Tuijin Jishu/Journal of Propulsion Technology
ISSN: 1001-4055
Vol. 45 No. 1 (2024)

Internal Validation of Developing Outcome Based Education Assessment Instrument Based on Case Method and Team Based Project

Yusnadi[1]*, Nani Barorah Nasution[1], Muhammad Takwin Machmud[1], Nina Afria Damayanti[1], Zuwati Hasim[2], Fatiha Binti Senom[2]

[1]Faculty of Education, Universitas Negeri Medan, Indonesia
[2]Faculty of Education, University of Malaya, Malaysia
*Corresponding author

Abstract

Society believes that the education environment is the responsibility of schools which is completely incorrect. It must be emphasized that schools, parents, and Communities have responsibility in providing an educational environment for our youth generation. This study discovered the model Strengthening Family, Schools, and Communities Partnership Based on *Tri Sentra Pendidikan* to Support the Learning Process in Remote Area. The subjects of study include elementary students, parents, local communities, teachers, which are selected by using purposive sampling. The study is qualitative research that implements a triangulation approach to validate the data sources. The data were collected using an unstructured interview and observation instrument that is constructed to identify and assess the behavioral change of student, parents, teachers, and Communities. The model was developed by considering each stakeholder function in promoting and providing educational activity. The implementation of model development shows a massive impact towards the parents, teachers, and community attitude and awareness towards educational activity. The result of model implementation shows a significant change in stakeholder partnership and overcome the educational problems that arise in remote areas. Moreover, The pupils show an improvement on their learning achievement and attitude In conclusion, the model has potentially overcome educational problems and improved educational quality. Moreover, the model could create new social interaction between each stakeholder.

Keyword: Tri-sentra pendidikan, Partnership Model, Family, Schools, Communities, Remote Area.

INTRODUCTION

. n higher learning institutions, it is currently considered that the outcome-based education curriculum is appropriate to be adopted (Asim, et.al, 2021; Tenedero and Pacadaljen, 2021; Sun & Lee, 2020; Mercado and Lagto, 2018; Yusof, et.al, 2017). Many universities in Indonesia and Southeast Asia are implementing this outcome-based curriculum. The outcome based curriculum is perceived to be a clear guideline on formulating the graduate profiles (Muazzaz & Vengadeshwaran, 2021; Prihantoro, 2020; Gunarathne, Senaratne, & Senanayake, 2019). In addition, the outcome-based curriculum is also considered as relevant to support students in developing 4C skills consisted of critical thinking, creative thinking, communication, and collaboration, which are needed in this era of technology disruption and scientific development (Christy and Sindhu, 2022; Asman, Kumaro, and Barliana, 2021; Priyatni & As'ari, 2019). In order to make the implementation of the OBE curriculum successful, it must be supported by qualified human resources who understand how to design learning using the principles of outcome based education itself (Spady, 1994). Besides teacher quality, learning models and evaluation processes have an important role in assessing the effectiveness and implementation of the OBE curriculum in each higher education institution (Rajaee et.al, 2013).

Assessment is known as an important aspect in the evaluation process that has played a role in obtaining information about the cognitive (knowledge), affective (attitude), and psychomotor (skills) domains achieved by students during the learning process (William, 2011). According to Han (2021), the assessment process cannot be separated from data collection activities and the interpretation of student abilities which are supposedly carried out by the teacher. This argument is in line with Macayan (2017), which states that assessment is used to reduce how many learning indicators in a course have been achieved by the learners. Therefore, it can be concluded that the assessment is an activity carried out to see the extent of student development and achievement during the learning process. Furthermore, an assessment instrument is needed that is in accordance with the objectives of the applied OBE curriculum. Nevertheless, it seems rare to find research that focuses on the development of an OBE curriculum assessment model that is integrated with the used learning model at universities. The learning models that are widely applied in the OBE curriculum by universities in Indonesia are the case method and team-based projects. The case method is a problem-based learning model that encourages students to be able to formulate solutions to problems given in the learning process (Afrizal, Febrianto, and Anwar, 2022; Schroter & Rober, 2021). Meanwhile, a team-based project is a group learning model that encourages students to create a product as a solution to real societal problems (Umar & Ko, 2021; Vance, 2021). In the case method process, it is expected that students will be able to design appropriate solutions for problems found during field observations. From this model, the attitudes that are expected to emerge are criticality, curiosity, communication, and problem solving. Meanwhile, team-based projects encourage students to be able to create a product that can actualize solutions that have been completed previously. Based on the regulation of the Chancellor of Medan State University No. 4 of 2022, Article 14, each model used in the OBE curriculum must be integrated with six types of KKNI tasks. These six tasks consist of routine assignments, critical book reviews, critical journal reviews, mini-research, idea engineering, and projects. Therefore, this study aims to develop a case-based assessment instrument method and a project-based assessment team that are feasible, practical, and effective for use in the OBE curriculum. The case assessment method itself consists of four main tasks, namely routine assignments, critical book reviews, critical journal reviews, and engineered ideas. While the team based project assessment consists of routine assignments, critical book reviews, critical journal reviews, idea engineering, and mini research.

There are several main reasons for developing an assessment instrument for OBE curriculum based on the Case Method and Team Based Project, including material factors. The material factor becoming the most prominent issues to developed this instrument because there is no specifics case method & team based project assessment instrument. Moreover, the environmental factors are the other factors that influence the development of this assessment instrument because the application of the assessment model to the OBE-based curriculum is still new in the UNIMED environment and there is no specific guideline to use the assessment instrument and rubrics. Based on the condition analysis carried out, an idea is needed that is able to bridge the current conditions by carrying out "Internal Validation of Developing Outcome Based Education Assessment Instrument based on Case Method and Team Based Project".

METHODOLOGY

This study is using a research and development approach. The purpose of the study is to develop the assessment model based on case method and team based project. The assessment model was developed to fulfill the Universitas Negeri Medan vision in implementing Outcome Based Education as a fundamental Curriculum. The Assessment model that researcher develop is including the assessment instrument and rubrics. In order to develop the assessment model for Outcome Based Education, the research were adopted the model development proposed by Richey & Klein (2007). The model consist of three main phases in which this study only apply two main phases, that is: (1) Phase 1: Model Development. In this stage, the researcher focuses on the process theoretical analysis and synthesizes. The outcome of this theoretical analysis is the design framework, which contains various theories that support in the development of the assessment model (assessment instrument and rubrics). The theoretical synthesizes and analysis of developing assessment models (assessment instrument and rubrics) is based on the following themes, including: (a) Outcome Based Education (OBE), (b) Case Method and Team Based Project, (c) The "*6 Tugas KKNI*", and (d) assessment models; (2) Phase 2: Model Validation. The model validation stage focuses on product development and product validation test. In this stage, the researcher applied the previous design framework that synthesizes the theories for the developing the assessment model (assessment instrument

and rubrics). Assessment instruments and rubrics will be prepared based on Case method and Team Based Project. The Case Study assessment instrument and rubrics are used to assess student activities in several tasks including the regular task, critical book reports, critical journal report, and ideation, while the assessment instrument and rubrics of team based projects are used to assess student activities in several tasks including regular task, critical book reports, critical journal report, ideation, mini research, and project. The internal validation were involved an expert validator to assess the content, structure, and the use of language of assessment instrument and rubrics. The expert validators were selected based on their qualification in educational assessment and curriculum development.

FINDINGS

Theoretical Framework Synthesizes

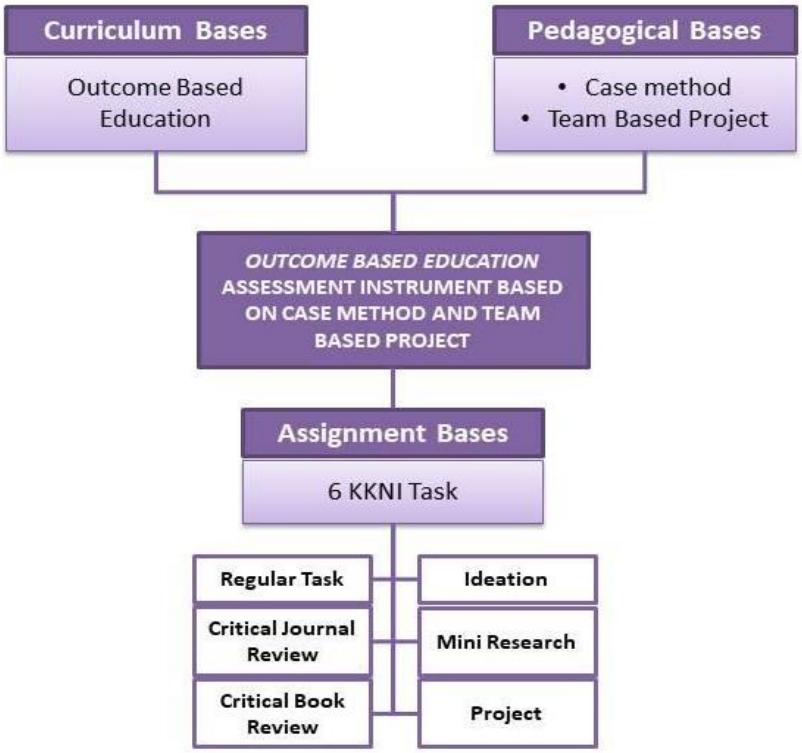
The theoretical framework of Outcome Based Education assessment model based on case method and team based project are constructed based on several important bases, that is Curriculum bases, Pedagogical bases, and Assignment bases. The curriculum base is referring to the curriculum used in providing learning activities in educational institutions. The curriculum adopted in this study is Outcome Based Education (OBE). The Outcome-Based Education (OBE) is an educational approach that focuses on defining specific learning outcomes or competencies that students are expected to achieve by the end of a learning experience, such as a course, program, or educational level. Instead of simply emphasizing the content that needs to be covered, OBE places a strong emphasis on what students should be able to do, understand, or demonstrate as a result of their education. According to Spady (1994) Outcome Based Education main key purposes is ensuring that all students are equipped with the knowledge, competence, and qualities needed to be successful after they exit the educational system.

There are several key principle of outcome based education including: (1) *Clarity of Learning Outcomes:* Learning outcomes are clearly defined, observable, measurable, and specific statements that describe what students are expected to know, understand, or be able to do; (2) *Alignment:* The curriculum, teaching methods, assessment strategies, and learning materials are aligned with the intended learning outcomes. Everything in the educational process is designed to support the achievement of these outcomes; (3) *Student-Centered Approach:* OBE shifts the focus from teaching to learning. It places the learner at the center and aims to cater to their needs, abilities, and interests. The emphasis is on ensuring that students are actively engaged in the learning process; (4) *Assessment of Learning Outcomes:* Assessment methods are designed to measure whether students have achieved the intended learning outcomes. These assessments can be formative (continuous feedback to improve learning) or summative (final evaluation of learning); (5) *Continuous Improvement:* OBE encourages ongoing assessment and data collection to improve teaching and learning processes. If the desired outcomes are not being achieved, the curriculum and teaching methods can be adjusted accordingly; (6) *Transparency:* Both students and instructors are aware of the learning outcomes from the beginning. This transparency helps students understand what is expected of them and allows instructors to guide their teaching effectively; (7) *Real-World Application:* OBE often emphasizes practical skills and the application of knowledge in real-world situations. This can enhance students' ability to transfer their learning to practical scenarios; (8) *Flexibility:* OBE can accommodate different learning styles and paces. Students can progress at their own rates while still meeting the required learning outcomes; (9) *Quality Assurance:* OBE promotes quality education by ensuring that students are achieving the desired outcomes. It provides a framework for evaluating the effectiveness of the educational process. The previous principle were simplify by Spady (1994) who generally introduce the outcome based education. He mentioned that the principle of Outcome based education is consist of: (1) Clarity of focus on culminating exit outcomes of significance; (2) Expanded opportunity and support for learning success; (3) High expectation for all to succeed; (4) design down from your ultimate, culminating outcome.

Supporting the OBE curriculum the pedagogical bases were present the learning model that researcher used to support the process of curriculum application in learning process. As the OBE demand on conducting active learning for students the most appropriate learning model to implement for OBE is Case Method and Team Project Based. The case method is a teaching and learning approach that is commonly used to involve students in conducting studying and analyzing real-life scenarios or "cases" to gain a deeper understanding of a particular

subject or problem. The cases typically present a specific situation, challenge, or decision-making dilemma that individuals or groups need to address. Learning through the case method is also believes in involving a structured approach that encourages active engagement, critical thinking, and problem-solving skills. Assessment of the case method should be comprehensive and consider both qualitative and quantitative measures. This could involve observing classroom dynamics, reviewing student work, soliciting feedback from students, and analyzing learning outcomes. Regular review and refinement of the teaching approach based on assessment results can help ensure continuous improvement in the effectiveness of the case method. The other pedagogical bases as learning model that emphasized in OBE implementation is Team Project Based. A team-based project involves a group of individuals working collaboratively to achieve a common goal or complete a specific task. Team projects are commonly used in educational settings, professional environments, and various industries to promote collaboration, communication, problem-solving, and the sharing of diverse perspectives. Team-based projects offer a valuable opportunity to develop teamwork skills, learn from others, and produce outcomes that are often richer and more innovative than individual efforts. Assessing a team-based project involves evaluating various aspects of the project's planning, execution, teamwork, and outcomes. A comprehensive assessment provides insights into the strengths and areas for improvement in the team's collaboration and project management.

The Assignment base is adopting 6 task of KKNI. The Indonesian National Qualifications Framework (KKNI) is regulated in the Presidential Regulation of the Republic of Indonesia Number 8 of 2012. The regulation emphasizes that the KKNI is a competency qualification framework that can juxtapose, equalize, and integrate between the fields of education and job training as well as work experience in the context of granting recognition work competence based on work sectors. The Indonesian National Qualifications Framework (KKNI) requires every study program to produce quality and productive graduates in accordance with both national and international work competency standards with learning outcomes (Barus et al. 2018). According to Barus et al (2018) the application of KKNI task at Universitas Negeri Medan was reaffirmed by the Rector Decree Number: 0149/UN.33/LL/2016. According the University Rector policy, has implemented six forms of assignments to students which are involved in the Teaching and Learning Process. The six tasks are including: (1) *Regular Task*. Regular task is the task given by the lecturer in meeting. The form can be in the form of questions that must be answered independently or in groups, observations or making a summary related to the material being taught. Regular tasks help students understand the material given by the lecturer. Regular tasks can also be used as entry conditions for carrying out five other tasks; (2) *Critical Book Report (CBR)*. CBR is typically forms of task that studying and reviewing books. Book criticism will add to students' understanding of the subject they are teaching and can provide input on the book. Book criticism is not just a report or writing about the contents of a book or books, but focuses more on our evaluation (explanation, interpretation and analysis) regarding the strengths & weaknesses of the book, what is interesting about the book, how the contents of the book can influence our way of thinking & increase our understanding of a particular field of study; (3) *Critical Journal Review (CRJ)*. CJR is typical task to review (all components of a report) scientific article critically. The focus of task is finding the strengths and weaknesses of scientific article and presenting relevant suggestions to maintain the strengths and overcome the weaknesses of the research/journal; (4) *Mini Research*. Mini research is simple research carried out by students to increase their understanding of a lecture topic. Mini research at least includes questions (hypothesis, main objective), theory, instruments, data collection, data analysis, and conclusions; (5) *Ideation*. Ideation is a derivative of a new idea or concept from an existing idea and the new idea is predicted to apply in the same or different social context. Creation and innovation from existing ideas. Ideation has potentially construct an idea or producing real project which give beneficial impact for humanity; and (6) *Projects*. Project is typical tasks which focusing on creating a product based on the learning subjects. In conclusion, the previous elements which can construct assignment model of 6 tasks KKNI which is consist of Curriculum bases, Pedagogical bases, and Assignment bases. This study was showing the design framework as shows in *Picture 1*.



Picture 1. Designing Framework of Outcome Based Education Assessment Instrument Based on Case Method and Team Based Project

Developing Assessment Instrument

This study is a Research and Development (R&D) that focuses on producing appropriate, practical, and effective assessment instruments and rubrics used by Lecturers the Faculty of Education, Universitas Negeri Medan. The research adopts the development model of Richey and Klein (2007) which consists of two main phases, that is: (1) Phase 1: Model Development; and (2) Phase 2: Model Validation.

1. Phase 1: Model Development

In accordance with the requirements analysis, the development of the assessment instrument and rubric is based on 6 KKNI tasks that are carried out using a Case Method and Team Based Project. The 6 KKNI tasks consist of: (1) assignments that teachers regularly provide to students in order to develop specific attitudes, knowledge, and abilities; (2) Critical Book Report (CBR) is an assignment that requires students to critically analyze the book's contents; (3) Critical Journal Review (CJR) is an assignment that focuses on reviewing all components and critically analyzing of scientific article. The analysis are including critical review on the research method, research findings, research strength and weaknesses research; (4) Mini research (MR) is typically simple research that consists of constructing research question, hypotheses, selecting proper methodology, constructing instruments, data collection and analysis, and conclusions; (5) Ideation is an assignment that focuses and requires students to produce creative ideas; (6) Project is an assignment that focuses on the treatment of certain models or products and practices.

The core of implementing case method and team-based project is learning experiences are gaining based on the actual situations and issues that arise on surrounds of learner environment. This learning method is adapted to the 6 KKNI tasks which is typically the generic form of the Universitas Negeri Medan assignment in developing the

independencies of students in carrying out learning process. Based on the results of an in-depth analysis of case method, team-based project, and the 6 KKNI tasks, researcher discovered there are several aspects and indicators proposed to assess 6 KKNI tasks. The aspect and indicator are shown on Table 1.

Table 1. Description of the Aspects and Assessment Indicators of 6 KKNI Tasks

No	KKNI Task	Aspect	Indicator
1	Regular Task	Cognitive *(This aspect includes comprehension and basic knowledge about a given subject's learning matter that includes conceptual and principle understanding, elaboration and problem solving skill)*	● Accuracy on determining and describing a problem ● Accuracy on concept selection and implementation on a given problem ● Accuracy on choosing principles (formulas, rules, arguments) and it applies on the given problem ● Accuracy on explaining and elaborating the procedure for problem solving ● Accuracy on providing rationale, examples, and problem solving explanation ● Accuracy on problem solving
		Skills *(This aspect refers to students' skills on communicating their ideas orally or verbally through scientific writing paper such as report, scientific article, or etc, discussions, forums, or presentation)*	● Skills on arranging content's subject report ● Skills on report presentation ● Skills on questioning ● Skills on answering questions
		Attitudes *(This aspect includes students' attitudes on connecting and communicating with lecturer, peers, and community in campus)*	Communication attitudes; Honesty; Sense of Ownership; Cooperative skills; Toughness; Caring; Discipline; Persevere; Initiative
2	Critical Book Report (CBR)	Content Analysis	● Key idea exploration ● Idea interpretation ● Argument creation
		Constructing Report (Reporting/Communicating Idea)	● Systematic writing of scientific report ● The use of proper language
3	Critical Journal	Content Analysis	● Context exploration ● Analysis of key idea ● Analysis of research findings

No	KKNI Task	Aspect	Indicator
	Report (CJR)		● Constructing argument
		Constructing Report (Reporting/Communicating Idea)	● Systematic writing of scientific report ● The use of proper language
4	Ideation	Idea Construction	● Analytical skill ● Clarity of idea ● Content organizer and present
		Idea report	● Accuracy in language selection ● Skills in citing references in accordance with the format of scientific writing ● To present the report of ideation orally
		Attitude	Communication attitudes; Honesty; Sense of Ownership; Cooperative skills; Toughness; Caring; Discipline; Persevere; Initiative
5	Mini Research	Research content	● Advancement and originality ● Develop problem formulation and research objectives ● Accuracy in selecting of data collection techniques ● Suitability of the instrument use ● Suitability of Data Analysis Techniques ● Integrating research data with relevant theory or research
		Constructing the research report	● Accuracy to select and use proper language in writing scientific reports/articles ● Skills in citing references in accordance with scientific writing formats ● Ability to orally present the result of mini research
		Attitude	Communication attitudes; Honesty; Sense of Ownership; Cooperative skills; Toughness; Caring; Discipline; Persevere; Initiative
6	Project	Project Plan	● Inquiry skills in investigating ideas *(Sub-indicator)* a) Develop project goals and present arguments that support the goals of project implementation b) Detailing the findings of the preliminary study

No	KKNI Task	Aspect	Indicator
			● Ability to think creatively in problem solving (fluency, flexibility, elaboration, and novelty of solving strategies) *(Sub-indicator)* a) Designing the project (determining targets, methods, and learning materials or resources) b) Describe the project planning procedure
		Project implementation	● Ability to manage resources to complete tasks (*Sub-indicator)* a. Creativity b. Effectiveness c. Efficiency
		Output Project	● The quality of the project output includes conformity to the design idea, product/project outcome guarantees, and the project's output impact *(Sub-indicator)* a. Suitability to the design idea b. Guarantee the contents and design of the product/output of the project c. Project external impact
		Project Report	● Present reports orally ● Constructing a written reflection report *(Sub-indicator)* a. Selecting the proper language style in reports b. Describing the projects clearly c. Integrate project results with relevant theories or studies d. Formulate conclusions and make recommendations for further research
		Attitude	Communication attitudes; Honesty; Sense of Ownership; Cooperative skills; Toughness; Caring; Discipline; Persevere; Initiative

The previous aspect and indicator was derived and constructed carefully through theoretical analysis. Each aspect were indicator that researcher develop as instrument indicator to measure each task that university students conducted. After determining the assessment indicators for each KKNI task, then researcher attempt to develop an assessment rubric to measure the assessment indicators for each aspect. The rubric that is developed is based on the achievement of tasks that are able to be completed by students. The rubric developed for each indicator

consists of four levels and is adapted to the range of scores used, namely Very good (81-100), Good (61-80), Poor (41-60), and Very Poor (0-40). The instrument and rubrics of assessment can be seen in *appendix 1*.

2. Phase 2: Model Validation

Internal Validity

Validation analysis was conducted through internal validity which involved expert validation who has an expertise in curriculum development and assessment. The internal validity were covering several indicator to assess including content, constructs, and language. The content is

Content Analysis

According to the content analysis by an expert there are several suggestion that becoming the concern of researcher to develop including:

a) Regular Tasks

Based on the content validation of the assessment and Routine Assignments rubric, there are several aspects that are of concern, namely: (1) The assessment aspect must consist of knowledge, understanding and evaluation; (2) The purpose of the assessment on this routine assignment must include the expected output, such as: the ability to identify important issues, the ability to present identified problems, the ability to apply theory or concepts in solving identified problems, the ability to explain and assess problem-solving procedures; (3) The evaluation aspect of the attitudes that appears must be adjusted to the purpose of the regular task.

b) Critical Book Review (CBR)

Based on the content validation of the assessment and the Critical Book Review (CBR) rubric, there are several aspects that are of concern, namely: (1) The naming of the rubric must be corrected, it should be a Book Review, not a book report; (2) The assessment aspects of this assignment must consist of understanding, analysis, and evaluation; (3) The criteria that can be used for this task are: the ability to deduce the main idea of the book being reviewed, the ability to evaluate the contents of the book, and the ability to respond to the contents of the book and compare it with other similar books

c) Critical Journal Review (CJR)

Based on content validation of the assessment and Critical Journal Review (CJR) rubric, there are several aspects that are of concern, namely: (1) there are too many assessment indicators in this assignment and these indicators should be different from the CBR; (2) The cognitive abilities that must be possessed are understand, analyze, and evaluate; (3) Indicators that can be used in CJR are Context summary (identifying research context, formulation of research problems, and research objectives), ability to analyze results and discussion of research written in scientific articles reviewed, and ability to criticize methodology, results, and discussion presented written in the scientific articles reviewed.

d) Ideation

Based on the content validation of the Idea Engineering assessment and rubric, there are several aspects that are of concern, namely: (1) This task can facilitate lecturers to assess cognitive, affective, and psychomotor aspects; (2) This task is very likely to be a bridge to connect the gap between practical and theoretical aspects; (3) It is better that this task is carried out in the field, so that the output of this task is in the form of a report in which one aspect describes their experiences and designs solutions to the problems found.

e) Mini Research

Based on the content validation of the assessment and the Mini Research rubric, there are several aspects that are of concern, namely: (1) The assignment aspects, indicators and criteria contained in this assessment instrument are appropriate and appropriate for undergraduate students (level); (2) Consider changing the “selecting

appropriate instrument" indicator or choosing the right research instrument to become "selecting appropriate data collection technique" or choosing the right data collection technique.

f) Project

Based on the content validation of the Project assessment and rubric, there are several aspects that are of concern, namely: (1) The indicator content is very "research", so it has the potential to become redundant (not different) from other types of assignments; (2) To avoid "redundant" or repetition, the written assessment can be derived from the idea engineering task; (3) the two main (indicators) in the project task must be corrected so that they are not the same "redundant" as the idea engineering task; (4) Project assignments should focus more on products that can be made, for example in the form of websites, videos, timelines, YouTube channels, and etc.

Construct and Language Analysis

According to the construct and language analysis by an expert there are several suggestion that becoming the concern of researcher to develop including:

a) Regular Tasks

Based on the construct and language validation of the assessment and Routine Task rubric given, there are several aspects that are of concern, namely: (1) Each indicator should only include 1 element that you want to measure; (2) If one of the aspects measured in routine assignments is presentation skills, then this aspect must be separated from the skill aspect (ability/expertise) in general; (3) the validator suggest the scale used in this assessment instrument be reviewed, especially in the range 0-64 where the distance is too large..

b) Critical Book Review (CBR)

Based on the construct and language validation of the assessment and the Critical Book Review (CBR) rubric provided, there are several aspects that are of concern, namely: (1) CBR assignments are very good if done as a team because the time given can be shorter than being used as individual assignments; (2) The indicators in the assessment instrument must be revised so that they are in accordance with the objectives of the CBR task. For example, the content aspect can be divided into 3 (three) main indicators, namely writing down the main ideas of the books being reviewed, interpreting the ideas contained in the books, and writing opinions about the contents of the books; (3) In the aspect of writing and language there must be clear criteria. For example, in the writing format, several categories can be distinguished, namely excellent, good, fair, and poor.

c) Critical Journal Review (CJR)

Based on the construct and language validation of the assessment and Critical Journal Review (CJR) rubric provided, there are several aspects that are of concern, namely: (1) The indicators used in evaluating student abilities on measurable CJR assignments; (2) Some notes on the CBR assignment can be used for CJR.

d) Ideation

Based on the construct and language validation of the assessment and the Idea Engineering rubric given, there are several aspects that are of concern, including there is a large gap or distance in grade scale.

e) Mini Research

Based on the construct and language validation of the Mini Research assessment and rubric provided, there are several aspects of concern, namely: (1) Add the "Research Method" indicator or research approach to assess whether the research design used is appropriate or not; (2) Add an indicator of "implication" or impact resulting from the Mini Research assignment that has been done both for researchers, institutions, and the impact for the future.

f) Project

Based on the construct and language validation of the assessment and rubric of the project given, there are several aspects that are of concern, namely: (1) In the "Project Implementation" aspect, the sub-indicators do not reflect the "resource management ability on completing the task" indicator, the sub-indicators should be in the form of

design, creativity, usefulness, and effectiveness; (2) Soft skills in the affective and psychomotor domains can be in the form of leadership, autonomy (independence), and responsibility, interpersonal skills, communication, ethics and professionalism, and entrepreneur skills.

Based on the results of the validation analysis carried out by experts, it was concluded that several things were the main input in further preparation of the instrument and assessment rubric for the 6 KKNI tasks. There are several main notes from the expert validator, namely: (1) mapping aspects and task indicators based on course learning outcomes; (2) Formulation of indicators with reference to the appropriate level of Bloom's Taxonomy; (3) the use of a presentation skills rubric that can be used for other types of assignments; and (4) to have a more objective evaluation of attitudes. This can be framed as a soft skills evaluation where you can integrate elements/criteria of communication skills, critical & creative thinking; team work; ethics and moral standards; information management and recognition; leadership skills (these elements can be mapped to relevant course objectives as not all courses require us to observe all of these criteria at once). As for some specific suggestions suggested by the expert validator in preparing the assessment instrument, as follows:

Table 2. Overall validator suggestion towards content and construct of assessment instrument of 6 KKNI Tasks

No.	KKNI Task	Suggestion
1	Regular Tasks	● Considering the similarities word and statement in rubric description ● State the purpose of the assessment clearly
2	Critical Book Review (CBR)	● To combine rubrics for CBR and CJR into one because both have almost the same criteria and scope. ● Considered the use of rubrics scale in the rubric
3	Critical Journal Review (CJR)	● Need to define the difference between CBR and CJR
4	Ideation	● To include affective domain
5	Mini Research (MR)	● To add specifics indicator which specify measure the mini research
6	Project	● Pay attention to rubric items to avoid redundancy ● Projects can focus developing students' creativity

CONCLUSION

As the study purposes to develop the Outcome Based Education Assessment Instrument Based on Case Method and Team Based Project. The study were attempted to conduct theoretical analysis to develop specifics design framework as bases on constructing the assessment instrument and rubrics. As the theoretical analysis result, researcher suggested three main element consist of Curriculum bases (Outcome based education), Pedagogical bases (Case method and Team Based Project), and Assignment bases (6 KKNI Task). Through this element the assessment instrument were constructed based on several aspect which derived into several indicator to measure each task including Regular Tasks, Critical Book Review (CBR), Critical Journal Review (CJR), Ideation, Mini Research (MR), and Project. According to the result of internal validation there was several suggestions which need minor revision for each assessment instrument indicator. The suggestion is including similarities statement for each rubrics assessment, scoring scales, redundancy of rubrics statements, etc.

ACKNOWLEDGMENTS

We would like to express our gratitude to Universitas Negeri Medan and LPPM (Lembaga Penelitian dan Pengabdian Masyarakat) UNIMED as Institute for Research and Community Service which has contributed for financial assistance in this research.

REFERENCES

1. Barus, F. L., Barus, S., & Naelofaria, S. (2018). Standarisasi Penilaian Enam Tugas Oleh Dosen Prodi Pendidikan Bahasa Dan Sastra Indonesia Fakultas Bahasa Dan Seni Universitas Negeri Meedan. *Asas: Jurnal Sastra*, *7*(1). 10-20
2. Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. Theory into practice, 55(2), 153-159.
3. Hartati, S. (2017). Pengembangan Model Asesmen Perkembangan Anak Taman Kanak-Kanak Di DKI Jakarta. Jurnal Pendidikan Usia Dini, 11(1), 19-30.
4. Macayan, J. V. (2017). Implementing outcome-based education (OBE) framework: Implications for assessment of students' performance. Educational Measurement and Evaluation Review, 8(1), 1-10.
5. McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. Practical Assessment, Research, and Evaluation, 7(1), 8.
6. Nugrahadi, E. W., Maipita, I., Ane, L., & Putra, P. D. (2018). Analisis implementasi kurikulum berbasis KKNI di Fakultas Ekonomi UNIMED. Niagawan, 7(1), 8-13.
7. Rust, C. (2002). Purposes and principles of assessment. Learning and teaching briefing papers series, 3-5.
8. Sudiyanto, S., Kartowagiran, B., & Muhyadi, M. (2015). Pengembangan model assessment as learning pembelajaran akuntansi di SMK. Jurnal Penelitian dan Evaluasi Pendidikan, 19(2), 189-201.
9. Spady, W. G. (1994). Outcome-Based Education: Critical Issues and Answers. American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209
10. Tubaishat, A., Lansari, A., & Al-Rawi, A. M. (2009). E-portfolio assessment system for an outcome-based information technology curriculum. Journal of Information Technology Education. Innovations in Practice, 8, 43.
11. Wiggins, G. (1990). The case for authentic assessment. Practical assessment, research, and evaluation, 2(1), 2.
12. Zaghloul, A. R. (2001, June). Assessment of Lab Work: A Three Domain Model; Cognitive, Affective, And Psychomotor. In 2001 Annual Conference (pp. 6-217).