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Curriculum evaluation in tourism education: Assessing the fulfillment of OBE principles

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ABSTRACT

The shift toward Outcome-Based Education (OBE) in higher education requires tourism programs to conduct systematic curriculum evaluations to ensure relevance to evolving societal needs. This study evaluates the fulfillment of OBE principles in the Resort and Leisure Management (MRL) Program using the Stufflebeam's CIPP (Context, Input, Process, Product) model. The evaluation analyzed the program's curriculum document, 30 lesson plans, observed 18 courses, and conducted interviews and FGDs with lecturers, students, and program leaders. Context evaluation findings indicate that 9 of 10 PLOs lack measurable performance demonstrations, with less than half of CLOs consistently aligned with PLOs. Input evaluation supports the feasibility of a redesigned backward curriculum structure, while process evaluation highlights implementation gaps, particularly the predominance of lecture-based teaching, underutilization of digital learning systems, and administrative challenges in applying criteria-based assessments. Product evaluation confirms that although the curriculum is structurally OBE-compliant, its practical enactment does not yet guarantee authentic demonstration of graduate competencies. The study contributes empirical evidence showing the gap between curriculum documentation and instructional reality in tourism education. It also demonstrates the utility of the CIPP model as a system-oriented approach for improving OBE implementation.

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INTRODUCTION

In the 1980s and 1990s, global tourism education experienced rapid growth, with many higher education institutions in various countries offering tourism study programs (Kozak & Kozak, 2016; Sharpley, 2011). This development also gave rise to issues and debates surrounding tourism education. As it developed in the early 20th century, issues related to core competencies and adapting curriculum framework (Mungai et al., 2021), gap between perceived importance and competence gained in hospitality and tourism graduates (Kenayathulla et al., 2019), sustainable tourism pedagogy (Mínguez et al., 2021), technologies in tourism education (Bilotta, et al., 2021), and many others emerged. The question of the ideal curriculum has made tourism education a perennial subject of debate since its inception. Publications throughout the 1980s and 1990s witnessed, for example, a special issue of the Annals of Tourism Research (1981), a scholarly journal devoted to tourism education, in which six of the eight articles published were closely related to the curriculum (Airey, 2008).

So far, various studies have been conducted to examine various aspects of the tourism curriculum, including stakeholders' perspectives on curriculum design and content (Gawel et

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al., 2024), aspects of curriculum development and design (Tuna & Başdal, 2021; Yusuf, et al., 2018), curriculum structure (Busby & Huang, 2012; Zhai, 2023), the philosophical basis of the curriculum (Kırlar-Can et al., 2021), and others. Hsu (2015), in his bibliographic review of tourism education research trends from 2005 to 2014, found that teaching and learning (37.7%) was a popular topic. Kim and Jeong (2018) summarized the main topics in hospitality and tourism education and divided them into six categories, such as leadership and human resource development, innovative teaching strategies, diversity education, internationalization, industry exposure, and curriculum relevance. Recently, digital tourism and the integration of technology into teaching and curriculum have received substantial bibliometric attention, reflecting the growing interest in preparing students for technology-driven industry changes (Roziqin et al., 2023). Despite this breadth of work, few studies critically interrogate the implementation side of curriculum reform, particularly the mechanism through which learning outcomes are assessed and validated. This oversight becomes especially evident as the higher education system worldwide moves toward Outcome-Based Education (OBE), where curriculum quality hinges on the alignment between design, delivery, and evaluation.

Since 2013, studies on the OBE curriculum have demonstrated increasing attention among researchers to the evaluation of the design, implementation, and impact of OBE in higher education (Mahrishi et al., 2025). Besides, Raihan and Azad (2023) bibliometric review of OBE shows that the alignment of educational outcomes with employability skills is an ongoing focus in OBE curriculum evaluation studies. Not only that, but the challenges and obstacles to implementing the OBE curriculum are also discussed quite extensively. Guimba et al. (2024), Iqbal et al. (2020), and Shaheen (2019) found that barriers to OBE curriculum evaluation include ongoing assessment, resource allocation, faculty readiness, and institutional cultural adaptation. Mistamiruddin and Nasri (2024) investigated the challenges of integrating OBE in higher education institutions and identified seven primary challenges, highlighting the complex nature of OBE implementation. Those findings underscore the need for deeper insight on how higher education institutions implement and evaluate their OBE curriculum. For this reason, this article aims to contribute to the ongoing discourse of OBE curriculum evaluation in the context of tourism education. The insights derived from this study can inform educators and researchers about the OBE curriculum evaluation in educational practices, ultimately forming a more comprehensive evaluation approach for improving outcome-based tourism curricula.

Internationally, the implementation of outcome-based education (OBE) in tourism and related disciplines has portrayed variation across countries, highlighting both contextual opportunities and persistent structural challenges. A study in the Philippines (Felicen, 2021) reveals that although OBE is viewed as highly effective, institutions continue to struggle with workload, infrastructure and assessment alignment, issues similar to the Indonesian context but compounded by regional accreditation pressures. In Cyprus, other hospitality studies indicate a pronounced competency-importance gap in employability skills (Papageorgiou et al., 2024), demonstrating that OBE adoption does not automatically translate into improved graduate capability when assessment practices remain traditional (Ali, 2024). Research from Pakistan (Asim et al., 2021) further shows that faculty readiness, resource limitations, and institutional cultures are central obstacles in realizing authentic, criteria-based assessment within OBE frameworks. Compared with these contexts, Indonesia faces a similar structural-practical divide: although OBE is mandated nationally and supported by policy instruments such as the Regulation of the Minister of Higher Education, Science, and Technology No. 39/2025, implementation remains uneven across programs, especially in ensuring constructive alignment and authentic assessment. Therefore, this comparison underscores the need for systematic curriculum evaluation to identify and assess the implementation gaps unique to tourism programs in Indonesia.

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Taken together, those findings from international and national literature suggest that the core challenge is not merely adopting an OBE-oriented curriculum but ensuring that its intended outcomes are authentically enacted through teaching, assessment, and program governance. Despite ongoing curriculum revisions, little is known about how effectively tourism programs in Indonesia implement OBE principles in practice and where misalignments occur between curriculum design and classroom execution. To address this gap, this study evaluates the OBE curriculum of the Resort and Leisure Management (*Manajemen Resort dan Leisure* or MRL) Program using the CIPP model. The CIPP approach reflects its comprehensiveness in assessing all stages of program development and all aspects of a program, serving all stakeholders, using a variety of quantitative and qualitative methods, providing for both formative and summative use of findings, oriented toward program improvement and accountability, and most importantly, based on professional standards for evaluation (Stufflebeam & Coryn, 2014). The researchers selected the curriculum of the MRL Program at the Indonesian University of Education (UPI) as the evaluand. The MRL Program was chosen because it is one of the first three undergraduate tourism programs in Indonesia. Established in 2005, the MRL curriculum has undergone several curriculum changes, from a competency-based curriculum to the current OBE curriculum.

Furthermore, ease of access and research potential were crucial considerations (Stake, 2006), as one of the evaluators was an internal MRL Program lecturer with full access to the required curriculum documents and the opportunity to conduct participatory observations, enabling a realistic assessment of the dynamics of the curriculum implementation process. Internal evaluation is also part of the institutional responsibility to ensure academic quality. To maintain objectivity, the evaluators employed data triangulation, peer review, and limited external validation, ensuring that the evaluation results remain academically and institutionally credible and accountable.

Accordingly, this evaluation is guided by the following research questions: (1) To what extent does the current MRL curriculum fulfill the core principles of OBE (clarity of focus, expanded opportunity, high expectations, and backward design)? (2) How effectively are these OBE principles implemented in classroom practices and assessment? (3) What factors support or hinder the enactment of OBE in this tourism program? (4) What improvements are needed to strengthen OBE sustainability within the MRL Program and similar tourism curricula?

RESEARCH METHOD

In this OBE curriculum evaluation, researchers used the Context, Input, Process, and Product (CIPP) evaluation model from Stufflebeam. The evaluation design is based on the use of the CIPP Model as a systems strategy for improvement. A systems strategy is a series of interrelated activities that function together to fulfill the mission and achieve the goals set within a specific context (Stufflebeam & Shinkfield, 2007). The evaluation design is structured as shown in the flowchart in Figure 1. In the context evaluation, researchers assess the problems, needs, opportunities, and relevant contextual conditions related to the curriculum being evaluated to determine the curriculum's goals and priorities. If the context evaluation results in the need for curriculum revision, an input evaluation is conducted. In the input evaluation, researchers help design alternative curriculum designs relevant to achieving these goals. If the design is approved by the study program, it will proceed to curriculum implementation testing. In the process evaluation, researchers monitor, document, and assess curriculum implementation to determine how well the curriculum has been implemented. In the product evaluation, researchers assess the curriculum's feasibility and its intended and unintended impacts.

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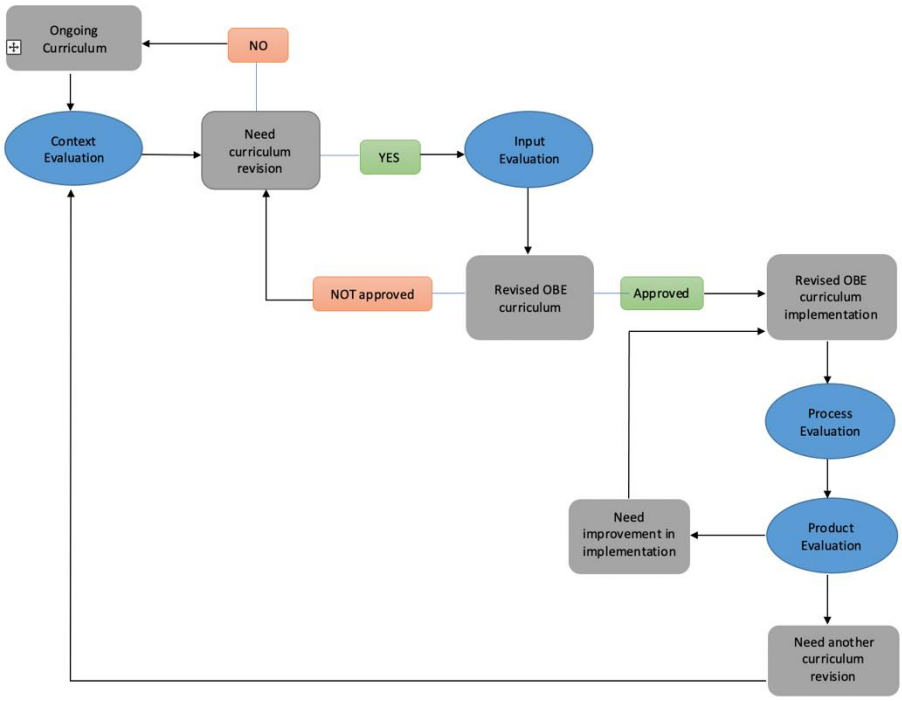

Figure 1. CIPP Evaluation Design

The criteria and standards used in this evaluation are the four main principles of OBE put forward by Spady (1994), as summarized in Table 1.

Table 1. OBE Principles (Spady, 1994) as Evaluation Criteria and Standards

Criteria	Standards
Clarity of focus on culminating exit outcomes of significance.	Establish a clear picture of the learning educator's expectations for students to exhibit in a performance demonstration. Student success on this demonstration becomes the top priority for instructional planning and student assessment. The clear picture of the desired outcome is the starting point for curriculum, instruction, and assessment planning and implementation. All of which must perfectly match (align with) the targeted outcomes.
Expanded opportunity and support for learning success.	Encourage flexibility in how students can reach and extend beyond those particular outcomes.
High expectations for all to succeed	Increasing the level of challenge to which students are exposed and raising the standard of acceptable performance they must reach to be called "finished" or "successful." Eliminating the success quota by abandoning bell-curve or quota grading systems in favor of criterion-based systems. Increasing access to high-level curriculum (eliminating low-level courses, programs, or learning groups from their curriculum).
Design down from the ultimate, culminating outcomes	Design down from the significant culminating outcomes to establish the Enabling outcomes on which they depend.

To provide clarity regarding the participant characteristics involved in interviews, focus groups, classroom observations, and document analysis, demographic information on lecturers, students, alumni, program leaders, and practitioners was compiled. Table 2 presents the summary of participants engaged, courses observed and documents reviewed in this evaluation.

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Table 2. Participant Demographics Summary

Participant Group	Number	Gender	Academic/Professional Background	Role in Study	Participation Method
Program Leaders	3	2F/1M	2012-2018; 2018-2020; 2020-current heads of the program	Curriculum decision makers and implementers (course instructors); validator	Interviews; FGD; document review
Lecturers	4	1F/3M	HR management, event management, tourism planning, sustainability	Curriculum implementers (course instructors)	Interviews; FGD; classroom observations
Students	8	4F/4M	Cohorts 2022-2024	Curriculum users	FGD
Alumni	2	2F	Graduate student, travel agent	Graduates; graduate profile-aligned competency advisors	Interviews
Industry Practitioners	3	2F/1M	HR managers, Learning & Development manager	Employers; graduate profile-aligned competency advisors	Interviews
Curriculum expert	1	1M	Head of UPI Curriculum Division	Higher education curriculum regulation informant	Interview; expert judgement
Documents	33	-	Accreditation, Curriculum, Academic guidelines, 30 lesson plans	Documentary evidence	Document analysis

To ensure methodological rigor in qualitative interpretation, trustworthiness was maintained through triangulation of data sources as well as triangulation across evaluators. Coding decisions were reviewed through intercoder agreement on 25% of the coded data and through discussion of discrepancies until consensus was reached. Member checking with lecturers and program leaders was conducted to confirm the accuracy of findings and avoid misinterpretation. An audit trail was maintained to document evaluation procedures, coding frameworks, and analytic decisions, based on Stufflebeam's general evaluation checklist.

As one of the evaluators is an internal lecturer in the MRL Program, the dual advantage and limitation of her insider positionality were recognized. To mitigate positionality-related bias and ensure that interpretations remained grounded in empirical evidence rather than in evaluator assumptions, reflexive journaling, peer debriefing with other evaluators outside the program, and careful separation between her instructional role and research responsibilities were employed. Collectively, these strategies enhance the trustworthiness of the findings and applicability to improve the curriculum.

FINDINGS AND DISCUSSION

The 2023 Curriculum of the MRL Program represents the culmination of an extensive developmental process, beginning with the Competency-Based Curriculum (KBK) in 2010, progressing to an outcome-oriented curriculum in 2018, and further strengthened through OBE-oriented revisions in 2021 and 2023. Throughout these changes, the program's vision and mission, to become a leading study program in resort and leisure planning, development, and management, have remained constant. This vision is operationalized through the Program Learning Outcomes (PLOs), which have been refined over time and reinforced in the 2023 Curriculum. The formulation of the PLOs was guided by the National Higher Education Standards, the Indonesian National Qualifications Framework (KKNI), and the Higher Education Curriculum Development (KPT) guidelines. Input from lecturers, students, alumni, graduate users, and practitioners was also incorporated to ensure relevance and alignment with

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stakeholder expectations. Ideally, this process should yield PLO statements with a clear focus that support a well-structured OBE curriculum through backward design. However, questions emerged concerning the assessment of PLO achievement. Relying solely on cumulative grade point averages may be insufficient, particularly when constructive alignment remains largely at the document-mapping stage rather than fully enacted in practice. To address this issue, a curriculum evaluation was initiated to determine the extent to which the curriculum aligns with core OBE principles. The CIPP model was selected as the evaluation framework due to its suitability as a system-oriented improvement strategy to enhance the effectiveness of OBE implementation.

Context Evaluation

The purpose of the context evaluation is to determine the curriculum's objectives and priorities in fulfilling OBE principles. The curriculum was evaluated in three areas: (1) application of the clarity-of-focus principle in PLO statements–specifically the dimensions of clear picture, clear intent, performance demonstration, fundamental purpose, top priority, and perfect match; (2) application of the principle of expanded opportunities and support for learning success across five dimensions (time, methods and modalities, operational principles, performance standards, access and curriculum management, and (3) application of the principle of success for all students through the use of criteria-based assessment. The key issues identified in those three areas are summarized in Table 3.

Table 3. Evidence Matrix for Context Evaluation Findings

OBE Principle's Indicator	Evidence Source	Findings	Conclusion
PLOs Clarity of Focus	Accreditation and Curriculum Documents analysis	Nine of 10 PLOs lacked explicit performance verbs, four of them lacked clear intent and fundamental purpose	PLOs require reformulation
Constructive Alignment	Lesson plan analysis and interviews	CLO-PLO alignment result across 30 lesson plans is 33.4% mostly content-driven, with no explicit linkage	Weak alignment in the document
Expanded Opportunity	Document review, Interviews, FGDs, participatory observation	Opportunities expanded in five key dimensions, but utilization by students is not optimal	Opportunities exist, but underutilized
Criteria-based Assessment	Lesson plan analysis and interviews	Performance indicators-CLO alignment result across 30 lesson plans is 23.3%, criteria and standards are inconsistently applied	Traditional assessment measuring knowledge
Design down	Curriculum document analysis and interviews	Program vision-graduate profiles-PEO-PLO-CLO are mapping	Design down documented

Assessment of the PLOs using Spady's (1994) clarity of focus indicators showed that many PLO statements lacked clear intent, measurable performance demonstrations, and strong fundamental purpose. Improvements are required to ensure that PLOs explicitly articulate the competencies graduates must master and reflect the needs of the tourism industry. Analysis of 30 lesson plan documents, exam papers, and interviews with seven lecturers revealed that constructive alignment, particularly the "perfect match" between PLOs and Course Learning Outcomes (CLOs), remains insufficient. Even when CLOs are mapped to PLOs in documents, the alignment is often not implemented in teaching and assessment, indicating that PLOs are

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not consistently treated as top priorities. Interviews with lecturers identified three contributing factors: (1) prioritization of course content over intended learning outcomes, (2) limited understanding of learning taxonomies, leading to vague CLO statements (e.g., overuse of verbs such as "understand" and "master"), and (3) insufficient familiarity with pedagogical models for developing 21st-century skills, resulting in reliance on lecture-based teaching and conventional written exams.

Evaluation of the principle of expanded learning opportunities was conducted through a review of UPI's 2024 Academic Activity Implementation Guidelines, participatory observations, interviews with program leaders and five lecturers, and FGD with eight students. Findings show that the MRL Program, supported by institutional systems, has implemented the principle across its five dimensions. However, rapid technological development necessitates continuous innovation, particularly in promoting self-directed learning through artificial intelligence and strengthening lecturers' competence in constructive alignment. Students must also be better prepared to utilize these learning opportunities.

FGD results indicated limited student autonomy in learning. Students reported underutilizing available learning facilities, perceiving the Integrated Online Learning System (*Sistem Pembelajaran Online Terpadu* or SPOT) mainly as a scheduling and assignment-submission platform rather than a comprehensive learning resource. Many students remain focused on achieving high grades rather than mastering learning outcomes. They describe discomfort with independent learning tasks such as reading, synthesizing information, and writing. Furthermore, students rarely use online learning tools or library resources, which are typically accessed only during thesis preparation. OBE requires criteria-based assessment, where success is defined by meeting explicit learning standards. The SPOT system provides tools for designing learning plans and collaborative assignments, including assessment criteria and weighting. While some lecturers have developed rubrics with clear performance standards, others still produce criteria that do not align with formulated CLOs.

Input Evaluation

The purpose of the input evaluation is to identify alternative curriculum designs that address priority needs in fulfilling OBE principles, particularly the backward design principle. The evaluator reviewed existing curriculum documents, interviewed alumni and industry practitioners to update competency requirements in the tourism sector, and conducted FGD with the head of the study program and lecturers involved in curriculum development. The head of the University Curriculum Division also assessed the feasibility of proposed curriculum alternatives.

The redesign process begins with revising the program's vision and mission, determining appropriate graduate profiles and aligned Program Educational Objectives (PEOs), and mapping each profile to its corresponding PEO. PLOs must be reformulated not only to achieve clarity of focus but also to reflect updated PEOs. This process starts with analyzing existing competency content, incorporating findings from alumni and practitioner consultations, and integrating clarity-of-focus results from the context evaluation. Revised PLOs are then directly mapped to the PEOs. Once PLOs are clearly formulated and aligned, the next stage involves restructuring courses that support PLO achievement. This includes reviewing and mapping existing courses to PLOs, improving course design in line with curriculum guidelines, and validating the final structure. Courses are sequenced across semesters from basic to advanced levels.

Semester-by-semester structuring integrates progressive cognitive development, from foundational knowledge to application, using a gradual, spiral approach. This includes theoretical grounding, followed by case studies, simulations, real projects, and culminating experiences such as fieldwork, practicums, and final assignments. In order to support this

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process, the evaluator developed a rubric for aligning CLOs with PLOs based on learning taxonomy levels, enabling lecturers to formulate course learning plans that promote constructive alignment. Breaking down PLOs using a taxonomy ensures that competencies such as critical thinking, data comprehension, and policy analysis are taught as integrated intellectual practices. The purpose is to ensure logical progression, integration across domains, and alignment between PEOs, PLOs, CLOs, and assessments. Integrating OBE with learning taxonomies creates a complementary framework for scaffolding learning. Taxonomies provide hierarchical levels of cognitive, affective, and psychomotor complexity, guiding performance demonstrations and supporting student development within the Zone of Proximal Development (ZPD).

Findings from the context evaluation show that institutional systems and technological infrastructure are available but require continued innovation to expand learning opportunities. In line with OBE's emphasis on mastery rather than time, developing a self-directed learning platform is essential. The existing SPOT system has the potential to evolve into such a platform, enabling flexible learning for regular, exchange, and international students. Digital learning modules must accompany this development. Students also need greater support for independent learning. Their ability to learn autonomously can be strengthened through methods that expand learning opportunities, such as tools enabling goal-setting, self-monitoring, and reflection. Achievement roadmap dashboards can help students track progress and foster self-directed learning. Finally, dialogue among lecturers in developing shared assessment criteria supports more coherent and non-redundant evaluations. Time spent articulating and refining criteria contributes to the development of clear assessment standards. Breaking down criteria into achievement levels enhances transparency, supports student learning, and ensures fair assessment.

Process Evaluation

Process evaluation aims to identify weaknesses in curriculum implementation, including, at the micro level, learning activities and outcome-based assessments. It also serves to confirm effective practices and to document and assess ongoing procedural activities. In this stage of the process evaluation, the evaluator conducted classroom observations for courses delivered across two semesters. A total of 18 classes were observed: eight in semesters 1 and 2, six in semesters 3 and 4, and four in semester 5. To enrich the learning process data, the evaluator triangulated findings through interviews with course lecturers and an FGD with eight student representatives from the cohorts of 2022, 2023, and 2024.

Classroom reform represents a micro-level stage in the implementation of an OBE-oriented curriculum. A key characteristic of this reform is the application of mastery learning, which shifts the focus from time-based learning to competency-based learning. This approach ensures that students fully understand and can apply concepts before progressing to more advanced material. The fundamental premise is that, given sufficient time and appropriate instruction, all students can achieve high levels of performance. The first step in classroom reform is to clearly and explicitly define mastery of the material in the Program PLOs, CLOs and their Performance Indicators (PIs). This alignment must be reflected in the lesson plan documents. Compared to previous years, this process has now been implemented more effectively. The second step is to design assessments aligned with the intended PLOs and CLOs. This process is supported by the SPOT system, which provides a designated column for lecturers to input these elements. Table 4 presents the results of the constructive alignment measurements for the 26 redeveloped lesson plans, based on the 10 revised PLO statements. However, in practice, quizzes, mid-term and final examinations, and student assignments generally do not specify which performance indicators, CLOs, or PLOs are being assessed.

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Table 4. Lesson Plan Constructive Alignment Measurement (N=26)

Alignment Indicator	Not align (1)	Some align (2)	Mostly align (3)	All align (4)
CLO to PLO	3.84%	30.77%	11.54%	53.85%
PI to CLO	3.84%	42.31%	11.54%	42.31%
Learning method for PI	7.69%	23.08%	26.92%	42.31%
Assessment method for PI	38.46%	19.23%	26.92%	15.39%

The third step involves the use of instructional methods that apply mastery learning principles. This approach shifts traditional lecture-based instruction toward more individualized, independent, and student-centered learning. Observations of classroom practices, supported by lecturer interviews and student focus groups, as shown in Table 5, indicate that conventional lecture-based methods remain predominant, particularly in introductory courses with substantial theoretical content. Typically, lecturers present slides or explain concepts while writing on the board, and students listen and take notes. This finding reinforced the broader OBE implementation literature, which highlights the persistence of lecture-dominated teaching as limited faculty pedagogical readiness (Raihan & Azad, 2023).

Table 5. Classroom Practices Observation Result (N=18)

Semester	Classroom Observed	CLO level of taxonomy	Learning Method	Assessment Method	Notes
1 & 2	8	C1-C5 P1-P4 A1-A3	Lecture; case-based; practicum	Written mid and final test, quiz and assignment	Alignment stated but not enacted, predominant lecture method
3 & 4	6	C1-C6 P1-P5 A1-A4	Lecture; case-based; project-based learning	Written mid and final test, quiz and project assignment	Strong in case-based teaching and project assignments
5	4	C3-C6 P2-P5 A2-A4	Case-based; project-based learning	Project artefacts, peer- and self-review	Strong in collaboration, self-regulated and experiential learning

C : Cognitive (Bloom's Taxonomy); P : Psycomotor (Dave Taxonomy); A : Affective (Bloom's Taxonomy)

However, in higher-level courses, such as those in semesters 3 and 4, the use of team-based projects, case studies, and practical activities results in a more dynamic learning environment. Students actively collaborate to identify and analyze problems, collect data to design solutions, and communicate their work through presentations. In courses using case-based approaches, such as Resort Concepts and Tourism Planning, students produce outputs in the form of published scientific articles or book chapters. In the fifth semester, students enroll in a capstone course titled Consulting Project, in which all learning activities consist of group-based project work. In alignment with the PLOs, this course requires students to demonstrate systematic thinking and project management skills in real-world contexts, applying data analysis in problem-solving to develop tourism products that enhance the tourist experience. At the end of the course, each group presents its project for evaluation by the lecturer and the product beneficiary clients. Final outputs vary, including promotional videos, tourism events, and interpretive media. In semester 6, students participate in an off-campus industrial internship program. During this period, they engage in work-based learning and career preparation activities, including identifying internship placements, searching for recruitment information, submitting applications, attending interviews, and completing an internship of approximately four to six months at private companies, state-owned enterprises, government institutions, and tourism research organizations.

Lecturers have attempted to design a range of instructional methods and learning strategies aligned with the PLOs and CLOs, which serve as the primary foundation of the curriculum. Both traditional lecture-based approaches and more student-centered methods

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offer distinct advantages and limitations. Therefore, lecturers must make informed choices to ensure that their selected methods effectively support student achievement of intended learning outcomes. In this regard, providing corrective instruction constitutes a critical component of the learning process. However, such corrective instruction has not yet become an integral element of teaching practices within the MRL Program. The use of taxonomic levels in the formulation of CLOs and performance indicators is currently interpreted primarily as a component of summative assessment used to determine final grades. When students do not achieve mastery on a summative assessment, a remedial exam is typically administered to help them improve their scores. Yet, the application of taxonomic levels is essential not only for constructive alignment between PLOs, CLOs, and their assessments but also for enabling lecturers to diagnose students' levels of understanding throughout the learning process. Early diagnosis would allow lecturers to identify students who have not yet reached mastery and to provide targeted remedial tasks during the learning period, rather than relying solely on end-of-semester remedial examinations.

The fourth and equally important step involves the integration of technology. Lecturers can leverage institution-provided digital tools to support the effective implementation of mastery learning. Learning management systems such as SPOT can automate quiz administration, track student progress, and provide access to corrective and enrichment materials, thereby accommodating diverse learning paces. Findings from academic information system observations conducted over the past two semesters and interviews with the Head of UPI Curriculum Division indicate that the university is actively transforming its infrastructure and facilities to meet the demands of OBE and to support students' need for self-regulated learning (SRL). Notable initiatives include optimizing the SPOT as an enabler for blended and self-paced learning, as well as developing digital learning modules through the wajar.id platform to accommodate greater flexibility in learning. These digital modules are specifically designed to promote flexible and self-directed learning, a prerequisite for realizing the OBE principle that emphasizes mastery rather than time allocation.

The implementation of criteria-based assessment has shown positive progress at the design stage, supported by institutional systems. UPI has equipped lecturers with tools within the SPOT platform to develop lesson plans that incorporate criteria-based assessment. SPOT functions as an effective guide by transforming lesson plan development from a simple syllabus document into a constructive alignment matrix that encourages lecturers to think backwards, starting with outcomes and performance indicators. Despite the conceptual acceptance of criteria-based assessment, interviews with lecturers revealed significant concerns related to its administrative demands. These include the need to create detailed rubrics for each CLO indicator, which is considerably more time-consuming than traditional single-point grading. Additionally, completing the required criteria and weight fields in SPOT increases the administrative workload. Although these tasks are burdensome, the actual assessment process remains largely unchanged from previous practices; the primary difference lies in the digital grade input system.

Consequently, the paradigm shift in assessment envisioned under OBE has not yet been fully realized and currently manifests primarily in administrative form. The implications of constructive alignment for learning have not significantly influenced lecturers' understanding of continuous assessment. This limited understanding has led to misconceptions about the goals of OBE. The perceived lack of meaningful differences between traditional assessment models and criteria-based assessment, as reported by lecturers, stems largely from the incomplete implementation of formative assessment, the core principle of continuous assessment. Lecturers often interpret assignments, quizzes, and mid-term examinations as formative assessments; however, these components are ultimately aggregated with final exam results to produce a summative grade.

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This indicates a need to clarify the distinction between formative and summative assessment within the context of OBE to prevent practices that contradict its foundational principles. A major challenge in applying criteria-based assessment in the MRL Program is overcoming the entrenched traditional assessment paradigm. Monitoring results indicate that PLOs assessment still requires deeper exploration, understanding, and internalization by both the program and its lecturers. There remains a tendency to interpret PLOs assessment as the cumulative average of CLO results obtained throughout the study period, which does not accurately reflect actual competencies. When PLOs assessment is treated merely as the sum of course grades, the emphasis shifts to quantitative outcomes. As a result, students and lecturers focus on achieving the highest possible scores rather than capturing authentic evidence of student abilities.

Product Evaluation

The purpose of this product evaluation is to measure and assess the extent to which the MRL Program's curriculum meets the criteria of the outcome-based education principles. Product evaluation identifies both intended and unintended positive and negative impacts arising from curriculum implementation. The results of this evaluation serve as the basis for determining whether the curriculum should be continued with improvements or fundamentally revised. A combination of data collection techniques was employed to ensure comprehensive assessment, including triangulation of context, input, and process information; expert judgement; program leader validation; and surveys. This triangulation strengthens the reliability of the findings.

The product evaluation of the curriculum encompasses at least three key objectives. First, it assesses the curriculum's achievement in fulfilling the outcome-based education principles and its impact on improving the effectiveness of OBE implementation. Second, it generates formative feedback that can be used to adjust and enhance the curriculum. Third, it provides insight into the curriculum's sustainability and portability, namely, whether the curriculum can be maintained over the long term and whether its development and implementation model can be transferred to other study programs. The product evaluation results are then presented in Table 6, utilizing a rating scale based on the adherence to core principles' criteria: *Excellent* (very well fulfilled), *Good* (well fulfilled), *Fair* (mostly fulfilled), Poor (mostly unfulfilled), and *Failed* (unfulfilled).

Fulfilling the principle of clarity of focus in the PLO formulation has a positive impact on the implementation of an outcome-oriented system. Fulfilling the principle of backward curriculum design also directly improves the constructive alignment of the curriculum. Both have a positive impact on building teamwork among lecturers in teaching, thus fostering collaborative structures and integrating concepts within the curriculum. Fulfilling these three principles also impacts the development of academic information systems technology to meet curriculum needs, particularly in fulfilling the principle of expanding opportunities and supporting successful learning. However, the implementation of the OBE curriculum has also resulted in an increase in the administrative burden on lecturers. Sources of this administrative burden include: developing detailed and specific rubrics for each CLO indicator requires significantly more time than traditional (single-point) grading systems. The use of SPOT, which requires lecturers to provide detailed criteria, weighting, and possibly qualitative feedback for each student per assignment, increases the data entry workload. Lecturers feel burdened by the demands of providing consistent qualitative feedback, which requires more time and energy than simply inputting final grades and administering remedial exams for students who have not met the standard criteria.

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Table 6. Resume of Product Evaluation Result

Curriculum Components	Criteria	Evidence Source	Conclusion with Illustrative Evidence
PLOs Statements	Having a clear focus that includes: - clear picture - clear intent - performance demonstration - fundamental purpose	Expert judgement; Program leaders' validation; survey	**Excellent** The PLOs formulation gains validation by the Head of Curriculum Division and Head of the Program in its four aspects of the clarity-of-focus principle. >90% of lecturers and students understood the competencies to be demonstrated and measured in each PLO statement.
Backward Design Curriculum	The curriculum is designed in a descending order, starting from exit outcomes, enabling outcomes, and discrete outcomes.	Document analysis; Input evaluation	**Excellent** The curriculum design structurally fulfills the principles of OBE backward design. The design process begins with the institution's Vision and Mission, which are then translated into Graduate Profiles and PEOs, which are then broken down into more operational PLOs. The vertical chain of the curriculum continues by mapping each CLO (Discrete Outcome) to a PLO (Enabling Outcome). This approach ensures that every learning activity in the curriculum, regardless of the course, explicitly contributes to the achievement of predetermined graduate outcomes.
Constructive Alignment	The curriculum design demonstrates exit outcome as the starting point for curriculum, instruction, and assessment planning and implementation. All of which must perfectly match (align with) the targeted outcomes.	Input and process evaluation; constructive alignment measurement result	**Good** Courses have been grouped by taxonomic level in input evaluation to maintain constructive alignment between PLOs, CLOs, and performance indicators. The SPOT system effectively guides lecturers in maintaining constructive alignment in learning planning, but still needs a constructive alignment checking or validating team to function.
Methods for Expanding Opportunities and Supporting Learning Success	Methods for expanding opportunities and supporting successful learning include five dimensions: time, methods and modalities, operational principles, performance standards and access, and curriculum governance.	Context, input, and process evaluation; classroom observations; academic system observations	**Good** Adequate digital learning modules to support flexible, self-paced learning are being developed and facilitated directly by the university. Lecturers have shown positive progress in the use of case-based and project-based teaching methods, as well as various assessment methods (portfolio, peer-and self-assessment). In terms of system support, the university has provided academic guidance, inclusion services, access to various learning resources, scholarship facilities, and more. Optimization of the academic system, particularly SPOT and Siak, is still needed.
Criteria-Based Assessments	Achievement criteria-based assessments are explicitly stated in the learning plan document and well implemented.	Context, input, and process evaluation	**Fair** The university has facilitated lecturers with the SPOT application to compile a learning plan that integrates criteria-based assessments. While the principle of criteria-based assessment is conceptually acceptable, monitoring has identified significant objections from lecturers regarding its implementation, which poses an administrative burden. There is still a strong tendency for PLO assessments to be based on the cumulative (sum) average course grade (CLO) throughout the study period, which is not a true summary of ability.

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Administrative obstacles can hinder the successful implementation of the OBE curriculum. The MRL program is advised to proactively accommodate and facilitate lecturers in their competency development efforts. Possible steps include providing training funds to support lecturers in developing pedagogical skills, particularly in learning assessment methods. This must be balanced and should not focus solely on developing tourism knowledge. The strategic goal is for lecturers to become not only subject matter experts but also proficient in designing and implementing authentic assessments. This ensures that criteria-based assessments become not merely paperwork and administrative burdens, but effective pedagogical tools. Training should also cover topics like efficient yet effective rubric design, the use of technology for automated feedback (e.g., the future integration of AI grading), and authentic assessment techniques that holistically measure PLOs. Thus, the evaluator can conclude that the results of the revised OBE curriculum can be maintained in the long term. The use of the CIPP framework as a system strategy to improve the OBE curriculum's effective implementation has also proven beneficial and applicable not only to tourism curricula but also to OBE curricula in other disciplines.

The implementation challenges observed in the MRL Program echo patterns found in other countries transitioning to OBE-oriented curricula. In the UAE, Ali (2018) reports strong constructive alignment in documents but difficulties ensuring alignment and consistency across courses, similar to the partial CLO-PLO linkage found in context evaluation. In Malaysia, studies on curriculum design frameworks revealed that the process of constructive alignment remains challenging due to the iterative alignment at programme and module levels (Thian et al., 2018). These comparisons position the Indonesian case within a global pattern where OBE principles are understood conceptually but constrained by institutional capacity, pedagogical habits, and resource limitations. These findings carry several policy implications for global tourism education reform. First, adopting OBE is insufficient without investment in faculty development, particularly in authentic and continuous assessment and mastery learning pedagogy. Second, institutions should prioritize digital infrastructure to reduce lecturers' administrative burden, such as automated rubric templates and integrated assessment tools. Third, global accreditation bodies in tourism and hospitality (e.g., UNWTO TedQual) and professional certification bodies for hospitality educators (e.g., AHLEI) can support institutions by developing standardized OBE implementation benchmarks tailored to tourism education. Finally, cross-country collaborative networks would allow programs to share best practices, develop common competency frameworks, and address shared challenges related to technology integration, employability alignment, and sustainability-focused tourism education.

CONCLUSION

The evaluation of the OBE curriculum for the MRL Program using the CIPP framework reveals critical discrepancies between the curriculum design, aligned with OBE principles, and its implementation. The first concern is the PLO's inauthentic assessment. Although criteria-based assessment has been conceptually adopted and supported by the system, the process evaluation shows that final PLO assessment and graduation decisions remain dominated by the cumulative aggregation of course scores, or the Cumulative Grade Point Average (GPA). This approach fails to guarantee that graduates have genuinely demonstrated mastery of the complex competencies specified in the PLOs. Without authentic assessment practices, there is a significant risk that the curriculum becomes OBE in name only, a situation where documents formally claim high achievement, yet the graduates' actual competency output remains questionable due to reliance on non-authentic measurement methods. The second is the lecturers' significant administrative burden. Although the criteria-based assessment principle is conceptually sound, its implementation has met considerable resistance from faculty due to the heavy administrative workload it generates. The long-term sustainability of the OBE curriculum

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is critically dependent on robust technological support. This necessitates strategic investment in both human resources and technology to ensure that the final product (graduates) reflects genuine mastery of competencies, rather than merely the accumulation of academic grades. Beyond its local contribution, this study offers insights of global relevance for tourism education undergoing OBE reforms. The systemic tensions identified are not unique to Indonesia. They echo challenges documented across tourism programs. By detailing how these tensions manifest in tourism curriculum and how the CIPP model can diagnose them, this study provides an adaptable evaluative framework that can support evidence-based curriculum reform globally. The findings underscore the need for global tourism and hospitality education policy makers, accrediting bodies, and universities to move beyond the formal OBE adoption and invest in pedagogical development, technological infrastructure, and a sustainable assessment system to ensure authentic learning outcomes for graduates.

This study is subject to several limitations that should be considered when interpreting the findings. The evaluation was conducted within a single tourism program, limiting the generalizability of results across Indonesian higher education institutions. Although challenges identified are widely reported in other OBE studies, multi-institutional research is required to validate cross-program patterns. Future research can explore comparative OBE implementation across tourism programs in different regions of Indonesia or examine the long-term effects of the digital assessment system on faculty workload and student mastery. Cross-national comparative studies would further illuminate how institutional culture, governance, and accreditation mechanisms mediate OBE outcomes in diverse educational systems. The qualitative nature of the CIPP Model emphasizes depth over breadth, which allows for rich contextual insights. Future research should incorporate larger quantitative datasets.

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The language, style, and grammar of this manuscript were reviewed and refined using ChatGPT (GPT-5 Free) on November 19, 2025. The tool was used solely to improve clarity, conciseness, and correct minor grammatical errors across the final draft. The prompt applied was the automatic suggestion feature to 'optimize for academic tone and clarity.' All intellectual content, conclusions, and scientific accuracy remain the sole responsibility of the authors.

Conflict of Interests

The authors declare that they have no known competing interests or personal relationships that could have appeared to influence the work reported in this paper.

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