

Unlocking ESP students' views on outcome-based education in marketing skills development: A survey study

Sri Yunita^{✉1}, Riadi Darwis², Susilawati³

¹Sekolah Tinggi Ilmu Ekonomi Yasa Anggana, Indonesia

²Politeknik Parisiwata NHI Bandung, Indonesia

³Universitas Bina Sarana Informatika, Indonesia

Article Info

Article History:

Received on 17

October 2025

Approved on 29

November 2025

Published on 30

November 2025

Keywords: English for specific purposes (ESP); marketing skills; outcome-based education (OBE)

Abstract

Acquiring professional skills in the ESP class is key to a successful future career. Unfortunately, many students find difficulties in balancing the need for theoretical and practical skills, including the marketing skills for management students. OBE is trusted to provide solutions to balance the students' intake and practical activities, including marketing skills. This present research aims to shed light on the students' perceptions of OBE-based ESP courses implemented for marketing skills. A survey method was employed, involving 68 students from the management study program at one private university in Garut, West Java. The results indicated students' positive perception regarding lecturer support and interaction, active participation in learning, social and critical skills development, assessment and transparency, effectiveness of methods and clarity of learning objectives, planning and motivation for self-study, and learning facilities and resources. However, some areas need to be improved, including discussions or interaction with lecturers, student internal motivation, and accommodating facilities. It is recommended that lecturers and university management work together on these matters to boost students' potential by developing strategic instructional plans, adequate facilities, an interactive learning environment, and accommodating students' need for self-study.

[✉]Correspondence Address:

Sri Yunita

STIE Yasa Anggana

Jl. Otista No.278A, Sukagalih, Kec. Tarogong Kidul,

Kabupaten Garut, Jawa Barat 44151

E-mail: sriyunita@stievasaanggana.ac.id

p-ISSN 2252-6706 | e-ISSN 2721-4532

INTRODUCTION

In today's fiercely competitive global market, students must acquire essential 21st-century skills to thrive. The skills are vital for addressing the demands of employment, education, and business in the twenty-first century, succeeding the fourth industrial revolution (Saleem et al., 2024). They will need the skills to adapt to a rapidly evolving world, guaranteeing their capacity for continual learning and problem-solving (Kain et al., 2024). Educational institutions, accordingly, serve a crucial function to promote these competencies by offering inventive instructional approaches and real-world applications that integrate language, professional, and cognitive skills.

Within this broader educational landscape, English for Specific Purposes (ESP) serves as a foundation for enabling students to meet discipline-specific communicative demands. ESP provides the linguistic base that supports more specialized forms of language instruction (Motteram & Dawson, 2025), preparing learners to acquire profession-specific competencies through a seamless connection between general English proficiency and applied professional communication. The quality of ESP teaching directly influences students' language proficiency and communicative competence, which are essential for effective participation in academic and workplace environments (Kamil et al., 2025). By embedding ESP learning objectives, institutions can ensure that learners acquire both specialist knowledge and the communicative abilities needed for real-world professional engagement.

In management courses, marketing-related competencies form a central focus within ESP instruction. The increasing demand for marketing skills (Elmobayed et al., 2023) underscores the importance of teaching students to optimize resources, stimulate innovation, and support exploratory thinking (Ouragini & Lakhal, 2024). Key skills such as product promotion, market analysis, communication strategies, research, and project management (Champlain College Online, 2024) enable learners to analyze markets, identify target audiences, and design effective promotional strategies. These abilities enhance students' competitiveness in fast-paced business environments (Zahara et al., 2023) and ensure that they make the most strategic use of their existing resources. Because these competencies require both conceptual understanding and sustained engagement with practical, context-driven tasks, the integration of marketing skills into ESP courses is essential for preparing learners to navigate contemporary professional demands.

Given this need, it becomes increasingly important to employ teaching approaches that support students in acquiring both specialized language skills and field-specific knowledge. ESP instruction is expected to address these dual requirements by equipping students with the academic and professional language necessary to operate effectively in their target fields (Arnó-Macià et al., 2020; Basturkmen, 2025). At the same time, students in business education require practical learning opportunities to strengthen their academic readiness and occupational preparation (Omer et al., 2024). Case studies, group projects, and presentations serve as effective mechanisms for helping learners deepen their conceptual understanding while enhancing their technical language proficiency. By combining language skills with marketing knowledge, students are better positioned to unlock new opportunities and achieve their career goals.

However, students often face challenges in balancing conceptual mastery with real-world practice, which can hinder their ability to apply knowledge effectively. Many also lack confidence, struggle to find the right words, or even fail to comprehend key concepts. This situation makes learning feel less meaningful, as students may complete tasks without fully realizing the long-term benefits of the process they are undergoing. The challenge is particularly evident in ESP learning, where students are expected to integrate language skills with field-specific knowledge. Such difficulties prevent learners from gaining meaningful experience in the course and ultimately affect their achievement (Alhassan et al., 2021).

On this account, for the purpose of balancing the learning intake and practical outcomes, outcome-based education (henceforth, OBE) is considered appropriate. It was brought up by William Spady in the 1990s to shift the emphasis of formal education to what students learn rather than what they are taught, which prioritizes ends, objectives, achievements, and results (Rao, 2020). It is a performance-driven approach to curriculum design that has become a widely adopted standard in many countries, including Europe, Australia, and Southeast Asian countries like Indonesia and Malaysia (Syed et al., 2022), and is considered a promising potential in higher education pedagogy (Katawazai, 2021).

Spady (2020) declares that OBE is regarded as the most effective instructional technique for integrating curricular material with industry demands, thereby providing students with economically

based knowledge and skills and training them to be ready-to-work professionals. Aligned with this view, the higher education curriculum fits this framework (Mufanti et al., 2024). The factors of evaluation methodologies, learning goals, personal learning styles, English language proficiency, and job demands specifically serve a pivotal role in successful OBE implementation at the university level (Asim et al., 2021). In language classrooms, OBE assessment, for example, project-based assessment, has been proven to promote students' language productive skills and learning achievement (Setyowati, 2023). Within the ESP context, this alignment becomes even more crucial, as the goals of OBE highly suit ESP core learning, which is to prepare students with the language skills needed in the workforce. Thus, strengthening ESP practices within an OBE framework ensures that graduates not only meet academic expectations but also acquire the communicative competence required in real professional environments.

Several previous studies have investigated the significance of OBE in enhancing educational effectiveness, particularly in the context of English for Specific Purposes (ESP). Hamidi et al. (2024) demonstrated that OBE promotes the responsibility and participation of learners, and these have a positive impact on behavioral transformation and scholarly commitment. Another research indicated OBE implementation in enhancing students' engagement and creating changes in lesson plans and learning activities (Nguyen et al., 2024). OBE is also perceived as effective in teaching interdisciplinary skills and positively impacts students' learning outcomes (Asbari & Nurhayati, 2024) through interactive teaching (Cao et al., 2024). Not only beneficial for students, but this framework also has the potential to provide progressive mechanisms for educators to improve their teaching capacity (Shyamalapasanna et al., 2021). In the ESP setting, OBE-based ESP instruction has been verified to allow students to develop the experience and competencies required to perform responsibilities congruent with their area of expertise in the industry (Sukerti et al., 2020).

Although outcome-based education (OBE) has garnered significant interest, research remains limited regarding ESP students' experiences with OBE, particularly in terms of how it supports the development of marketing skills. Few studies have examined students' perspectives within the marketing-related context. This study aims to investigate ESP students' views on OBE in marketing skills, using a survey method to systematically collect and analyze their responses. Accordingly, the research question is formulated as follows: How do ESP students perceive the significance of OBE in enhancing their marketing skills and language proficiency?

By exploring students' perceptions, this research seeks to contribute to the existing body of knowledge on OBE in ESP, providing insights that can inform curriculum design and instructional practices. The findings of this study are expected to shed light on the potential benefits and challenges of OBE implementation in ESP courses, particularly in the context of management studies.

METHODS

The present study employed a survey design in reference to Gideon (2012) to investigate students' perception of OBE implementation in their ESP courses. The design was chosen because it allows systematic collection of data from a larger group of students using structured instruments, providing measurable insights into their experiences, attitudes, and perceptions. In this context, the design helps shed light on how students interpret and experience OBE-related educational marketing practices.

A total of 69 university students majoring in the management study program from a private university in Garut, West Java, were chosen as the respondents of this study. The following criteria of selection were applied: a) they have joined the product-promotion project as a part of OBE in their ESP courses, and b) they actively participated during the OBE implementation.

Close-ended questionnaires were distributed to students who agreed to participate. The questionnaire was adapted from Nguyen et al. (2024) and Thuy (2022), whose studies focused on examining students' perceptions of OBE implementation with emphasis on implementing activities, teaching activities, and supporting learning environments. In this study, the questionnaire was structured into 19 items covering seven blueprint categories (Table 1). Although no formal validation (e.g., expert review or pilot testing) was conducted, the questionnaire was adapted from instruments that have been used in prior peer-reviewed studies to ensure its content was relevant and aligned with the research objectives. The adaptation involved minor adjustments in wording to fit the context of ESP courses in a management study program. This approach provides a reasonable level of content credibility while acknowledging the limitations regarding formal validation.

Table 1. The questionnaire blueprints

Blueprints	Number of questions
Lecturer support and interaction	3
Active participation in learning	4
Social and critical skill development	1
Assessment and transparency	3
Effectiveness of methods and clarity of learning objectives	4
Planning and motivation for self-study	1
Learning facilities and resources	3

The data collected from the closed-ended questionnaires were analyzed quantitatively using descriptive statistics to summarize students' perceptions of OBE implementation in their ESP courses. First, all responses were coded numerically according to the Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to facilitate calculation. Next, frequencies and percentages were calculated for each questionnaire item to determine the proportion of students selecting each response option. The items were then aggregated according to the seven blueprint categories, lecturer support and interaction, active participation in learning, social and critical skill development, assessment and transparency, effectiveness of methods and clarity of learning objectives, planning and motivation for self-study, and learning facilities and resources, to provide a clear summary of students' perceptions across different aspects of the OBE-based ESP course. The results are presented in tables to illustrate patterns and trends in student responses, to offer a straightforward and objective depiction of their experiences and views.

FINDINGS AND DISCUSSION

As the present study solely focuses on one research question about student perceptions, the findings are directly segmented into the seven themes mentioned in advance.

Lecturer support and interaction

Table 2. Lecturer support and interaction

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Help and advice from lecturers	0 (0.0%)	0 (0.0%)	5 (7.2%)	34 (49.3%)	30 (43.5%)
13	Discussions with lecturers	1 (1.4%)	1 (1.4%)	31 (44.9%)	26 (37.7%)	10 (14.5%)
19	Guidance and support	0 (0.0%)	0 (0.0%)	4 (5.8%)	32 (46.4%)	33 (47.8%)

Most students reported receiving strong support from their teachers. A sizable majority, 92.8% (49.3% agree and 43.5% strongly agree), thought that they received good advice from lecturers, while 94.2% (46.4% agree and 47.8% strongly agree) reported receiving direction and support. However, interactions with professors elicited a more mixed response, with 52.2% (37.7% agreeing and 14.5% strongly agreeing) of students reporting beneficial discussions, 44.9% neutral, and 2.8% disagreeing. It illustrates that, while students typically feel supported by lecturers, there may be ways to improve discussion-based interactions so that they are more meaningful and engaging for students.

The above results are in harmony with OBE's emphasis that student-lecturer interaction is the primary importance. When lecturers can interact intensively during learning with their students, students' engagement will be stimulated (Cents-Boonstra et al., 2021), which in the end will assist students in attaining learning objectives effectively. Two roles are played by lecturers: as facilitators and instructors. Lecturers must be available and open listeners. The latest study by Apaydın et al. (2025) conducted a study which showed that in OBE frameworks, empathy and the presence of the instructor play a critical role. Students learn better when the lecturer is warm, takes an interest, and is authentically there. Also, Raikhanova and Bakić-Mirić (2023) say that in outcomes-based learning, result-based objectives and teaching strategies need to mesh, for example, in motivational and achievement case-based learning. In a performance-based learning model, the proprietary

learning framework in OBE, a regular dialogue framework that the instructor and students engage in, which includes regular check-ups, the students often might not be aware of the learning goals. In blended learning, structured communication like providing asynchronous feedback as well as progress updates, improves student confidence and activity directly.

The above findings also underscore the need for lecturers to implement approaches that promote more meaningful and frequent encounters with students, such as regular dialogue and feedback. To do this, lecturers should focus on building a friendly and inclusive learning atmosphere that promotes active involvement and open communication. On top of that, incorporating teaching tactics with learning objectives is the key (Barthakur et al., 2022), especially in OBE, and periodic monitoring allows lecturers to customize their support to students' varying needs. However, lecturers must maintain a balance between supporting students and fostering autonomy and active engagement, since it might impact learning motivation (Sun, 2024). By implementing these tactics, lecturers can foster a more engaging and efficient learning environment conducive to student achievement.

Active participation in learning

Table 3. Active participation in learning

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2	Joining presentations, discussions, and make content	0 (0.0%)	1 (1.4%)	10 (14.5%)	31 (44.9%)	27 (39.1%)
3	Given a chance to improve grades	0 (0.0%)	0 (0.0%)	6 (8.7%)	30 (43.5%)	33 (47.8%)
11	Group work and reading materials	0 (0.0%)	0 (0.0%)	17 (24.6%)	30 (43.5%)	22 (31.9%)
12	Extra activities beyond assignments	0 (0.0%)	2 (2.9%)	22 (31.9%)	27 (39.1%)	18 (26.1%)

A large number of students reported having an enjoyable experience with the learning activities. A large number of students, 83.9% (44.9% agree and 39.1% strongly agree), claimed they actively participate in presentations, discussions, and content production. It implies that the learning environment promotes student involvement and participation. The majority of students, 91.3% (43.5% agree and 47.8% strongly agree), said they were provided the opportunity to improve their grades. It also reveals that the instructor provides students with opportunities to improve their performance, which can be motivating and beneficial to student learning. In the case of group activities and reading materials, 75.4% of students (43.5% agree and 31.9% strongly agree) said they are valuable. Yet, the comparatively low number of students who strongly agreed with this statement signals that some students may not find these activities as beneficial or engaging. Regarding extracurricular activities beyond schoolwork, 65.2% of students (39.1% agree and 26.1% strongly agree) said they were beneficial. While this is certainly a good answer, the number of students strongly agreeing with this statement is lower than for the other questions, implying that there may be alternative ways for strengthening the value of these activities.

This finding is supported by the literature on OBE. It was reported that OBE facilitates students to gain the necessary skills by actively engaging with the skills that they need to develop, which is, anyway, helpful in the growth of critical thinking, problem-solving, communication, and collaboration skills (Asbari & Nurhayati, 2024). Hamidi et al. (2024) further assert that OBE heavily focuses on learning that is done through practice, revision of what has been understood, and gradual improvement of performance. The approach makes it possible for learners to have a greater amount of involvement; hence, they find it easier to accomplish their learning tasks. Students also get the opportunity to revise and develop, and thus, they become more enthusiastic about improving their performance. Social engagements like group tasks and extracurricular programs also offer the children the space to practice cooperative skills. It is, indeed, the student-centered philosophy of OBE that has not only made academic growth possible but also has helped the children to be good human beings through the development of their interpersonal skills.

The study revealed that students became highly engaged and motivated in the classroom, confirmed by their active participation in discussions, group projects, and presentations. By focusing on particular learning outcomes, OBE empowers students to participate actively in their learning process; it allows them to acquire critical thinking, problem-solving, and collaborative abilities. As discovered by Ali (2024), OBE has the potential to improve learning. Another crucial thing is social engagement, featuring group projects and extracurricular involvement that allows students to practice cooperative abilities while also enhancing their interpersonal skills and capacity to work effectively in teams. Social skills are truly supportive of students' academic development (Elliott et al., 2024). Therefore, incorporating OBE into ESP classrooms not only fosters academic success but also assists students in becoming competent individuals equipped with critical life skills.

Social and critical skills development

Table 4. Social and critical thinking skills

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	Learning cooperation, speaking, and critical thinking	0 (0.0%)	0 (0.0%)	14 (20.3%)	29 (42.0%)	26 (37.7%)

The majority of students expressed satisfaction with learning activities that emphasized teamwork, speaking, and critical thinking. The vast majority of students, 79.7% (42.0% agree and 37.7% strongly agree), believe that these activities are useful, with 20.3% remaining neutral. The high level of agreement indicates that these activities are helpful in fostering student learning and engagement, while there may be ways to improve the experience for neutral students.

These findings are consistent with the principles of OBE to foster the development of both academics and life skills. Jintalan (2025) demonstrated that OBE fosters social learning and higher-level thinking. When students work together and reflect on their learning, they learn to be independent and reflective. And this is good practice for when they are met with actual adversity beyond the classroom. The findings suggest that this is already at work in learning. In line with this, Apaydin et al. (2025) found that group work could be a major driving factor for higher-order thinking skills development if it includes a critical discussion and peer feedback. Moreover, the findings of this study suggest that implementing reflective inquiry allows students to improve their reasoning skills and to learn how to express their opinions effectively. In addition, the skills acquired through this process, like problem-solving and consensus-building, are those that are at the core of the learning objectives targeted within the ESP framework.

The development of soft skills such as teamwork, communication, and critical thinking is a substantial component of OBE. To strengthen these skills more significantly, teachers should include more project-based learning activities that excite students to collaborate and think critically. When collaborating, peer involvement, including in assessment (Zhan et al., 2023) and a critical discussion in group work (Zhang et al., 2024) are powerful means to help nurture higher-order thinking skills. The process of questioning and answering in a group can help students improve their reasoning skills and articulate their viewpoints effectively. Educators can better prepare students for career success by stressing the development of these abilities. Furthermore, the findings of this study argue for the value of adding real-world applications and scenarios into the learning process. It is intended to present relevant, practical, and connected to the real issues of this world (O'Neill & Short, 2025) so that learning becomes more engaging and attaches to their environment.

Assessment and transparency

Table 5. Assessment and transparency

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5	Fair and proper assessment	0 (0.0%)	0 (0.0%)	9 (13.0%)	28 (40.6%)	32 (46.4%)
9	Clear explanation of task rules	0 (0.0%)	0 (0.0%)	7 (10.1%)	28 (40.6%)	34 (49.3%)
10	Transparent grading	0 (0.0%)	0 (0.0%)	4 (5.8%)	29 (42.0%)	36 (52.2%)

A large percentage of students expressed contentment with the assessment and evaluation processes. A significant percentage of students, 87.0% (40.6% agree and 46.4% strongly agree), agreed that the assessments were fair and proper, with 13.0% remaining neutral. Similarly, 90.0% of students (40.6% agree and 49.3% strongly agree) believed that assignment guidelines were laid out clearly, while 94.2% (42.0% agree and 52.2% strongly agree) said scoring was objective. These high levels of agreement reflect that the instructor was successful in building a fair, clear, and transparent assessment method, which can help to foster student trust and confidence.

In light of the findings, a comprehensive assessment is one aspect that has been recently pinpointed by Poolkrajang and Papanai (2024) and helped students really understand which direction they should be moving. Due to the fact that after OBE, students become goal-oriented, they hence require a clear understanding of the goals and the procedure that they have to follow, in order to be able to accomplish the goals. Communicating clearly about the assessment gives confidence to students and makes them even more responsible for their learning progress. Such a positive and warm atmosphere is definitely a very important base for their success.

The findings mentioned above are supported by Raikhanova and Bakić-Mirić (2023), who pointed out that outcomes-based learning becomes more effective when objectives and teaching methods are coordinated, such as through the application of case-based learning which has been proven to be an effective way of increasing student motivation and performance. Besides these facts, they also stressed that explicit assessment rubrics, task modeling, and formative feedback cycles are important components of assessment strategies that are in line with OBE principles. Through this method, learners not only improve their performance but also are given more freedom and can be more confident. The results of various studies deepen the assumption that students in this paper's research had a clearly set and purposeful framework for the assessment of their work.

The essence of clear and honest assessment processes in OBE should also be a matter of concern. To expand on the findings, lecturers should experiment with specific assessment rubrics and task modeling to provide students with a clear knowledge of expectations and objectives. As specified by Ibarra-Sáiz et al. (2021), quality of assessment determines the success of learning. In this case, an accurate and valid assessment should be applied. During the process of assessment, lecturers can help students stay on track and achieve their goals by offering regular feedback and assessment. Furthermore, clear and open assessment processes can build a sense of trust and accountability among students and lecturers. This, in turn, can improve student motivation and performance, or Fischer et al. (2024), it is claimed as a crucial determinant in learning. By emphasizing clear communication and assessment, educators can foster a supportive and effective learning environment that supports student success.

Effectiveness of methods and clarity of learning objectives

Table 6. Learning Methods and Goals

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	Methods help reach targets	0 (0.0%)	0 (0.0%)	9 (13.0%)	30 (43.5%)	30 (43.5%)
7	Task goals are clearly explained	0 (0.0%)	0 (0.0%)	6 (8.7%)	31 (44.9%)	32 (46.4%)
8	Learning targets are clearly explained	0 (0.0%)	0 (0.0%)	7 (10.1%)	30 (43.5%)	32 (46.4%)
15	Information on materials and syllabus	0 (0.0%)	0 (0.0%)	17 (24.6%)	30 (43.5%)	22 (31.9%)

More than half of students felt that the approaches utilized in the course helped them achieve their targets, with 87.0% (43.5% approving and 43.5% strongly approving), whilst 13.0% were ambivalent. The clarity of task goals and learning objectives was equally well accepted, with 91.3% (44.9% agree and 46.4% strongly agree) and 89.9% (43.5% agree and 46.4% strongly agree) of students believing that they were properly described, respectively. However, 75.4% of students said that information on materials and syllabus was effectively supplied, while 24.6% were neutral. It is apparent that the students overall believed the course techniques and communication were effective; however, there may be ways to improve the delivery of information on materials and curriculum.

Furthermore, this emphasis on clear goals and outcomes confirms the OBE premise that all teaching and learning must be made in terms of outcomes. Katawazai (2021) argued that learners who know their aims and purposes are more motivated to achieve them. What's more, clear learning goals help teachers craft more helpful learning activities. Students then learn more focused and efficiently. The findings of the texts in the course should tell us. In view of Raikhanova and Bakić-Mirić (2023), OBE gives the best results if the learning goals and the teaching methods are congruent. For instance, case-based learning is the method that has been proven to excite motivation and improve student achievement. The researchers found that when learning designs are in line with clear objectives, learners can become more motivated, and they can also acquire more effective learning strategies. Besides, clear descriptions of the syllabus, learning objectives, and the way of assessment support student satisfaction and are the motivating factor for them in the successful completion of the course.

The research results emphasize the urgent need of having explicit learning objectives and outcomes in OBE. Lecturers might prioritize ensuring that learning objectives are set in the framework of SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) (Beaulieu et al., 2024), combined with the business or marketing principles. By using this framework, lecturers can create a more focused and effective learning environment by connecting their teaching approaches with specific business learning objectives. Case-based learning, project-based learning, and other experiential learning methods can be especially beneficial. Furthermore, providing students with detailed descriptions of the curriculum, learning objectives, and assessment techniques can increase student satisfaction and motivation. By initially doing this, lecturers may help students attain their full potential and establish a sense of ownership over their learning by focusing on clear communication and alignment of learning goals and instructional techniques. Besides, lecturers will get insight from students' feedback, so they can adjust and align it with the curriculum, in this case, for example, enhancing the congruence between the current course objectives and assessment activities (Barthakur et al., 2022).

Planning and motivation for self-study

Table 7. Learning plans and motivation

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14	Semester learning plans	0 (0.0%)	1 (1.4%)	33 (47.8%)	25 (36.2%)	10 (14.5%)

The students generally shared a mixed opinion of semester learning plans. Whereas 50.7% of students said semester learning plans were effective (36.2% agreed and 14.5% strongly agreed), 47.8% were undecided, and 1.4% disagreed. It additionally indicates that, while some students find the programs beneficial, many others may not have a strong opinion or are not completely utilizing them. There may be opportunities to improve the clarity, relevance, or implementation of semester learning plans to better support student learning.

In OBE, planning acts to focus students. According to Renko et al. (2022), planning links to motivation, and learning results are improved. When students know the plan, they can better plan and stay on track. The plan must be detailed in an early and clear communication to teachers. This encourages students to learn independently. Moreover, Katawazai (2021) states that if a student is studying in courses that come with an open syllabus and is aware of their success criteria, these students tend to have a larger motivation to study and monitor their progress more regularly. It gives them a clear roadmap, in turn increasing their self-confidence and, more importantly, actually helps them feel they are in control of their learning. The implementation of checkpoints during the

semester has been shown to not just further a planning ethos but also to concentrate on, in order to anticipate potential problems and pick out the best strategy for overcoming an issue. Not only is this method more centered on making the learning process focused, but it also seeks to make students more independent and resilient, perhaps even for life beyond the classroom.

The data convey that students could benefit from more specific guidance on semester learning plans, with nearly half selecting "neutral" and indicating a lack of clarity. To address this, lecturers could provide clear and transparent plans at the beginning of each semester that outline learning objectives, milestones, and assessment criteria. Regular checkpoints and progress monitoring can also help students stay on course and gain control over their learning. By offering a clear roadmap, lecturers may help students set objectives, manage their time, and build autonomous learning skills. Furthermore, including students in the planning process can boost motivation and involvement. In the context of learning business by leveraging the use of English, lecturers will provide students with stimulation and boost their vision of business major students, and to involve group work related to future L2 use in the global economy (Sato, 2021). This technique can also assist students in developing important skills such as time management, self-regulation learning, and problem-solving, which are worthwhile far beyond the school environment.

Learning facilities and resources

Table 8. Facilities and learning resources

Question number	Statement	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16	Study places help practice	0 (0.0%)	0 (0.0%)	25 (36.2%)	33 (47.8%)	11 (15.9%)
17	Studying with friends helps learning	0 (0.0%)	0 (0.0%)	20 (29.0%)	38 (55.1%)	11 (15.9%)
18	Books/materials in the library	0 (0.0%)	3 (4.3%)	34 (49.3%)	25 (36.2%)	7 (10.1%)

The students' views on the learning facilities and resources were diverse. The majority of students, 63.7% (47.8% agree and 15.9% strongly agree), indicated that study venues helped them practice, with 36.2% retaining neutral. This shows that, while many students benefit from fields of study, others may not use them efficiently or find them very useful. In the context of collaborative learning, 71.0% of students (55.1% agree and 15.9% strongly agree) said that studying with friends helped them learn, while 29.0% consisted neutral. These findings indicate that many students appreciate the benefits of peer-to-peer learning. However, the availability and utility of books and materials in the library elicited a more divided response. Only 46.3% of students (36.2% agreed and 10.1% strongly agreed) considered the library's resources to be appropriate, with 49.3% neutral and 4.3% disagreeing. Therefore, it suggests that the library's collection and resources may need to be reviewed in order to better serve students' requirements.

Moreover, the findings demonstrate that OBE education is not limited to the classroom, which will further have a good impact on students. According to Liu et al. (2024) exposure to supportive learning environments serves as a motivator for active learning. Learning materials must also be simple for students to locate and utilize. This would include libraries, books, and areas for collaborative work. They need this kind of positive feedback in order to get better at outcome-based learning.

In line with the perspective of Swain and Pathak (2024), Bautista and López-Costa (2025) point out that modern learning environments should respond to and facilitate the dynamics of the current world. For example, such a learning environment should accommodate common areas for collaborative work, more transparency, and the implementation of digital tools that are contemporary to learning. Enter independent learning: delineation of the tools to be had, where each can be located, and how they are used by students. A suitable design environment is not only a space that facilitates collaboration and idea flow, but also activates the sense of ownership to pursue their learning, being more proactive in terms of their development as students.

The findings draw attention to the value of supportive learning settings for transforming students' educational experiences. Lecturers and the university management might prioritize the creation of new learning environments that facilitate collaboration and creativity. This will involve the creation of shared environments for group work, utilizing digital tools, and ensuring that learning resources are readily available. Institutions can stimulate a culture of collaboration, innovation, and student-centered learning by investing in their learning environments' physical and digital infrastructure. In other words, built environment academics (BEA) (Ebekozi et al., 2022) should be realized as an endeavor to address the challenge of 21st-century skills. Furthermore, regular student feedback can help identify areas for development and drive the design of learning spaces that are appropriate for their requirements. In the study of Röhl et al. (2025), feedback from students are regarded as one of the valid determinants for excellent instruction. From students' feedback, institutions can also develop well-designed learning environments.

Pedagogical implications for ESP in higher education

The overall results reflecting lower scores on various points, especially lecturer-student interaction, self-paced learning planning, and using facilities for learning, reveal that to this day, the existing environment for learning does not satisfy ideal standards for OBE, as indicated in various studies on OBE. Effective implementation of OBE needs communication between lecturers and students, feedback, and direction, which can improve engagement and understanding between students and lecturers (Apaydin et al., 2025; Raikhanova & Bakić-Mirić, 2023). Improvement in these areas will give students a better understanding of the objectives of learning and give students motivational reasons to participate more effectively in ESP for marketing-related activities.

As viewed in various studies on OBE, facilitating and designing directions and plans for better learning can improve learner motivation and control during the personal educational approach effectively (Katawazai, 2021; Renko et al., 2022). Designing environments for active education and updating facilities can also contribute to active education effectively, as proven by studies that well-designed collaborative areas and availability for well-equipped facilities can improve educational outputs effectively (Bautista & López-Costa, 2025; Liu et al., 2024). To align the nature of the course with ideal practices, identified gaps within the findings can be mitigated for more effective OBE-based ESP instruction.

CONCLUSION

This study aims to investigate students' perceptions of the OBE approach in an ESP course of the management class. The findings suggest that students generally have a positive perception of the OBE-based ESP course, particularly in terms of lecturer support and interaction, assessment transparency, and effectiveness of learning methods. The high agreement rates for lecturer support and guidance, fairness and clarity of assessments, and effectiveness of learning methods indicate that the OBE approach is well-received by students. However, the study also identified areas that require improvement. For instance, discussions with lecturers received a relatively lower agreement rate; this suggests that students may benefit from more opportunities for dialogue with their instructors. Additionally, students' planning and motivation for self-study, as well as the availability and utilization of learning facilities and resources, were areas in which the agreement rates were relatively lower.

Based on the findings of this study, several recommendations can be made to enhance the effectiveness of OBE-based ESP courses further. Firstly, lecturers should strive to create more opportunities for discussion and dialogue with students, particularly in areas where students may need additional guidance or support. Additionally, institutions are expected to guarantee that learning facilities and resources are adequate and accessible to support student learning. This covers providing students with access to relevant materials, technology, and spaces that facilitate collaboration and practice. Finally, lecturers and institutions should encourage students to develop a learning plan and provide support for self-study. This can include guiding time management, goal-setting, and self-directed learning strategies.

This study contributes to higher education by providing insights into how OBE-based ESP courses can be optimized to enhance both language and professional skills in management students. The findings underscore the importance of integrating practical, discipline-specific skills with language learning, offering guidance for curriculum design, instructional strategies, and institutional support that can benefit ESP programs across higher education.

Apart from the significant findings, this study is limited to some contexts. Firstly, the study was conducted in a single institution, which may limit the generalizability of the findings to other contexts. Secondly, the study relied on self-reported data from students, which may be subject to biases and limitations. Finally, the study focused on a specific aspect of OBE implementation, i.e, in marketing skills development, and further research may be needed to explore other areas of OBE in ESP courses.

FUNDING STATEMENT

This research does not receive any funding from any agencies or institutions.

REFERENCES

- Alhassan, A., Nauman A., A., & Ali, H. I. H. (2021). EFL students' challenges in English-medium business programmes: Perspectives from students and content teachers. *Cogent Education*, 8(1), 1888671. <https://doi.org/10.1080/2331186X.2021.1888671>
- Ali, Q. I. (2024). Towards more effective summative assessment in OBE: A new framework integrating direct measurements and technology. *Discover Education*, 3(1), 107. <https://doi.org/10.1007/s44217-024-00208-5>
- Apaydın, Z., Çağlıyan, T., & Çobanoğlu, E. O. (2025). A phenomenological study of preservice teachers' epistemological levels. *International E-Journal of Educational Studies*, 9(9), 23–37. <https://doi.org/10.31458/iejes.1577607>
- Arnó-Macià, E., Aguilar-Pérez, M., & Tatzl, D. (2020). Engineering students' perceptions of the role of ESP courses in internationalized universities. *English for Specific Purposes*, 58(April), 58–74. <https://doi.org/10.1016/j.esp.2019.12.001>
- Asbari, M., & Nurhayati, W. (2024). Outcomes-based education in Indonesian higher education: Empowering students' learning competencies. *International Journal of Social and Management Studies*, 5(5), 1–6. <https://www.ijosmas.org/>
- Asim, H. M., Vaz, A., Ahmed, A., & Sadiq, S. (2021). A review on outcome based education and factors that impact student learning outcomes in tertiary education system. *International Education Studies*, 14(2), 1–11. <https://doi.org/10.5539/ies.v14n2p1>
- Barthakur, A., Joksimovic, S., Kovanovic, V., Richey, M., & Pardo, A. (2022). Aligning objectives with assessment in online courses: Integrating learning analytics and measurement theory. *Computers & Education*, 190(December), 104603. <https://doi.org/10.1016/j.compedu.2022.104603>
- Basturkmen, H. (2025). Learning a specialized register: An English for Specific Purposes research agenda. *Language Teaching*, 58(1), 57–68. <https://doi.org/DOI:10.1017/S0261444823000472>
- Bautista, G., & López-Costa, M. (2025). Smart learning spaces considering the integration of the pedagogical, environmental and digital dimensions: A systematic review. *Learning Environments Research*. <https://doi.org/10.1007/s10984-025-09551-2>
- Beaulieu, M., Normand, M. P., & Miltenberger, R. G. (2024). Using behavioral skills training to teach goal setting for health behaviors. *Behavioral Interventions*, 39(4), e2041. <https://doi.org/10.1002/bin.2041>
- Cao, Y., Lai, J., Liu, Y., & Yao, D. (2024). Implementation of outcome-based education in the accounting program for undergraduate engineering students. *Creative Education*, 15(06), 1195–1209. <https://doi.org/10.4236/ce.2024.156072>
- Cents-Boonstra, M., Lichtwarck-Aschoff, A., Denessen, E., Aelterman, N., & Haerens, L. (2021). Fostering student engagement with motivating teaching: An observation study of teacher and student behaviours. *Research Papers in Education*, 36(6), 754–779. <https://doi.org/10.1080/02671522.2020.1767184>
- Champlain College Online. (2024). What marketing skills do you need in 2025? December 17, 2024. <https://online.champlain.edu/blog/what-skills-do-you-need-for-marketing>
- Ebekozien, A., Aigbavboa, C., & Aliu, J. (2022). Built environment academics for 21st-century world of teaching: Stakeholders' perspective. *International Journal of Building Pathology and Adaptation*, 41(6), 119–138. <https://doi.org/10.1108/IJBPA-04-2022-0062>
- Elliott, S. N., Anthony, C. J., & Murthy, H. (2024). Teaching social skills that enable learning and healthy relationships of high achieving students. *Gifted Education International*, 41(1), 32–56. <https://doi.org/10.1177/02614294241300908>

- Elmobayed, M. G., Al-Hattami, H. M., Al-Hakimi, M. A., Mraish, W. S., & Al-Adwan, A. S. (2023). Effect of marketing literacy on the success of entrepreneurial projects. *Arab Gulf Journal of Scientific Research*, 42(4), 1590–1608. <https://doi.org/10.1108/AGJSR-06-2023-0266>
- Fischer, J., Bearman, M., Boud, D., & Tai, J. (2024). How does assessment drive learning? A focus on students' development of evaluative judgement. *Assessment & Evaluation in Higher Education*, 49(2), 233–245. <https://doi.org/10.1080/02602938.2023.2206986>
- Gideon, L. (2012). *Handbook of survey methodology for the social sciences*.
- Hamidi, H., Hejran, A. B., Sarwari, A., & Edigeevna, S. G. (2024). The effect of outcome based education on behavior of students. *European Journal of Theoretical and Applied Sciences*, 2(2), 764–773. [https://doi.org/10.59324/ejtas.2024.2\(2\).68](https://doi.org/10.59324/ejtas.2024.2(2).68)
- Ibarra-Sáiz, M. S., Rodríguez-Gómez, G., & Boud, D. (2021). The quality of assessment tasks as a determinant of learning. *Assessment & Evaluation in Higher Education*, 46(6), 943–955. <https://doi.org/10.1080/02602938.2020.1828268>
- Jintalan, J. (2025). Sustainability education and critical thinking in outcomes-based teaching and learning. *International Journal of Curriculum and Instruction*, 17(2), 453–485.
- Kain, C., Koschmieder, C., Matischek-Jauk, M., & Bergner, S. (2024). Mapping the landscape: A scoping review of 21st century skills literature in secondary education. *Teaching and Teacher Education*, 151(December), 104739. <https://doi.org/10.1016/j.tate.2024.104739>
- Kamil, M. A., Husain, S. S. S., & Kadir, Z. A. (2025). Professional communication for employability: A qualitative study of graduate and employer insights. *Business and Professional Communication Quarterly*, 23294906251358388. <https://doi.org/10.1177/23294906251358387>
- Katawazai, R. (2021). Implementing outcome-based education and student-centered learning in Afghan public universities: The current practices and challenges. *Heliyon*, 7(5), e07076. <https://doi.org/10.1016/j.heliyon.2021.e07076>
- Liu, J., Liu, L., Yuan, J., Li, L., Zhou, D., & Cui, S. (2024). An outcome-based innovative education model of production-learning collaboration. 2024 IEEE 13th International Conference on Engineering Education (ICEED), 1–5. <https://doi.org/10.1109/ICEED62316.2024.10923789>
- Motteram, G., & Dawson, S. (2025). What's changed in English Language Teaching? A review of change in the teaching and learning of English and in teacher education and development from 2014-2024 British Council. <https://doi.org/10.57884/FPE8-5130>
- Mufanti, R., Carter, D., & England, N. (2024). Outcomes-based education in Indonesian higher education: Reporting on the understanding, challenges, and support available to teachers. *Social Sciences & Humanities Open*, 9, 100873. <https://doi.org/10.1016/j.ssaho.2024.100873>
- Nguyen, C. H., Nong, H. H. T., Saynavong, N., & Nguyen, S. T. (2024). Implementing outcome-based education in higher education programs: A multiple case study in Vietnam and Laos. *Vietnam Journal of Education*, 8(2), 112–120. <https://doi.org/10.52296/vje.2024.385>
- O'Neill, G., & Short, A. (2025). Relevant, practical and connected to the real world: What higher education students say engages them in the curriculum. *Irish Educational Studies*, 44(1), 23–40. <https://doi.org/10.1080/03323315.2023.2221663>
- Omer, W. K. H., Mohamed, A. M., & Al-Khresheh, M. H. (2024). The integration of English language skills in business education: Insights from Accounting in the Saudi context. *Journal of Teaching in International Business*, 35(3–4), 130–158. <https://doi.org/10.1080/08975930.2025.2452529>
- Ouragini, I., & Lakhali, L. (2024). The effect of entrepreneurial marketing education on the determinants of students' entrepreneurial intention. *The International Journal of Management Education*, 22(1), 100903. <https://doi.org/10.1016/j.ijme.2023.100903>
- Poolkrajang, A., & Papanai, R. (2024). Reflective thinking on enhancing student competencies in learning management through outcome-based learning according to constructive alignment. *International Journal of Engineering Pedagogy*, 14(6), 4–22. <https://doi.org/10.3991/ijep.v14i6.48409>
- Raikhanova, D., & Bakić-Mirić, N. (2023). Developing an outcome-based learning curriculum in ESP. *Journal of Teaching English for Specific and Academic Purposes*, 11(2), 567–579. <https://doi.org/10.22190/JTESAP230728041R>

- Rao, N. J. (2020). Outcome-based education: An outline. *Higher Education for the Future*, 7(1), 5–21. <https://doi.org/10.1177/2347631119886418>
- Renko, E., Kostamo, K., & Hankonen, N. (2022). Uptake of planning as a self-regulation strategy: Adolescents' reasons for (not) planning physical activity in an intervention trial. *British Journal of Health Psychology*, 27(4), 1209–1225. <https://doi.org/10.1111/bjhp.12595>
- Röhl, S., Bijlsma, H., & Schwichow, M. (2025). Can feedback from students to teachers improve different dimensions of teaching quality in primary and secondary education? A hierarchical meta-analysis. *Educational Assessment, Evaluation and Accountability*, 37(1), 35–71. <https://doi.org/10.1007/s11092-024-09450-9>
- Saleem, S., Dhuey, E., White, L., & Perlman, M. (2024). Understanding 21st century skills needed in response to industry 4.0: Exploring scholarly insights using bibliometric analysis. *Telematics and Informatics Reports*, 13(March), 100124. <https://doi.org/https://doi.org/10.1016/j.teler.2024.100124>
- Sato, M. (2021). Generating a roadmap for possible selves via a vision intervention: Alignment of second language motivation and classroom behavior. *TESOL Quarterly*, 55(2), 427–457. <https://doi.org/10.1002/tesq.611>
- Setyowati, Y. (2023). Examining Outcome-Based Education (OBE) in writing class: Project-based assessment analysis. *Scope: Journal of English Language Teaching*, 8(1), 267–273. <https://doi.org/10.30998/scope.v8i1.18113>
- Shyamalaprasanna, A., Velnath, R., Pousia, S., & GuruVimal Kumar, M. (2021). Survey of an effective outcome based teaching learning taxonomy in professional undergraduate courses. *IOP Conference Series: Materials Science and Engineering*, 1084(1), 012098. <https://doi.org/10.1088/1757-899x/1084/1/012098>
- Spady, W. (2020). Outcome-based education's empowering essence: Elevating learning for an awakening world. *Mason Works Press*.
- Sukerti, G. N. A., Yuliantini, N. N., & Susana, K. Y. (2020). Developing an outcome-based ESP course with blended-learning method for computer students in higher vocational education. *ISoLEC 2020 Proceedings: New Ideas and Trends in Language, Education, and Culture*, 14–19.
- Sun, X. (2024). How the level of student research autonomy in higher education affects learning efficiency by shaping motivation: A case of instructional disconformity. *Learning and Motivation*, 87(August), 102016. <https://doi.org/10.1016/j.lmot.2024.102016>
- Swain, B. K., & Pathak, R. K. (2024). Benefits and challenges of using OER in higher education: A pragmatic review. *Discover Education*, 3(1), 81. <https://doi.org/10.1007/s44217-024-00142-6>
- Syed, M. M. M., Shihavuddin, A. S. M., Uddin, M. F., Hasan, M., & Khan, R. H. (2022). Outcome based education (OBE): Defining the process and practice for engineering education. *IEEE Access*, 10(September), 119170–119192. <https://doi.org/10.1109/ACCESS.2022.3219477>
- Thuy, C. T. C. (2022). Students' perceptions of outcome-based learning activities: A case study of university of social sciences and humanities, Vietnam National University Ho Chi Minh City. *European Journal of Education and Pedagogy*, 3(3), 69–73. <https://doi.org/10.24018/ejedu.2022.3.3.293>
- Zahara, Z., Ikhsan, Santi, I. N., & Farid. (2023). Entrepreneurial marketing and marketing performance through digital marketing capabilities of SMEs in post-pandemic recovery. *Cogent Business & Management*, 10(2), 2204592. <https://doi.org/10.1080/23311975.2023.2204592>
- Zhan, Y., Yan, Z., Wan, Z. H., Wang, X., Zeng, Y., Yang, M., & Yang, L. (2023). Effects of online peer assessment on higher-order thinking: A meta-analysis. *British Journal of Educational Technology*, 54(4), 817–835. <https://doi.org/10.1111/bjet.13310>
- Zhang, Z., Zhang, E., Liu, H., & Han, S. (2024). Examining the association between discussion strategies and learners' critical thinking in asynchronous online discussion. *Thinking Skills and Creativity*, 53(September), 101588. <https://doi.org/10.1016/j.tsc.2024.101588>