resources efficiently. Furthermore, "accountability" denotes the responsibility and ownership individuals assume for their actions, decisions, and results. It involves being accountable for one's performance and the consequences of one's decisions. In a textbook, emphasizing accountability can be pivotal for fostering personal and professional development. Therefore, the capacity to impartially assess and examine data, claims, and concepts is known as critical thinking. It entails applying reasoned and methodical thinking, challenging presumptions, taking into account other viewpoints, and coming to well-informed conclusions. Creativity, on the other hand, is the capacity to produce meaningful and unique concepts, answers, or statements. Collaboration is the process of collaborating with people to accomplish a similar objective or finish a shared task. It entails thinking beyond conventional boundaries, connecting seemingly unconnected concepts, and developing unique and imaginative outputs. In order to complete a task more effectively or efficiently than they could alone, people must pool their knowledge, skills, and resources and actively engage in coordination, cooperation, and communication. The terms flexibility and adaptability refer to the capacity to modify, adapt, or alter one's way of thinking, acting, or responding to new or changing situations. These attributes facilitate individuals in efficiently managing ambiguity, confronting obstacles, and seizing opportunities.

### 3. Method

Research design plans for data collection, measurement, and analysis are dependent on the study's research questions, according to Sekaran (2017). Qualitative descriptive methodologies are used in this study. This approach is used to analyze, comprehend, and characterize a research problem from the viewpoint of the research subject, which is scientific publications and articles. According to Nieswiadomy and Bailey (2018), qualitative research focuses on understanding the subjective meaning and experiences of individuals. Logan (2007) defines data as various pieces of information typically organized and stored to serve specific purposes. In this study, the data consist of texts containing elements of outcome-based education found in the Bahasa Inggris grade XII textbook.

Then, the data source refers to the entity from which research data is gathered (Sujarweni, 2018). Therefore, the data source for this study is the English Textbook Assessment Instrument "Bahasa Inggris kelas XII," specifically focusing on the critical and creative thinking section for senior high school class XII. This textbook was chosen as the data source to ensure the research stays relevant, context-specific, and meaningful in exploring how ELT materials can facilitate the shift toward an outcome-based education approach in Indonesia. Data collection techniques are a critical step in research because the primary goal is to obtain accurate data (Sugiyono, 2018). Without understanding the appropriate data collection techniques, researchers may not gather data that meets rigorous standards. In this study, the researcher employed an assessment using a Likert Scale to evaluate the suitability of the book's content, which was adapted based on the instrument and description of the English Textbook Assessment Instrument "Bahasa Inggris kelas XII". The instrument aligned with specific OBE-related components, including critical thinking, creative thinking, problem-solving, and practical real-world application. Each item evaluates the extent to which the textbook content incorporates and promotes these skills through its exercises and activities. Data analysis involves categorizing collected data according to established criteria to derive findings that align with the acquired data (Sugiyono, 2016). This process requires meticulous and systematic analysis of collected data to generate meaningful and pertinent insights. It encompasses stages such as gathering, organizing, processing, interpreting, and presenting data to facilitate informed decision-making. The Likert scale used in the instrument ranges from 1 to 5, strongly disagree, disagree, neutral, agree, and



strongly agree. Demonstrates that the element is thoroughly present and excellently incorporated into the textbook content. The scores are classified into criteria as follows: Very Good: Scores averaging 4.5-5.0, Good: Scores averaging 3.5-4.4, and Less: Scores below 2.5. This classification aids in assessing the textbook's alignment with OBE elements and offers a structured framework for pinpointing areas that need improvement. Findings are frequently displayed in tables to enhance accessibility and ease of interpretation.

#### 4. Findings and Discussion

Outcome-Based Education (OBE) is an educational framework that focuses on the competencies students should achieve by the conclusion of their learning journey. Spady's theory argues that Outcome-Based Education encompasses various elements such as advanced communication, productivity and accountability, critical thinking, creativity, collaboration, as well as flexibility and adaptability. In OBE, students are equipped to navigate complex interactions, express their ideas with clarity and accuracy, and tailor their communication styles to suit various audiences and contexts. Productivity focuses on delivering measurable outcomes in tasks, projects, or group efforts, whereas accountability highlights the importance of taking responsibility for one's actions and contributions. Critical thinking is fundamental to OBE, as it motivates learners to assess, analyze, and integrate information in order to make well-informed decisions. Creativity in OBE focuses on promoting innovation and inspiring learners to think creatively. This aspect encourages students to come up with new ideas, explore different solutions, and tackle problems from fresh angles—skills that are essential in today's fast-paced, evolving world. Then, students are trained to foster positive relationships, manage group dynamics, and make valuable contributions to shared objectives, reflecting the collaborative nature of contemporary workplaces and communities. Flexibility entails being open to change and exploring new ideas, while adaptability refers to the ability to adjust to new roles, challenges, or situations without losing focus or efficiency. By highlighting these elements, they emphasize the comprehensive development of learners, ensuring they are equipped not just for academic achievement but also for making significant contributions to society and the global economy. The data analysis results are presented in Table 1, showcasing the findings derived from the conducted analysis.

Table 1. The Percentages of OBE Elements in the English Textbook

No.	Aspects	Scores											Percentages (%)	Criterias
		CH 1	CH 2	CH 3	CH 4	CH 5	CH 6	CH 7	CH 8	CH 9	CH 10	CH 11		
1.	Complex communication	3	3	0	2	2	2	2	2	2	2	2	50	Less
2.	Productivity and accountability	2	3	3	3	3	3	4	4	4	2	2	75	Good
3.	Critical thinking	3	4	4	4	4	3	4	4	4	3	4	93	Very Good
4.	Creativity	3	4	2	3	4	3	4	4	4	3	4	86	Very Good
5.	Collaboration	4	4	4	0	3	3	3	2	2	4	4	75	Good
6.	Flexibility and adaptability	4	3	3	3	4	4	4	4	4	4	3	90	Very Good
<b>Total</b>													<b>78</b>	<b>Good</b>

Based on Table 1, the aspect of complex communication received 50%, which is the lowest among the other elements, as this aspect did not meet the criteria across all chapters, and it is categorized as 'less'. In chapters 1 and 2, it only received a score of 3, while in chapter 3, it did not receive a score, and in chapters 4 to 11, it only received a score of 2. Based on the analysis, the complex communication elements only get 50% because each chapter did not fully discuss the exchange of information or ideas. Furthermore, each chapter did not have a value that met the criteria for the complex communication aspect, which focuses on dialogue or conversation between two or more people regarding a particular topic or information, with the exchange of ideas. On the other hand, the

productivity and accountability element get 75% result, which is considered 'good'. This is marked by the fact that 3 chapters (7, 8, and 9) were fully met with a score of 4, while a score of 2 was present in chapters 1, 10, and 11, and a score of 3 was present in chapters 2, 3, 4, 5, and 6. Based on our analysis, this element received 75%, which means it occupies a relatively high percentage, as each chapter discusses the measures of efficiency and effectiveness in relation to tasks or achieving a goal. Moreover, this aspect includes maximizing results, with students being given time to complete their tasks on time so that they can utilize resources efficiently. It also considers the expressions, reactions, and responses of students to the materials and tasks provided.

The complex communication element was assigned a relatively low score of 50%, the lowest among the elements assessed. This indicates that although there were attempts to integrate communication activities, their depth and consistency were lacking. A detailed look at individual chapter scores shows that chapters 1 and 2 received a score of 3, chapter 3 scored nothing, and chapters 4 to 11 scored consistently low at 2. This pattern reveals a common issue: there is a deficiency in meaningful dialogue or exchange of ideas between participants. Research in educational communication emphasizes the importance of dialogic teaching, where students engage in extended, purposeful conversations, as a critical tool for enhancing learning outcomes (Mercer, 2000; Nystrand, 2006). In this case, the lack of structured dialogue-based tasks represents a missed opportunity to deepen students' understanding and promote critical thinking.

Typically, the complex communication element involves discussions or conversations on specific topics, with an emphasis on the exchange of ideas among participants (Walsh, 2011). The findings suggest that the chapters failed to fully incorporate such exchanges, as indicated by their low and inconsistent scores. For students, participating in real-world communicative tasks like group discussions or debates is essential for developing advanced cognitive skills and language proficiency (Swain & Lapkin, 2002). The absence of complex communication in these chapters likely limited students' ability to engage meaningfully with the content and collaborate effectively.

In contrast, the productivity and accountability element earned a higher score of 75%, classified as "good." This suggests that the chapters generally succeeded in fostering efficiency and effectiveness, particularly in relation to tasks designed to meet specific learning objectives. Chapters 7, 8, and 9 were fully aligned with the expected outcomes, receiving a score of 4, while the remaining chapters scored slightly lower (2 or 3). This indicates that the textbooks were generally effective in engaging students and ensuring efficient task completion, though there was variability in how these goals were emphasized across different chapters.

In educational contexts, productivity and accountability often involve evaluating task completion, managing resources, and providing timely feedback (Boud, 2010). The higher scores in chapters 7, 8, and 9 suggest that these chapters included well-structured tasks that supported students in achieving optimal learning outcomes. Additionally, the analysis indicates that the chapters addressed key elements of resource utilization, such as time management and responsiveness to student reactions to the materials. These aspects are crucial for fostering student autonomy and self-regulation in the learning process (Zimmerman, 2002). However, the discrepancies in scores between chapters 1, 10, and 11 compared to chapters 7-9 indicate possible inconsistencies in task design or resource allocation.

While the productivity and accountability element were generally strong, further attention should be given to ensuring consistency across chapters. It is important for each chapter to provide structured, time-sensitive tasks with clear objectives to sustain student engagement and ensure task completion. Future revisions could place more emphasis on promoting self-regulation and efficiency in task management, both of which are essential for cultivating independent learners (Boud, 2010).

Then, the critical thinking element get a 93%, which is the highest among the elements and is considered 'very good'. After analysis, it was found that this aspect has been discussed in all chapters. The 93% was obtained because this element refers to the students' ability to think critically, namely whether they can analyze and evaluate the information provided, arguments, and ideas to form logical and systematic reasoning that is easy to understand. They can also question their assumptions, have different perspectives and ways of thinking, and draw accurate conclusions based on the appropriate context. The score for this aspect is 4 (fully met) in chapters 2, 3, 4, 5, 7, 8, 9, and 11, while a score of 3 is present in chapters 1, 6, and 10. They suggest that the application of critical thinking is not as strongly emphasized. Based on Bloom's Taxonomy (Anderson & Krathwohl, 2001), critical thinking serves as a cornerstone for advanced cognitive processes such as evaluation and synthesis, underscoring

the importance of its comprehensive integration throughout the curriculum to develop well-rounded learners.

Next, the creativity element received 86%, which is the third highest, as this aspect is fully covered in several chapters and is considered 'very good'. Based on the analysis, this aspect received the third highest result because it has been explained in every chapter as an outcome produced based on the students' ideas and the solutions they provide in solving problems. In this aspect, students are required to create and produce new or innovative and useful products that can be used by everyone. The results from the textbook show that a score of 4 is present in chapters 2, 3, 5, 7, 8, 9, and 11, while a score of 3 is in chapters 1, 4, 6, and 10, and a score of 2 is in chapter 3. Runco and Jaeger (2012) highlight the importance of creativity in fostering problem-solving and innovation, which are essential skills in today's fast-changing world. Although the textbook effectively incorporates creativity, its inconsistent representation points to areas for enhancement, especially in chapter 3, where its coverage is the weakest. On the one hand, the collaboration element received a 75% result, which is considered 'good', similar to the productivity and accountability aspects. This is because these two aspects have similarities in their discussions within the textbook. The collaboration element received a 75% result as it is partially fulfilled in some chapters, as it discusses tasks that are carried out collectively to see if they are completed together. From these group work results, the abilities of each individual can be assessed in terms of their knowledge, problem-solving skills, and participation in learning activities. This aspect is present in chapters 1, 2, 3, 10, and 11, with a score of 3 in chapters 5, 6, and 7, and a score of 2 in chapters 8 and 9. There is one chapter, chapter 4, that does not fulfill this aspect. Dillenbourg (1999) emphasizes that collaborative learning enhances understanding by facilitating the shared construction of knowledge. However, the inconsistent inclusion of this aspect across chapters could limit students' ability to develop strong collaborative skills, highlighting the need for a more cohesive approach.

Finally, the flexibility and adaptability element received a 90% result, which means it is almost fully covered in all chapters and is considered 'very good'. This 90% result is due to the fact that this aspect is discussed in every chapter, involving the modification of ideas or habits with the students' capabilities. This element also addresses the high value of individuals, academically and in a professional context. It examines how students solve and resolve problems. The result for this aspect is a score of 4 in chapters 1, 5, 6, 7, 8, 9, and 10, and a score of 3 in chapters 2, 3, 4, and 11. The elements with the highest percentages are critical thinking and flexibility and adaptability, as they are present in almost all chapters. In contrast, the productivity, accountability, and collaboration aspects are only partially fulfilled in some chapters, and they have similar results. The creativity aspect has a relatively higher value compared to the previous aspects, as it is more widely applied across the chapters. The element with the lowest result is complex communication, which is not adequately addressed, with one chapter even lacking this aspect entirely. The overall frequency value is 78%, suggesting that the textbook meets the requirements as a suitable resource for students using an outcome-based approach. In conclusion, the outcome-based approach is effectively implemented in this 12th-grade English textbook, making it a suitable and high-quality teaching material and resource for students.

#### 4.1. Complex Communication

Complex communication involves using spoken and written English, as well as listening, to engage with individuals, ideas, media, and electronic platforms as we may see in Figure 1.

Complex communication involves sharing information or ideas that include intricate or sophisticated elements. It often requires using advanced language structures, nuanced expressions, and complex concepts to convey meaning effectively. Complex communication goes beyond basic information exchange, involving the communication of abstract ideas, expressing opinions persuasively, or engaging in critical thinking. This type of communication demands advanced linguistic skills and cognitive abilities. The complex communication aspect was categorized as "Less" due to its lowest percentage, specifically 50%. This score was influenced by chapter 3, where criteria for complex communication were not met, resulting in a score of zero. The classification of "Less" is attributed to the lack of multi-dimensional communication observed in Chapter 3. Research in educational communication highlights that complex communication involves collaborative interactions, critical thinking, and problem-solving (Smith & Mancy, 2018). However, these components were absent in the analyzed instances, emphasizing the necessity for structured strategies to address the gap.



Fig. 1. Data of complex communication.

On page 40, it is suggested to display information or exchange ideas, such as presenting group discussion outcomes, to fulfill the criteria. This interpretation involves communicating through visual representation of group discussion results. Page 40 highlights the importance of visual tools in enhancing communication effectiveness. Utilizing visual aids like charts, diagrams, or group presentations improves understanding and fosters greater engagement (Zhang et al., 2020). This supports the suggestion to present information and group discussion results visually to bridge the gap in complex communication. Based on the conducted analysis, it was observed the following exchange of information or ideas in Chapter 1.

Dr. Nahda : You look terrible. What can I do for you?

Fafa : I can't go to school today.

Dr. Nahda : Oh, I'm sorry to hear that. What's the problem?

Fafa : My stomach hurts terribly. I think I have a fever as well.

During the conversation between Dr. Nahda and Fafa, there is a sharing of information and ideas, along with an offer of assistance. Dr. Nahda offers help to Fafa upon noticing his discomfort. Fafa mentions that she cannot attend school. Dr. Nahda expresses sympathy and inquiries about the issue. Fafa explains that she is experiencing severe stomach pain and fever, to which Dr. Nahda responds with empathy, expressing regret for her condition. Although this interaction showcases strong interpersonal communication, it falls short in terms of complexity. Research by Brown and Levinson (2021) indicates that while empathy and the exchange of information are essential for effective communication, they do not fully satisfy the requirements of complex communication, which demands deeper reasoning, collaborative discussions, and the integration of ideas. It is also found an element of complex communication in Chapter 2.

Mom: If you don't put some cherries on it, your cake will look pale and dull.

Etty: Yes, you're right. A cherry or two will help with the appearance.

In this dialogue between the mother and Etty, ideas are exchanged as the mother suggests that adding cherries to the cake will prevent it from looking bland. Etty agrees, suggesting that one or two cherries will enhance the cake's appearance. Then, after conducting a more in-depth analysis, we also found the following aspects of complex communication in chapter 8:

A: Which one do you like, the semisweet or the bittersweet one?

B: I like the bittersweet one.

According to the conversation between A and B, there is an exchange of information or ideas where A asks B about their preference between semisweet and bittersweet. B responded by stating a preference for bittersweet.

#### 4.2. Productivity and Accountability

Productivity and accountability are closely linked. Accountability involves participating in the creation of a product and taking responsibility for its performance. It's crucial for young people to be



exposed to real-life examples of how productivity and accountability function, as there's no better way to learn than through practical demonstration. It is hoped that the current generation will witness firsthand how productivity and accountability operate through these examples in Figure 2.



Fig. 2. Data of productivity and accountability.

In the context of a textbook, "productivity" pertains to the degree of efficiency and effectiveness in accomplishing tasks or achieving objectives. It involves enhancing output, meeting deadlines, and maximizing the utilization of available resources. Productivity encompasses several elements such as time management, organization, prioritization, and the capability to produce high-quality work within defined constraints. This chapter gets a percentage of 75% which means "good" in implementing this aspect. In chapter 6, there is a score of 3 in the element of productivity and accountability, because there are several words to find synonyms to practice student agility found in the vocabulary builder section on page 82. This task says, "Write down the synonym of the following words". This section expects students to diligently complete the provided assignments. The task involves utilizing student productivity by finding synonyms and antonyms. Additionally, in chapter 7, there are tasks that emphasize aspects of productivity and accountability. For instance, on page 101, students are instructed to "briefly answer the following questions based on the news item in Task 1." It implies that the assignment expects students to be productive in responding to questions. The term 'briefly' indicates efficiency in task completion, emphasizing the need to finish on schedule. Chapter 9 includes a rating of 4 for productivity and accountability elements, as it features a warm-up activity involving group discussions and questions about a specific topic found on page 120."

1. Do you have something that is very special to you?
2. What is it?
3. Why is it so special to you?
4. Does the thing need special care?
5. How do you take care of it?

These questions challenge students to think critically and push themselves to be productive in addressing it.

### 4.3. Critical Thinking

Critical thinking is the ability to think critically which means being able to examine and analyze, and take appropriate action after identifying assumptions accurately and validly and being able to see ideas and decisions taken from different perspectives as the following in Figure 3.



Fig. 3. Data of critical thinking.

A textbook defines "critical thinking" as the capacity to impartially assess and judge information, arguments, and ideas. Critical thinking is a vital cognitive skill enabling individuals to make informed decisions, solve problems effectively, and participate in intellectual discussions. Thinking critically involves taking appropriate action after accurately and validly identifying assumptions, as well as being able to consider ideas and decisions from various perspectives. The critical thinking aspect was highly rated, achieving a score of 93% in the analysis. It means that almost all chapters implement critical thinking in their duties for good outcomes. Data that can be used as representative evidence of the implementation of critical thinking, for example in chapter 10. On page 144 there is a question that refers to identification. "Task: Identify the text structure. Read the explanation about text structure of procedure text below. Then, identify the structure of the previous text in sub E". It means that students are asked to study the structure of the text provided. This task promotes critical thinking by having students assess how various parts of the text interact with each other. Facione (2011) suggests that tasks encouraging students to analyze and recognize patterns within texts can greatly improve their critical thinking abilities. By identifying text structures such as procedures, cause-and-effect relationships, or chronological sequences, students strengthen cognitive skills like categorization, comparison, and inference. Indirectly, students are asked to think critically about the meaning of the existing text. Critical thinking helps students tackle problems in an organized manner, evaluate different viewpoints, and develop logical solutions. The 93% score in the analysis indicates that the curriculum provides ample opportunities for students to engage in these advanced cognitive processes, thereby fostering their intellectual development (Paul and Elder, 2006).

In another section of this chapter, on page 148, there is a reflection exercise aimed at enhancing students' comprehension of the material covered. This reflection includes thought-provoking questions designed to stimulate students' thinking. The questions are presented as follows:

1. Do you find it difficult to give instructions on how to use technological products?
2. Do you find it difficult to follow instructions on how to use technological products?
3. Write your answer in the following columns!

Through this reflection, students will recall challenges encountered in giving or following instructions for a technological product. This process aids students in analyzing their learning experiences. In chapter 4, on page 51, there is a task that requires identifying key words from the text. The task instructs students as follows: "Write down your questions and take turns asking and answering them with your partner. Compare your answers with your partner's. Identify relevant words (data) from the text to support your answers." Students are prompted to formulate and articulate questions about the application letter, followed by identifying pertinent words (data) from the text. Here, identifying involves organizing and examining relevant words extracted from the text.

#### 4.4. Creativity

Creativity involves harnessing the brain's capacity to generate novel concepts or inventions. Creativity is the brain's capacity to produce original ideas and solutions by integrating both divergent thinking (which generates numerous possibilities) and convergent thinking (which refines these possibilities into practical outcomes). This cognitive process is not confined to artistic pursuits but

plays a crucial role in problem-solving and innovation across various domains, from science and technology to business and everyday decision-making. Thus, creativity is the process of generating ideas that are not only new but also have practical applications in society. Here is the data in Figure 4.



Fig. 4. Data of creativity

According to the textbook, creativity involves the process of creating, crafting, or designing to produce a result or product from dedicated effort. The analysis conducted identified elements of creativity in chapter 5: "Generate your own questions about the two texts. Do you have any inquiries regarding the two texts? Record your questions and seek answers from your peers or instructor." This instruction prompts students to generate their own questions about the two provided texts. If students encounter challenges understanding the structures within these texts, they are encouraged to seek clarification from their peers or teacher. The textbook encourages students to seek answers from their peers or instructors, promoting collaboration in the learning process. This collaborative element further fosters creativity by enabling students to explore different perspectives and engage in meaningful discussions. Research shows that collaborative learning boosts creativity by allowing students to exchange ideas, challenge each other's thoughts, and deepen their understanding of complex concepts (Paulus & Nijstad, 2003). Creativity flourishes in environments that promote teamwork (Sawyer, 2006) When students collaborate to solve problems or discuss ideas, they are exposed to a range of viewpoints, which can spark new ideas and innovative solutions. This collaborative approach not only helps students cultivate their own creative ideas but also enhances their communication skills and ability to work effectively in teams-abilities that are highly valued in both academic and professional settings.

Additionally, elements of creativity were identified in chapter 7: "Compose a script for a new broadcast". This directive requires students to develop a script for a fresh broadcast, leveraging the structure of the provided text and incorporating additional information to transform the script into a new broadcast. Furthermore, the data also found in chapter 9: "Write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search on the internet to find help. Use these points when writing the text." This task instructs students to compose their own procedural text that includes clear, step-by-step instructions, focusing on a skill they excel in. Students are encouraged to seek guidance or inspiration from the library or the internet to find examples of procedural texts. They can then use the key components to craft their procedural text.

#### 4.5. Collaboration

Collaboration involves teams working together cooperatively, prioritizing the group's interests, and demonstrating effective teamwork, mutual respect, and appreciation among team members.



Fig. 5. Data of collaboration

Based on the textbook, collaboration is the process of working in a group to collectively accomplish a task with a specific objective, relying on the cohesion of each member to achieve the goal. The textbook analysis identified collaboration elements in Chapter 1: "Work in groups of 4. Write a dialogue for each of the following situations." This instruction highlights the involvement of group work or collaborative efforts among peers to complete a dialog task as outlined. The group activity in Chapter 1 prompts students to collaboratively create a dialogue for specific scenarios, encouraging them to exchange ideas, work toward a shared objective, and collectively contribute to the final outcome. This approach aligns with Vygotsky's (1978) theory of social constructivism, which emphasizes that learning is most effective when it involves social interaction and cooperative problem-solving. By working together on the dialogue, students can capitalize on each other's strengths, address any misunderstandings, and enhance their language and communication skills. Gillies (2004) also reinforces this perspective, showing that collaborative dialogue activities improve students' language proficiency and deepen their understanding of linguistic structures. Additionally, the process of crafting a dialogue in a group setting mirrors real-world communication practices, equipping students with valuable skills for collaborative environments beyond the classroom.

The analysis also identified elements of collaboration in Chapter 2: "Work in groups of 3-5 students. Find another text that contains 'if clauses.' Then, collectively identify the 'if clauses' in your text with your group. Analyze the patterns of these 'if clauses' and record the findings in the designated area." This instruction encourages students to collaborate in groups to identify and analyze "if clauses" within texts, fostering teamwork and shared exploration of linguistic patterns. The instruction in Chapter 2 to "work in groups of 3-5 students" to identify and analyze "if clauses" in a text demonstrates a more advanced form of collaborative learning. This activity not only fosters teamwork but also involves students in critical analysis and pattern recognition. Through joint examination of linguistic structures, students have the opportunity to learn from one another, exchange diverse perspectives, and collaboratively build their understanding.

Webb (2009) underscores the benefits of collaborative group work, noting that it promotes higher-order thinking skills by requiring students to articulate their reasoning, consider alternative viewpoints, and refine their knowledge through discussion. Analyzing "if clauses" encourages active cognitive engagement, as students collaborate to identify patterns and discuss their findings, strengthening their understanding of grammar and syntax in the process.

Furthermore, the elements of collaboration found in chapter 8: "Discussion with your friend in your groups about four difficulties that you have in giving instructions and in following instructions, and how to overcome them." This interpretation indicates the presence of collaboration through group discussion about four difficulties encountered in giving and following instructions, as well as ways to overcome these challenges.



#### 4.6. Flexibility and Adaptability

Flexibility and adaptability are essential qualities in effective teaching, enabling educators to cater to the varied needs of students. In educational contexts, "flexibility" and "adaptability" refer to the capacity to adjust, modify, or change one's thinking, approach, or behavior in response to evolving circumstances. These abilities empower individuals to navigate uncertainty, address challenges, and capitalize on opportunities effectively. Flexibility and adaptability are highly prized in personal, academic, and professional environments for their role in fostering resilience, problem-solving capabilities, and overall achievement. The data found in Figure 6.



Fig. 6. Data of Flexibility and adaptability.

This element receives a score of 90% because nearly all chapters demonstrate flexibility and adaptability. The data indicates that chapters throughout the book incorporate flexibility and adaptability, including chapter 6. On page 83, there is an instruction for students to listen to and mimic their teachers to practice pronunciation. Students are encouraged to adjust their pronunciation according to their teacher's guidance, fostering the ability to adapt to the classroom leader's direction. On page 91, there are both elements on one page. In the task column there is a command, "cut any news from newspaper and bring it to class". This has the value of flexibility because students are free to choose any news to bring and the time given to bring the news is quite long and flexible. On the existing page there is also a task labeled "ask and answer with your friends". The section requires students to collaborate and work together, which means students implement adaptability. The students adapt to each other in Then, in chapter 8 on page 113 there is a follow direction to make Chocolate Dipped Strawberry and experiment to make it with friends. "Again, listen to your teachers' instructions to make Chocolate Dipped Strawberries. Follow the instruction by doing some actions as if you really make the Chocolate Dipped Strawberries". This task implements flexibility because this task is free and you have free time to do it.

After obtaining the overall results, a comparison can be made with previous research by Wahyudi and Wibowo (2018). They found an 80% graduation rate in the mechanical engineering study program using outcome-based education. In contrast, this study achieved 78% across all aspects, with the highest scores in critical thinking and flexibility/adaptability, and the lowest in complex communication. Thus, the textbook in this research meets the criteria for good quality and contains materials aligned with outcome-based education standards, making it suitable for teaching and learning purposes. Then, if it is compared to Damayanti et al. (2021) accordingly the overall module contents dimension results were 33.33%, which means that it does not meet the OBE qualification. The score is categorized as very poor. This is a fact that the module content needs many improvements soon. The module's language items should be improved, for the results of the overall module language items dimension is 50%, which indicates only half parts of the module that meet the qualification. It was still in the poor qualification category so that it needs a revisit immediately. The overall module presentation expediency results are 36.11%, which is categorized as very poor, as mostly it does not apply any OBE principles. In contrast to the research we conducted, the previous research is included in the very poor criteria while our research is included in the good criteria. This happens because no percentage meets the research. Based on the analysis of this research, it can be concluded that this research is not recommended for its outcome-based learning. So, this textbook is not recommended

for students to use this textbook to apply the outcome-based system in teaching and learning activities. Meanwhile, Fiandi (2023) argued that there are 3 things that need to be considered, namely input, process, and output. This research also applies OBE can be done by understanding the structure of learning objectives, learning outcomes, and course learning outcomes. The results of our research are the implementation of OBE in the Grade 12 English textbook regarding the suitability of OBE implementation the textbook has met the standards to become learning materials in the classroom. Moreover, Muzakir and Susanto (2023) said that there is an implementation of the outcome-based curriculum in the higher education system in the era of the revolution that has been considered by thinking about the obstacles and challenges that will occur in the future. This research involved applying outcome-based principles to the Grade 12 English textbook by using data input techniques and evaluating the overall results to determine the book's suitability. The findings indicate that the textbook is suitable and meets the standards of outcome-based aspects.

## 5. Conclusion

The study aims to analyze and evaluate the English textbook "English Book for Grade XII" within the framework of the Outcome-Based Education Curriculum. Textbooks play a crucial role in implementing new curricula and must align with Outcome-Based Education, as they account for 50% of the outcomes achieved based on its principles. This study identifies several essential characteristics that textbooks used by teachers and students must possess. These include Complex Communication: textbooks should enhance students' abilities to use more sophisticated language structures and convey complex ideas effectively; Productivity and Accountability: textbooks need to motivate students to be productive in completing tasks and reaching goals, as well as to take responsibility for their performance and learning outcomes; Critical Thinking: Textbooks should support the development of students' critical thinking skills, enabling them to objectively analyze and evaluate information, arguments, and ideas; Creativity: they should inspire students to generate original and valuable ideas, solutions, or expressions; Collaboration: they should promote teamwork and cooperation among students to achieve common goals or complete interconnected tasks; Flexibility and Adaptability: they should help students become flexible and adaptable when encountering changing situations or new challenges.

Based on the achievement results and standards compliance, the performance is quite good, with a final score of 78%. It can be concluded that the English textbooks have largely met the standards, demonstrating alignment with the principles of Outcome-Based Education. However, further analysis and evaluation are necessary to ensure full compliance with these principles, including aspects such as communication complexity, productivity and accountability, critical thinking, creativity, collaboration, flexibility, and adaptability. This highlights the need to revise and enhance the English textbook to better align with the principles of the Outcome-Based Curriculum. Appropriate improvements can make the textbook a more effective learning tool and support the achievement of desired learning objectives. With an achievement score of 78%, the implementation of OBE principles is quite good, but there is room for improvement, particularly in the aspect of complex communication. Overall, the book meets quality standards, indicating a relatively high achievement. However, there is still a significant portion of potential that remains untapped. Therefore, additional efforts and improvements are necessary to elevate performance to a higher level.

### Acknowledgment

The researchers convey profound appreciation to all individuals who contributed to the research endeavor, encompassing those engaged in data gathering and analysis, along with those who offered feedback. The researcher extends sincere thanks and appreciation to all who supported and encouraged the completion of this manuscript.

### Declarations

- Author contribution** : Anni Holilla Pulungan was responsible for literature review, empirical data, drafting the manuscript, and overseeing the final manuscript revision. Joko Kusmanto contributed to final manuscript revision. Adib Jasni Kharisma and Pirman Ginting was responsible for conducting research, data collection, and data analysis.
- Funding statement** : This study did not acquire any financial support.
- Conflict of interest** : The authors declare no conflict of interest.
- Ethics Declaration** : We as authors acknowledge that this work has been written based on ethical research that conforms to the regulations of our university and that we have obtained permission from the relevant institutes when collecting data. We support ELTEJ Journal in maintaining high standards of personal conduct and practicing honesty in all our professional practices and endeavors.
- Additional information** : No additional information is available for this paper.

### REFERENCES

- Akhmad, E., Saleh, Y. R., & Pakaya, S. (2022). The criteria of good English textbook for students: a senior English textbook analysis. *Journal of Foreign Language*, 1(3), 114-124. <https://doi.org/10.58194/eloquence.v1i3.454>
- Allo, M. D. G., Sudarsi, E. T., & Taulabi, N. (2024). The implementation of outcome based education (OBE) principles in the curriculum of the English education study program at a higher education in Toraja. *Jurnal Onoma Pendidikan Bahasa dan Sastra*, 10(2), 1379-1391. <https://doi.org/10.30605/onoma.v10i2.3505>
- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition. Addison Wesley Longman, Inc..
- Boud, D. (2010). Assessment 2020: Seven propositions for assessment reform in higher education. Australian Learning and Teaching Council.
- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy. Longman.
- Brown, P., & Levinson, S. C. (2014). Politeness: Some universals in language usage. Cambridge University Press.
- Calonia, J. T., Pagente, D. P., Desierto, D. J. C., Capiro, R. T., Tembrevilla, J. A. P., & Nicor, A. J. S. (2023). Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastination, and Socialization. *International Journal of Innovative Science and Research Technology*.

- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann Oxford.
- Damayanti, D., Fauzi, A., Inayati, A. M. (2018). Learning materials: The “nucleus” of language teaching. *Journal of English Education*, 3(1), 1-8. doi:[10.31327/jee.v3i1.417](https://doi.org/10.31327/jee.v3i1.417)
- Damayanti, L., Emaliana, I., & Kusumawardani, I. N. (2021). Textbook evaluation according to outcome-based education (OBE) principles. *OKARA Jurnal Bahasa dan Sastra*, 15(1), 143-161. <https://doi.org/10.19105/ojbs.v15i1.3778>
- Dillenbourg, P. (1999). What do you mean by collaborative learning?. Collaborative-learning: Cognitive and computational approaches., 1-19.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Facione, P. A. (2011). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. The Delphi Report.
- Fiandi, A. (2023). Konsep outcome based education (OBE) pada lembaga pendidikan. *Jurnal Penelitian Pendidikan Indonesia*, 1(1), 73-77. <https://www.doi.org/xx.xxxxx/jppi>
- Gillies, R. M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2), 197–213. [https://doi.org/10.1016/S0959-4752\(03\)00068-9](https://doi.org/10.1016/S0959-4752(03)00068-9)
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.
- Husein, M. F., Khaerani, N. M., Anamila, K. (2022). *Evaluasi kesesuaian prinsip-prinsip outcome based education (OBE) dalam kurikulum uin sunan kalijaga*. Project report. Lembaga penelitian dan Pengabdian kepada Masyarakat, UIN Sunan Kalijaga Yogyakarta.
- Khanna, R. & Divya, M. (2019). The roadmap for quality improvement from traditional through competency based (CBE) towards outcome based education (OBE) in dentistry. *Journal of Oral Biology and Craniofacial Research*, 9(2). <http://dx.doi.org/10.1016/j.jobcr.2019.02.004>
- Logan, D. (2007). *A first course in the finite element method*. 4<sup>th</sup> ed. Thompson.
- Melesse, T. & Obsiye, F. A. (2022). Analysing the education policies and sector strategic plans of Somaliland. *Cogent Education*, 9(1), 2152545. <https://doi.org/10.1080/2331186x.2022.2152545>
- Mercer, N. (2000). *Words and minds: How we use language to think together*. Routledge.
- Mufanti, R., Carter, D., & England, N. (2024). Outcomes-based education in Indonesian higher education: Reporting on the understanding, challenges, and support available to teachers. *Social Sciences & Humanities Open*, 9, 100873. <https://doi.org/10.1016/j.ssaho.2024.100873>
- Munir, S., Suzanne, N., & Yulnetri. (2021). Developing criteria of an English textbook evaluation for Indonesian senior high school. *Jurnal Ta'bid*, 24(2). <http://dx.doi.org/10.31958/jt.v24i2.4551>
- Muzakir, M. I., & Susanto. (2023). Implementasi kurikulum out-come based education (OBE) dalam sistem pendidikan tinggi di era revolusi industri 4. 0. *Journal of Islamic Education*, 2(1), 118-139. <https://doi.org/10.61159/edukasiana.v2i1.86>
- Nieswiadomy, R. M., & Bailey, C. (2018). *Foundations of nursing research*. 7<sup>th</sup> ed. Pearson.
- Novitasari, E., Asi, N., & Luardini, M. A. (2019). Analysis the content appropriateness English textbook for tenth grade students of senior high school by private publisher. *Journal Compound*, 7(2), 1-12. <https://e-journal.upr.ac.id/index.php/JCP/article/download/633/534/1147>
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667336>



- Nystrand, M. (2006). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. Teachers College Press.
- Paul, R., & Elder, L. (2006). *Critical thinking: Tools for taking charge of your learning and your life*. Prentice Hall.
- Paulus, P. B., & Nijstad, B. A. (2003). *Group creativity: Innovation through collaboration*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195147308.001.0001>
- Ravitch, D. (2003). *The language police: How pressure groups restrict what students learn*. Alfred A. Knopf.
- Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021). Analisis kesiapan guru mengimplementasikan asesmen autentik dalam kurikulum merdeka belajar. *Jurnal Pendidikan Dasar*, 12(1), 87–103. <https://doi.org/10.21009/jpd.v12i01.21159>
- Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity research journal*, 24(1), 92-96. <https://doi.org/10.1080/10400419.2012.650092>
- Sarem, S. N., Hamidi, H., & Mahmoudie, R. (2013). A critical look at textbook evaluation: A case study of evaluating an ESP course-book: English for international tourism. *International Reserach Journal of Applied and Basic Sciences*, 4(2), 372-380.
- Sawyer, R. K. (2006). *Explaining creativity: The science of human innovation*. Oxford University Press. <https://doi.org/10.1093/oso/9780195161649.001.0001>
- Schmidt, W. H., Mcknight, C. C., & Raizen, S. A. (1997). *A splintered vision: An investigation of U.S. science and mathematics education*. Kluwer Academic Press.
- Sekaran, U., & Roger, B. (2017). *Metode penelitian untuk bisnis: Pendekatan pengembangan-keahlian*. Salemba Empat.
- Shaheen, S. (2019). Theoretical perspectives and current challenges of OBE framework. *International Journal of Engeenering Education*, 1(2), 122-129 <http://dx.doi.org/14710/ijee.1.2.122-129>
- Sharmin, S., Rahaman, M. M., Sarkar, C., Atolani, O., Islam, M. T., Adeyemi, O. S., & Adeyemi, O. S. (2021). Nanoparticles as antimicrobial and antiviral agents: a literature-based perspective study. *Heliyon*, 7(3), 1–9. <https://doi.org/10.1016%2Fj.heliyon.2021.e06456>
- Sheikh, I. U. (2023). Studying the Status of Outcome Based Education in Educational Institutions: A Systematic Literature Review. *Eur. Chem. Bull.* 2023, 12(Special Issue 4), 14234-14243. <https://doi.org/10.48047/ecb/2023.12.si4.1289>
- Smith, J. M., & Mancy, R. (2018). Exploring the relationship between metacognitive and collaborative talk during group mathematical problem-solving—what do we mean by collaborative metacognition?. *Research in Mathematics Education*, 20(1), 14-36. <https://doi.org/10.1080/14794802.2017.1410215>
- Spady, W. (2020). *Outcome-based education's empowering essence*. Mason Works Press. <https://williamspady.com/wp-content/uploads/2020/08/OBEdigital2.pdf>
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif dan R&D*. CV. Alfabeta.
- Sujarweni, V. W. (2018). *Metodologi penelitian bisnis dan ekonomi pendekatan kuantitatif*. Pustaka Baru Press.
- Swain, M., & Lapkin, S. (2002). Talking it through: Two French immersion students' response to reformulation. *The Modern Language Journal*, 86(3), 332-348. <https://doi.org/10.1111/1540-4781.00137>
- Tomlinson, B. (2011). *Materials development in language teaching (2nd ed.)*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781139042789>

- Valverde, G. A., Bianchi, L. J., Wolfe, R. G., W. Schmidt, W.H., & Houang, R.T. (2002). *Using TIMSS to investigate the translation of policy into practice through the world of textbooks*. Kluwer Academic Publishers. [https://doi.org/10.1007/978-94-007-0844-0\\_8](https://doi.org/10.1007/978-94-007-0844-0_8)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wahyudi H. & Wibowo, I. A. (2018). Inovasi dan implementasi model pembelajaran berorientasi luaran (outcome-based education, OBE) dan washington accord di program studi teknik mesin Universitas Mercu Buana. *Jurnal Teknik Mesin*, 7(2). <https://doi.org/10.22441/jtm.v7i2.4214>
- Walsh, S. (2011). *Classroom discourse and teacher development*. Continuum.
- Webb, N. M. (2009). The teacher's role in promoting collaborative dialogue in the classroom. *British Journal of Educational Psychology*, 79(1), 1–28. <https://doi.org/10.1348/000709908X380772>
- Zhang, J. H., Zou, L. Cong, Miao, J. Jia, Zhang, Y. X., Hwang, G. J., & Zhu, Y. (2020). An individualized intervention approach to improving university students' learning performance and interactive behaviors in a blended learning environment. *Interactive Learning Environments*, 28(2), 231–245. <https://doi.org/10.1080/10494820.2019.1636078>.
- Zhao, L., Zhao, Y., Zhang, Z., Cui, R., & Cui, X. (2020). Practice and thinking of blending learning based on the “Outcomes-Based Education” concept. *Proceedings of the International Conference on Education Studies: Experience and Innovation (ICESEI 2020)*, 191-197. Atlantis Press. <https://doi.org/10.2991/assehr.k.201128.034>
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70. [https://doi.org/10.1207/s15430421tip4102\\_2](https://doi.org/10.1207/s15430421tip4102_2)