



EXAMINING OUTCOME-BASED EDUCATION ON CIVIC DISPOSITION AND CIVIC SKILLS AMONG CIVIC EDUCATION STUDENTS AT MULAWARMAN UNIVERSITY



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Abstract

Outcome-Based Education (OBE) is a student-centered pedagogical approach that emphasizes achieving predetermined learning outcomes through active, participatory, and meaningful learning experiences. Although OBE has been widely adopted in higher education, empirical evidence regarding its relationship with the development of students' civic disposition and civic skills—particularly within the Indonesian context—remains limited. This study aims to examine the effect of OBE implementation on the civic disposition and civic skills of undergraduate students in the Pancasila and Civic Education Study Program at Mulawarman University. Using a quantitative approach with an explanatory survey design, the study involved 76 students selected through purposive sampling who had experienced an OBE-based curriculum. Data were collected via a four-point Likert-scale questionnaire, tested for validity and reliability, and analyzed using simple linear regression. The findings revealed that OBE implementation has a positive and significant relationship with both civic disposition ($\beta = 0.656$, $p < 0.001$), accounting for 43.0% of the variance, and civic skills ($\beta = 0.624$, $p < 0.001$), accounting for 39.0% of the variance. These results indicate that OBE implementation is associated not only with academic achievement but also with the cultivation of essential civic traits and competencies. This study contributes to the field of civic education by extending the discourse on OBE beyond academic performance, highlighting its relevance in fostering active citizenship. Consequently, these findings may serve as a reference for educators and curriculum developers seeking to strengthen the role of higher education in preparing students for democratic and social engagement.

INTRODUCTION

Higher education in the 21st century is expected not only to produce graduates with strong academic competencies but also to foster character development, social skills, critical thinking abilities, and civic responsibility (Annunziata et al., 2023). This transformation positions higher education institutions as strategic actors in developing both cognitive and non-cognitive capacities required to address the complex challenges of modern society (Ahuja et al., 2022). This perspective aligns with Law No. 20 of 2003 on the Indonesian National Education System, which emphasizes that national education aims to develop individual potential while shaping a dignified national character (Pranaditya et al., 2024). Within this framework, Outcome-Based Education (OBE) has emerged as an increasingly popular approach in Indonesian higher education, emphasizing measurable, relevant, and contextually aligned learning outcomes (Negara et al., 2024).

Crespi et al. (2022) argue that the implementation of OBE is not merely focused on knowledge acquisition but also encompasses the development of attitudes, values, and skills through active, participatory, collaborative, communicative, and problem-based learning experiences. These characteristics are highly relevant to the objectives of Pancasila and Civic Education, which emphasize not only the mastery of civic concepts but also the development of students' character and competencies as citizens. Within the context of civic education, civic disposition refers to democratic character traits and attitudes, including responsibility,



discipline, tolerance, and concern for social life (Nurunnisa et al., 2026; Rahmatiani & Saylendra, 2021). Meanwhile, civic skills encompass both intellectual and participatory abilities that enable citizens to understand social issues, think critically, make rational decisions, articulate arguments, and actively participate in democratic life (Alscher et al., 2022). Therefore, civic education needs to integrate civic knowledge, civic disposition, and civic skills as interconnected components of comprehensive civic competence (Asim et al., 2021).

Nevertheless, the development of students' civic disposition and civic skills continues to face several challenges (Medne et al., 2024). Various issues, including limited student participation in social and democratic activities, increasing intolerance on social media platforms, and declining awareness of democratic values, indicate that the cultivation of civic competencies has not yet been fully optimized (Damit et al., 2021; Sukidin et al., 2025). Furthermore, higher education learning practices tend to place greater emphasis on theoretical understanding as the primary orientation rather than on developing practical and applied civic skills (Retnasari et al., 2026). These conditions highlight the need for a learning approach that can systematically, purposefully, and measurably integrate academic achievement with the development of civic character and competencies (Berutu et al., 2024).

Previous literature on this topic can be synthesized into three main themes: the implementation of OBE in higher education, the development of civic competencies, and the relationship between OBE and civic learning outcomes, which remains relatively underexplored. Regarding the first theme, studies on OBE in higher education have generally focused on curriculum implementation, the achievement of learning outcomes, and the development of 21st-century skills. Alvarez et al. (2022) demonstrated that OBE implementation contributes to improving learning outcomes, critical thinking abilities, communication skills, collaboration, and graduates' readiness to enter the workforce. Consistent with these findings, Widiarti et al. (2024) found that OBE-based curriculum implementation supports students' character development by integrating measurable learning outcomes with broader educational values. Meanwhile, Siregar et al. (2023) revealed that OBE-based learning can enhance student engagement and critical thinking abilities throughout the learning process. Although these studies provide positive evidence, they have primarily emphasized academic achievement, general skills, and student engagement. At the same time, the civic dimension has not yet been positioned as a central focus of investigation.

Regarding the second theme, research in civic education has primarily examined the development of civic dispositions and skills through the implementation of instructional strategies and learning models, such as Project-Based Learning, multicultural education, digital literacy, and participatory learning approaches (Wijaya et al., 2025). Previous studies have demonstrated that these learning models and strategies have the potential to strengthen students' civic character and competencies (Naval et al., 2022). However, these studies generally position specific learning models or instructional strategies as the primary variables of investigation without directly integrating them with OBE implementation. Consequently, the contribution of OBE as an outcome-oriented educational framework in fostering civic disposition and civic skills remains insufficiently explored and has yet to be comprehensively explained.

Regarding the third theme, studies that specifically examine the relationship between OBE implementation and civic learning outcomes remain limited in terms of research

variables, methodologies, contexts, and measured outcomes. Sinaga et al. (2024), for instance, integrated OBE with a Citizen Project approach and found improvements in students' critical thinking, communication, and problem-solving abilities. However, the study did not examine civic disposition as a research variable. Meanwhile, Siregar et al. (2024) focused on the development of OBE-based instructional materials and found that these materials were valid, practical, and effective in improving Civic Education learning outcomes; nevertheless, the study did not empirically investigate the relationship between OBE implementation and civic skills. In a different context, Thirumoorthy (2021) emphasized the role of digital literacy in developing students' civic disposition but did not associate it with OBE implementation. These variations in research variables, methodological approaches, learning contexts, and measured outcomes indicate that previous studies have yet to provide comprehensive empirical evidence regarding the influence of OBE implementation on civic disposition and civic skills simultaneously.

Based on the synthesis of previous studies, three research gaps provide the foundation for the present study. First, research on OBE has predominantly focused on curriculum implementation, the development of instructional materials, and the attainment of academic competencies (Hikmah, 2022). Second, studies examining civic disposition and civic skills have largely investigated the effectiveness of specific learning models or instructional strategies without directly relating them to OBE implementation (Syed et al., 2022). Third, empirical research investigating the influence of OBE implementation on students' civic disposition and civic skills in Pancasila and Civic Education Study Programs within Indonesian higher education institutions, particularly at Mulawarman University, remains limited. Therefore, the novelty of this study lies in its simultaneous examination of the relationship between OBE implementation and students' civic disposition and civic skills, while extending the scope of OBE research beyond its traditionally dominant emphasis on academic achievement toward the development of civic learning outcomes in higher education contexts.

Based on the identified research gaps, this study aims to analyze the effects of implementing Outcome-Based Education on students' civic disposition and civic skills in the Pancasila and Civic Education Study Program at Mulawarman University. In line with this objective, the following hypotheses are proposed: H1: Outcome-Based Education has a positive and significant effect on the civic disposition of students in the Pancasila and Civic Education Study Program at Mulawarman University. H2: Outcome-Based Education has a positive and significant effect on the civic skills of students in the Pancasila and Civic Education Study Program at Mulawarman University.

This study provides both academic and practical contributions by examining the implementation of OBE in the Pancasila and Civic Education Study Program at Mulawarman University, which began adopting an OBE-based curriculum in the 2025/2026 academic year. Academically, this study extends empirical evidence regarding the effect of OBE implementation on civic disposition and civic skills. This area remains relatively underexplored within the context of Indonesian higher education. Furthermore, it contributes to the field of civic education by positioning OBE as a relevant educational approach for supporting the development of civic learning outcomes. Practically, the findings of this study are expected to provide an empirical foundation for improving curriculum design, instructional strategies,

and assessment systems that are more systematically oriented toward strengthening students' civic competencies (Muhleck & Hadjar, 2023).

METHODS

This study employed a quantitative approach with an explanatory survey design to examine the predictive relationship between Outcome-Based Education (OBE) implementation and students' civic disposition and civic skills in the Pancasila and Civic Education (PPKn) Study Program at Mulawarman University. An explanatory survey design was selected because it enables the objective, measurable, and systematic examination of statistical relationships among variables through inferential analysis (Mufanti *et al.*, 2024). This design was intended to identify the extent to which variations in OBE implementation are statistically associated with variations in students' civic disposition and civic skills. Therefore, the relationships examined in this study are conceptualized as predictive relationships or statistical associations and are not intended to imply direct causal relationships.

The study was conducted during the second semester of the 2025/2026 academic year, representing the initial stage of OBE based curriculum implementation in the Pancasila and Civic Education (PPKn) Study Program at Mulawarman University. The study population consisted of active undergraduate students enrolled in the PPKn Study Program who had experienced OBE-based learning activities. Respondents were selected using purposive sampling, which is a sampling technique involving the selection of participants based on specific criteria relevant to the objectives of the study (Andrade, 2021). The inclusion criteria for respondents were as follows: (1) being an active student in the PPKn Study Program at Mulawarman University; (2) having completed at least one semester of learning under an OBE-based curriculum; and (3) having participated in courses that implemented OBE-based learning. Based on these criteria, a total of 76 students met the eligibility requirements and participated as research respondents.

A sample size of 76 respondents was considered adequate for simple linear regression analysis involving a single predictor variable. The adequacy of the sample size was assessed based on the rule of thumb for regression analysis expressed by the formula ($N \geq 50 + 8m$), where (m) represents the number of predictor variables. Since this study employed one predictor variable in each regression model, the recommended minimum sample size was 58 respondents. Therefore, the sample of 76 respondents exceeded the minimum requirement for conducting simple linear regression analysis (Austin & Steyerberg, 2015).

In general, the respondents in this study were drawn from several cohorts and academic semesters, all of whom had gained experience with Outcome-Based Education (OBE)-based learning. Based on demographic characteristics, the respondents consisted of 21 male students (27.63%) and 55 female students (72.37%). All respondents had completed at least one course that implemented an OBE-based learning approach. This summary of respondent characteristics indicates that the participants possessed relevant experiences related to the context of OBE implementation, which was the primary focus of this study.

This study involved three variables: the implementation of Outcome-Based Education (OBE) as the independent (predictor) variable (X); civic disposition as the first dependent variable (Y_1); and civic skills as the second dependent variable (Y_2). The OBE implementation variable was measured using indicators such as students' understanding of learning outcomes, active engagement in the learning process, development of competencies aligned with learning outcomes, and understanding of OBE-based assessment systems. The civic

disposition variable was measured through indicators of discipline and responsibility. In contrast, the civic skills variable was assessed using indicators of critical thinking, argumentation, problem-solving, and participatory skills in discussions and decision-making processes.

The research instrument consisted of a questionnaire developed based on theoretical reviews and construct indicators utilized in previous studies. The instrument was subsequently modified and adapted to reflect the characteristics of the respondents and the context of OBE implementation in the Civic Education Study Program at Mulawarman University. Therefore, the instrument was not directly adopted from a single previous instrument; rather, it was developed by the researcher through a synthesis of relevant conceptual indicators and further adjusted to align with the specific research context. The instrument employed a four-point Likert scale, consisting of 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The use of a four-point scale was intended to minimize respondents' tendency to select a neutral or midpoint category, thereby enabling clearer identification of their perceptions of each statement. The final instrument consisted of 14 items measuring the OBE variable, 15 items measuring civic disposition, and 8 items measuring civic skills.

Before its use in the main data collection, the instrument underwent validity and reliability testing to ensure the quality of its measurement properties (Mikkonen *et al.*, 2022). Content validity was assessed through expert evaluation by an academician with relevant expertise and substantive knowledge in Pancasila and Civic Education, and a comprehensive understanding of the constructs measured in this study. The involvement of a single expert was considered appropriate given the alignment between the expert's specific expertise and the scope of the constructs and the research context. The expert evaluation focused on the relevance of the indicators, clarity of item wording, consistency between items and the intended constructs, and the extent to which each variable was adequately represented. The recommendations provided by the expert were used as a basis for refining the wording and improving the appropriateness of the items before the instrument's implementation in the main data collection process.

Following the validity assessment, the internal reliability of the instruments was analyzed using Cronbach's alpha coefficient, with a value of $\alpha > 0.70$ considered as the acceptable threshold for reliability. The results indicated that the OBE instrument achieved a Cronbach's alpha value of 0.750, the civic disposition instrument obtained a value of 0.758, and the civic skills instrument recorded a value of 0.784. Based on these results, all three instruments demonstrated adequate internal consistency and were considered reliable for use in the study.

Data collection was conducted offline in May 2026 through the direct distribution of questionnaires to respondents who met the inclusion criteria. Before completing the questionnaire, respondents were provided with an explanation of the research objectives and procedures, data confidentiality, the voluntary nature of participation, and instructions for completing the instrument. Each respondent was given approximately 15–20 minutes to complete the questionnaire. Following the completion of data collection, all questionnaires were reviewed to ensure the completeness of responses. The review process confirmed that no missing data were identified; therefore, data from all 76 respondents were included in the analysis.

Data analysis was conducted using IBM SPSS Statistics through several stages. The first stage involved testing the validity and reliability of the research instruments. The second stage consisted of regression assumption testing, including the normality test using the Kolmogorov–Smirnov test, linearity test, and heteroscedasticity test. These tests were conducted to ensure that the data met the necessary assumptions for the application of linear regression analysis. The third stage involved separate simple linear regression analyses to examine the predictive relationships between OBE implementation and civic disposition, as well as between OBE implementation and civic skills. The significance of the regression coefficients was assessed using the t-test at a 5% significance level ($\alpha = 0.05$). A predictive relationship was considered statistically significant when the p-value was less than 0.05. Furthermore, the coefficient of determination (R^2) was used to identify the proportion of variance in civic disposition and civic skills that variations in OBE implementation could statistically explain. The regression results were interpreted as indicating predictive relationships or statistical associations rather than providing direct evidence of causal relationships.

This study obtained research implementation approval from the Civic Education Study Program at Mulawarman University before the commencement of data collection. All respondents were provided with information regarding the objectives and procedures of the study and provided informed consent to participate. Participation was entirely voluntary and free from any form of coercion. The identities and personal information of respondents were kept confidential, and all collected data were used solely for academic purposes in accordance with established research ethics principles (Retnasari et al., 2026).

RESULT AND DISCUSSION

RESULT

Respondent Characteristics

The characteristics of respondents based on cohort, academic semester, gender, and experience with Outcome-Based Education (OBE)-based learning are presented to provide an overview of the research sample context and support the interpretation of the study findings.

Table 1. Respondent Characteristics (N = 76)

Characteristics	Category	N	%
Cohort	2025	76	100
Semester	Semester 2	76	100
Gender	Male	21	27,63
	Female	55	72,37
Experience with OBE-based learning	Have participated in OBE-based learning for two semesters	76	100

Table 1 presents the characteristics of the 76 students who participated in this study. All respondents belonged to the 2025 cohort and were in their second semester, as they represented the first cohort to experience the implementation of the OBE curriculum in the Civic Education Study Program at Mulawarman University during the 2025/2026 academic year. By gender, the respondents comprised 21 male students (27.63%) and 55 female

students (72.37%). All respondents had participated in OBE-based learning for two semesters, thereby fulfilling the inclusion criteria established in this study.

Reliability Test

The reliability test results indicated that the research instruments demonstrated good internal consistency. The overall instrument obtained a Cronbach's alpha value of 0.885, indicating that the instrument was reliable and suitable for use in this study.

Table 2. Reliability Test Results of the Research Instruments

Construct	Number of Items	Cronbach's α	Interpretation
Outcome Based Education (OBE)	14	0.750	Reliable
Civic Disposition	15	0.758	Reliable
Civic Skills	8	0.784	Reliable
All Instruments	37	0.885	Reliable

Descriptive Statistics

Before conducting inferential analysis, descriptive statistics for each variable were presented to provide an overview of the distribution of the respondents' data.

Table 3. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
OBE Score	76	34	52	41.49	4.133
Civic Disposition Score	76	30	56	48.34	5.171
Civic Skills Score	76	12	28	21.07	3.078

Assumption Testing

Normality Test

The results of the Kolmogorov-Smirnov test indicated that the data for both regression models were normally distributed.

Table 4. Normality Test Results

Model	N	Kolmogorov-Smirnov Statistic	p
OBE → Civic Disposition	76	0.075	0.200
OBE → Civic Skills	76	0.068	0.200

Since all $p > .05$, the data met the assumption of normality.

Table 5. Linearity Test Results

Model	Deviation from Linearity (p)	Interpretation
OBE → Civic Disposition	0.307	Linear
OBE → Civic Skills	0.991	Linear

The significance values of Deviation from Linearity $> 0,05$ indicating that the relationships between variables met the **assumption of linearity**.

Table 6. Homoscedasticity Test Results

Model	p	Interpretation
OBE → Civic Disposition	0.081	Homoscedastic
OBE → Civic Skills	0.270	Homoscedastic

The significance values $> 0,05$ indicating that the residual variances were homogeneous and that there was no indication of heteroscedasticity.

Simple Linear Regression Analysis

Model 1. Outcome-Based Education and Civic Disposition

Table 7. Results of Simple Linear Regression Analysis

Predictor	B	Std. Error	β	t	p
Constant	14.293	4.576	-	3.123	.003
OBE	0.821	0.110	0.656	7.477	< .001

Model Summary

R	R ²	Adjusted R ²	F	p
0.656	0.430	0.423	55.901	< .001

The analysis addressing Research Question 1 and testing Hypothesis 1 using simple linear regression demonstrated that OBE had a positive and statistically significant effect on civic disposition ($\beta = 0.656$, $t = 7.477$, $p < 0.001$). The regression model explained 43.0% of the variance in civic disposition ($R^2 = 0.430$). Therefore, Hypothesis 1 was supported.

Model 2. Outcome-Based Education and Civic Skills

Table 8. Results of Simple Linear Regression Analysis

Predictor	B	Std. Error	β	t	p
Constant	1.777	2.820	-	0.630	.530
OBE	0.465	0.068	0.624	6.873	< .001

Model Summary

R	R ²	Adjusted R ²	F	p
0.624	0.390	0.381	47.237	< .001

The analysis addressing Research Question 2 and testing Hypothesis 2 using simple linear regression demonstrated that **OBE had a positive and statistically significant effect on civic skills ($\beta = 0.624$, $t = 6.873$, $p < 0.001$)**. The regression model explained **39.0%** of the variance in civic skills ($R^2 = 0.390$). Therefore, **Hypothesis 2 was supported**.

DISCUSSION

Discussion of Hypothesis 1: Outcome-Based Education Is Positively Associated with Civic Disposition

The results of the analysis indicate that the implementation of Outcome-Based Education (OBE) is positively and significantly associated with the civic disposition of students in the Pancasila and Civic Education Study Program at Mulawarman University ($\beta = .656$, $p < .001$). The coefficient of determination ($R^2 = .430$) indicates that OBE implementation statistically accounts for 43.0% of the variance in students' civic disposition. Based on these findings, Hypothesis 1 is supported. However, given that this study employed a cross-sectional survey design, the findings should be interpreted as evidence of a statistical association or contribution rather than as demonstrating a direct causal relationship.

The positive association indicates that students who perceive the implementation of OBE more favorably tend to report higher levels of civic disposition, including responsibility, discipline, social awareness, tolerance, and commitment to democratic values within the learning process. These findings suggest that clearly defined learning outcomes, active student engagement, feedback mechanisms, and reflective learning activities may be associated with the process of internalizing civic values and attitudes.

These findings are consistent with the civic education framework proposed by Branson (1998), which emphasizes that effective civic education should not only develop civic knowledge but also foster civic disposition. Civic character is developed through learning experiences that provide students with opportunities to practice responsibility, respect diversity, collaborate with others, and consider democratic values as they address various issues. Within the OBE framework, these dimensions can be integrated into learning outcomes that encompass knowledge, skills, and attitudes in a holistic and interconnected manner.

The findings of this study can also be understood within the context of OBE implementation in higher education, which emphasizes the alignment between learning outcomes, instructional activities, and assessment practices. Katawazai (2021) demonstrated that OBE implementation is closely associated with student-centered learning approaches and active engagement in the learning process. Therefore, the relationship between OBE and civic disposition is likely determined not solely by the presence of curriculum documents but also by the quality of their implementation in students' learning experiences. These findings extend previous studies that have predominantly examined the relationship between OBE and academic competencies, professional capabilities, and technical skills. In the context of the Pancasila and Civic Education Study Program, learning outcomes explicitly incorporate attitudes, values, ethics, and civic responsibility. Therefore, OBE implementation in this context has greater potential to be associated with the development of students' affective dimensions. This highlights that higher education institutions are important environments for fostering students' civic orientations and character development.

Theoretically, the findings of this study provide preliminary empirical evidence that outcome-based learning implementation may be associated not only with academic competencies but also with civic character development. Nevertheless, the R^2 value of 43.0% indicates that civic disposition is not solely associated with OBE implementation. The remaining 57.0% of the variance may be related to other factors beyond the model, such as family environment, academic culture, organizational experiences, social interactions, lecturer role modeling, digital literacy, and students' participation in community activities.

From a practical perspective, the findings indicate that OBE implementation should be directed toward learning experiences that provide opportunities for responsibility, collaboration, reflection, dialogue, and decision-making. Lecturers can integrate approaches such as Project-Based Learning, Project Citizen, problem-based learning, case studies, and structured reflection activities into instructional processes and assessment practices. These strategies should be explicitly aligned with learning outcomes related to civic attitudes and character development so that their progress can be systematically observed and evaluated.

Discussion of Hypothesis 2: Outcome-Based Education Is Positively Associated with Civic Skills

The regression analysis results indicate that OBE implementation is positively and significantly associated with students' civic skills ($\beta = .624$, $t = 6.873$, $p < .001$). The coefficient of determination ($R^2 = .390$) demonstrates that OBE implementation statistically accounts for 39.0% of the variance in students' civic skills. Therefore, Hypothesis 2 is supported. Similar to Hypothesis 1, these findings indicate the presence of a statistical association; however, they do not provide evidence that OBE implementation directly causes improvements in civic skills.

The findings suggest that students who perceive OBE implementation more favorably tend to report higher levels of critical thinking, problem-solving abilities, communication skills, collaboration skills, expression of opinions, and participation in decision-making processes. The clarity of learning outcomes may help students understand the competencies they are expected to achieve. In contrast, active learning activities and authentic assessments provide opportunities to apply these competencies in contexts that mirror real-world issues.

These findings are consistent with the perspective of Koroh & Ly, (2020), who argued that learning activities involving problem identification, strategy selection, argumentation, and reflection can support the development of critical thinking skills in civic education. Similarly, Witarsa & Muhammad (2023) demonstrated that citizenship-based project learning can enhance students' critical thinking abilities through stages of problem identification, information gathering, development of alternative solutions, presentation, and reflection.

The relationship between OBE and civic skills can also be explained through the implementation of authentic assessment practices. Vlachopoulos & Makri (2024) found that assessments involving contextual tasks and real-world problems can facilitate the development of 21st-century skills, including problem-solving, communication, collaboration, and knowledge application. Therefore, OBE implementation that focuses solely on the formulation of learning outcomes without being accompanied by authentic learning activities and assessment practices may be insufficient to optimize students' civic skills development.

The findings of this study further extend the research of Mufron & Vann (2025), who emphasized that the development of civic skills is not solely associated with outcome-based curricula but also with authentic learning experiences, such as student organizations, service-learning, community engagement activities, and democratic simulations. Ribeiro et al. (2023) demonstrated that service-learning integrates academic learning, reflection, and community service, thereby supporting students' social responsibility and civic participation. Drewery & Lollar (2024) also found that service-learning experiences are associated with the development of collaboration, leadership, comfort in interacting with diverse groups, and decision-making abilities.

The R^2 value of .390 indicates that 61.0% of the variance in civic skills remains unexplained by OBE implementation in the proposed model. This unexplained variance may be associated with other factors, including organizational experiences, academic culture, digital literacy, opportunities to discuss public issues, social engagement, and participation in community activities. Gómez & Suárez (2023) demonstrated that civic skills and civic engagement are associated with pedagogical practices and the opportunities for civic learning provided to students. These findings reinforce the view that the development of civic

skills requires simultaneous support from formal learning experiences, co-curricular activities, and broader social interactions.

Descriptively, the proportion of variance explained by OBE for civic disposition (43.0%) was slightly higher than that for civic skills (39.0%). However, this difference should not be interpreted as indicating that civic character develops more rapidly than civic skills. This study was not designed to compare the developmental trajectories of the two variables and was conducted with a single time point. Longitudinal research is therefore needed to examine changes in civic disposition and civic skills after students engage with an OBE-based curriculum over an extended period.

Theoretically, these findings support the perspective that OBE should be examined not only in relation to academic and professional competencies but also in relation to students' civic competencies (Pritasari et al., 2023). The contribution of this study lies in providing preliminary empirical evidence regarding the association between OBE implementation and two dimensions of civic competence, namely civic disposition and civic skills, within an integrated research framework. Nevertheless, these contributions should be interpreted cautiously, considering that the study employed a survey design, involved a single predictor variable, and was conducted within a limited research context.

Practically, the findings highlight the importance of connecting OBE learning outcomes with activities that enable students to practice civic competencies. Study programs can strengthen the implementation of Project Citizen, problem-based learning, public issue case studies, academic debates, decision-making simulations, service-learning, and community engagement programs. Each activity should be supported by assessment rubrics that measure students' abilities to analyze problems, construct arguments, communicate effectively, collaborate with others, and formulate alternative solutions.

This study has several limitations. First, the research involved students from only one study program at a single higher education institution; therefore, the findings cannot yet be generalized to broader higher education contexts. Second, the data were collected using self-report instruments, meaning that respondents' answers may have been influenced by subjective perceptions and the tendency to provide socially desirable responses. Third, the cross-sectional survey design does not allow the researchers to establish causal relationships between OBE implementation, civic disposition, and civic skills. Fourth, the proposed model included only one predictor variable and therefore did not capture the full range of factors that may contribute to students' civic competencies.

Future research is recommended to employ longitudinal designs to examine the development of students' competencies over the course of their engagement with OBE-based curricula. A mixed-methods approach may also be applied to provide deeper insights into how specific learning experiences contribute to the formation of civic character and skills. Further studies could involve multiple study programs or higher education institutions and incorporate additional variables, such as academic culture, the quality of learning interactions, organizational experiences, digital literacy, social participation, and opportunities to engage in authentic civic learning experiences.

CONCLUSION

Synthesis of Main Findings

This study examined the relationship between the implementation of Outcome-Based Education (OBE) and students' civic disposition and civic skills in the Department of Pancasila and Civic Education at Mulawarman University. The findings indicate that OBE implementation demonstrates a positive and significant predictive relationship with both dimensions of civic competence. Therefore, Hypotheses 1 and 2 are empirically supported based on the statistical model employed in this study.

The findings suggest that stronger implementation of OBE, as perceived by students, is associated with higher levels of civic disposition, including responsibility, discipline, tolerance, social awareness, and commitment to democratic values. Furthermore, OBE implementation is also associated with the development of civic skills, including critical thinking, problem-solving, communication, argumentation, collaboration, and participation in decision-making processes. However, given that this study employed a cross-sectional survey design, these relationships should be interpreted as predictive associations derived from statistical analysis rather than as direct causal relationships.

Theoretical Contribution

This study extends the existing literature on Outcome-Based Education (OBE) by positioning its implementation within the context of civic education in higher education. While previous OBE studies have predominantly emphasized academic achievement and professional competence development, this research provides empirical evidence that OBE implementation is also associated with the development of students' civic character and citizenship-related skills. These findings reinforce the perspective that OBE learning outcomes should not be designed solely to enhance knowledge acquisition but should also cultivate civic dispositions and skills as essential components of graduate competencies in civic education.

Practical Implications

Practically, the implementation of OBE should be supported by active, authentic, and participatory learning experiences. The learning process should not be limited to achieving predefined learning outcomes. Still, it should also provide opportunities for students to engage in discussions, problem-solving activities, collaboration, argumentation, and the resolution of contextual civic issues. Approaches such as project-based learning, problem-based learning, case studies, and Project Citizen can serve as effective strategies to bridge academic learning outcomes with the development of students' civic character and citizenship skills.

Research Limitations and Directions for Future Research

This study has several limitations. First, the research was conducted among students from a single study program at one higher education institution, which limits the generalizability of the findings to broader contexts. Second, the use of self-report questionnaires may introduce perceptual bias and the possibility of socially desirable responses from participants. Third, the explanatory survey design with a cross-sectional approach does not allow for definitive causal inferences. Fourth, the proposed model only examined OBE implementation as a predictor variable and did not incorporate other potential factors that may influence students' civic competencies.

Future research is encouraged to employ longitudinal designs, mixed-methods approaches, or comparative studies involving multiple study programs and higher education institutions with varying levels of OBE implementation. Subsequent studies may also consider additional variables, such as academic culture, the quality of learning interactions, student organizational experiences, digital literacy, and social participation. Developing a more

comprehensive research model is necessary to provide a deeper understanding of the relationship between OBE implementation and students' civic competencies.

Overall, OBE can be positioned as a potential pedagogical framework for integrating academic achievement with the development of students' civic character and citizenship skills. This potential can be further optimized when learning outcomes are translated into contextual, reflective, collaborative, and participatory learning experiences that encourage students to actively engage as citizens.

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Declarations

Author Contributions Statement

Siti Nur Aisyah Afni Dujani: Contributed to the formulation of the research idea and design, development of research instruments, data collection, data processing and analysis using IBM SPSS Statistics, interpretation of research findings, and preparation of the initial manuscript draft.

Nur Fitri Handayani: Contributed to academic supervision, methodological validation, critical review of the scientific content, and manuscript revision to enhance the academic quality of the article.

Jawatir Pardosi: Contributed to the conceptualization and methodological evaluation of the research, critical review of the analysis and discussion of findings, and approval of the final manuscript for submission and publication.

Wingkolatin: Contributed to the refinement of the conceptual and methodological aspects of the study, provided critical input on data analysis and interpretation of findings, and approved the final version of the manuscript for publication.

Suryaningsi: Contributed to the development of the theoretical and methodological framework, critical evaluation of research findings, strengthening of the discussion section, and final approval of the manuscript for publication.

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Data Availability Statement

The data generated and analyzed in this study are not publicly available due to respondent confidentiality considerations and institutional research policies. However, the data may be made available from the corresponding author upon reasonable request for academic and research purposes, while maintaining compliance with ethical research principles.

Conflict of Interest Statement

The authors declare that there are no conflicts of interest, whether financial or non-financial, that could have influenced the research design, data analysis, interpretation of findings, or preparation of this manuscript.

Artificial Intelligence (AI) Use Statement

The authors declare that the research process, data analysis, interpretation of findings, and manuscript preparation were conducted independently. The content of this article represents the authors' own intellectual work, analysis, and interpretation based on the collected research data and has been prepared in accordance with academic writing standards and research ethics.

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