



2 - Bridging Knowledge in Curriculum Design: The Role of Explicit and Tacit Knowledge in Implementing Outcome-based Education for English Language Lecturers

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Abstract

English language lecturers' explicit and tacit knowledge is deeply embedded in their cognitive systems, shaping how they plan, implement, and adapt the Outcome-Based Education (OBE) curriculum within their courses. However, research in English Language Teaching (ELT) has paid limited attention to how these two types of knowledge influence teaching practices, particularly in the context of OBE. This study explores how lecturers utilize both explicit and tacit knowledge in the implementation of the Merdeka curriculum, adopting a qualitative research approach. Data were collected through focus group discussions, document analysis, field observations, and semi-structured interviews with 22 English language lecturers. The thematic analysis follows Braun & Clarke's six-step framework, ensuring triangulation of multiple data sources to provide robust conclusions. The findings reveal seven features of explicit knowledge and four features of tacit knowledge, illustrating how these forms of knowledge contribute to curriculum implementation. Tacit knowledge enables lecturers to adapt their teaching to meet diverse student needs, integrate curriculum elements effectively, and solve problems in real-time. These insights highlight the importance of senior lecturers' tacit knowledge in aligning Program Learning Outcomes (PLO) with graduate profiles, a challenge often encountered by less experienced lecturers. The study offers practical recommendations for Foreign Language Teaching (FLT), emphasizing the need for continuous lecturer development, particularly in cultivating tacit knowledge through mentoring and experience sharing. Additionally, collaboration with industry stakeholders is recommended to ensure that tasks and assessments align with the competencies required by the job market, helping bridge the gap between academic training and professional expectations.

Keywords: outcome-based education (OBE), explicit knowledge, tacit knowledge, curriculum design, English language lecturers

1. Introduction

The adoption of Outcome-Based Education (OBE) has transformed educational systems globally, prioritizing the achievement of specific, measurable outcomes over traditional content-focused approaches. This framework, which focuses on defining what students should know, understand, and

² To cite this proceeding paper: Pane, I. I. I., Damayanti, N. A., Fibriasari, H., & Gunawan, W. (2024). Bridging knowledge in curriculum design: The role of explicit and tacit knowledge in implementing outcome-based education for English language lecturers. In D. K.-G. Chan et al. (Eds.), *Evolving trends in foreign language education: Past lessons, present reflections, future directions. Proceedings from the 10th CLASIC 2024* (pp. 28–38). Centre for Language Studies, Faculty of Arts and Social Sciences, National University of Singapore. <https://doi.org/10.5281/zenodo.14504363>

be able to demonstrate by the end of a course or program, has gained traction in Indonesia as part of broader efforts to enhance educational quality and align with international standards (Shariff & Saad, 2010; Sunra et al., 2024). In Indonesian English Language Teaching (ELT), implementing OBE presents unique challenges due to the country's linguistic diversity, variations in resource availability, and the need to balance standardized educational goals with flexible, adaptive teaching methods suited to diverse student needs (Agustiana et al., 2023; Madkur et al., 2024; Roi et al., 2021). As a multilingual nation with over 700 indigenous languages, Indonesia's ELT classrooms often include students from varied linguistic and cultural backgrounds, requiring lecturers to adapt their approaches while maintaining alignment with OBE's structured outcomes (Mufanti et al., 2024; Roi et al., 2021).

Explicit knowledge, the formalized, documented knowledge related to curriculum design, lesson planning, assessment rubrics, and instructional materials, is essential in ensuring consistency and coherence within OBE's outcome-focused framework (Astorga-Vargas et al., 2017; Gamble, 2020; Olomolaiye & Egbu, 2005; Smith, 2001; Stevens et al., 2010). For Indonesian English language lecturers, explicit knowledge serves as a foundation for designing and delivering structured lessons that meet specific competencies in language proficiency, comprehension, and communication skills. Through explicit knowledge, lecturers can create curriculum components that align with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), ultimately contributing to broader Program Educational Objectives (PEOs). However, while explicit knowledge provides a structured approach essential to meeting OBE standards (Spady, 1994), it may not always account for the adaptive needs of students in Indonesia's diverse classrooms, where socioeconomic disparities and access to educational resources vary widely (Hutahaeaan et al., 2024). Tacit knowledge, on the other hand, is the intuitive, experience-based insight that lecturers develop over time, allowing them to respond flexibly to the dynamic needs of students. Tacit knowledge enables lecturers to make real-time adjustments, such as shifting from a structured lesson plan to a more interactive activity when students appear disengaged. In Indonesia, this adaptability is particularly important in ELT, as students may come to class with different levels of English exposure and proficiency, often influenced by their primary language, regional culture, and access to English learning resources (Agustiana et al., 2023; Hong & Abdullah, 2020; Islami & Senom, 2024). Tacit knowledge is thus critical for addressing gaps in student engagement, confidence, and comprehension, allowing lecturers to create an inclusive learning environment that supports diverse student needs. However, unlike explicit knowledge, tacit knowledge is inherently personal, built through accumulated experience, and can be challenging for early-career lecturers who lack the intuitive, situational awareness to make adaptive decisions effectively (Anastasiou, 2019; Astorga-Vargas et al., 2017; Gamble, 2020; Murumba et al., 2020; Olomolaiye & Egbu, 2005; Stevens et al., 2010).

Despite the importance of tacit knowledge in fostering responsive, student-centered instruction, research on OBE in Indonesian ELT has largely emphasized explicit aspects, such as curriculum design and assessment frameworks. Prior studies (Ann Ortega & Ortega-Dela Cruz, 2016; Deli et al., 2024; Khan Milon et al., 2024; Mahbulul Syeed et al., 2022; Mufanti et al., 2024; Rahayu et al., 2021; Setyowati, 2023) have examined the alignment of curriculum components with OBE's structured outcomes but have given limited attention to how tacit knowledge supports adaptive teaching. This gap is significant in Indonesia, where less experienced lecturers, particularly those working in under-resourced regions, may struggle to balance rigid OBE requirements with the flexibility needed to engage diverse learners. Addressing this gap is crucial, as Indonesian lecturers require support not only in curriculum structuring but also in developing the adaptive skills necessary to meet the dynamic, real-time needs of students in ELT classrooms. This study aims to address this research gap by examining how Indonesian English language lecturers across different experience levels, senior, mid-career, and early-career, utilize both explicit and tacit knowledge to implement OBE effectively. By investigating how each group balances structured, outcome-oriented teaching with adaptive strategies, this study seeks to provide a nuanced understanding of the developmental needs of lecturers at various career stages. Furthermore, this study explores how tacit knowledge is cultivated over time and whether mentorship or professional development initiatives can accelerate its development, particularly for early-career lecturers working in diverse and resource-variable contexts within Indonesia.



2. Methodology

2.1 Research approach

This study adopts a qualitative exploratory research design to investigate how English language lecturers utilize explicit and tacit knowledge in implementing the Outcome-Based Education (OBE) curriculum. The qualitative approach was chosen to gain in-depth insights into the lecturers' experiences, perceptions, and practices, as this aligns with the exploratory nature of the research (Creswell, 2013). Outcome-Based Education, following (Spady, 1994) framework, requires educators to focus on clear learning outcomes while adapting teaching strategies to ensure that all students meet these outcomes. This makes it essential to understand the dual role of explicit knowledge (formalized knowledge such as lesson plans, rubrics, and syllabi) and tacit knowledge (experience-based, intuitive knowledge that guides real-time adaptations in the classroom) in successful OBE implementation.

2.2 Participants

The participants, 22 English language lecturers from Universitas Negeri Medan, were selected through purposive sampling to ensure diverse representation across different levels of teaching experience, which is crucial for examining the varying degrees of explicit and tacit knowledge. The categorization into three groups namely senior, mid-career, and early-career lecturers, is based on Benner (1982) Novice to Expert Model, which posits that experience fosters the development of tacit knowledge. Senior lecturers, having accumulated extensive teaching experience and participated in multiple curriculum reforms, demonstrate high levels of tacit knowledge, particularly in adapting to real-time classroom dynamics. Mid-career lecturers are positioned at an intersection, where they blend structured, explicit knowledge with growing tacit insights. Early-career lecturers primarily depend on explicit knowledge provided through formal training, as they have had limited exposure to the experiential learning needed to build tacit knowledge. This stratification provides an analytical lens for understanding how teaching experience influences the balance between explicit and tacit knowledge, enhancing our ability to draw nuanced insights into the OBE curriculum's implementation.

2.3 Data collection method

The data collection took place over a period of four months from June to September 2024 at Universitas Negeri Medan, providing ample opportunity to capture comprehensive insights into the lecturers' practices and interactions. To explore how English language lecturers utilize explicit and tacit knowledge in implementing the Outcome-Based Education (OBE) curriculum, this study employed four primary data collection methods: focus group discussions (FGDs), semi-structured interviews, document analysis, and classroom observations. Each method was carefully chosen to align with the study's objectives of uncovering both the formal, structured knowledge (explicit) and the intuitive, experience-based knowledge (tacit) used by lecturers in the OBE context.

2.3.1 Focus group discussions (FGDs)

FGDs were conducted with groups of 6 to 8 lecturers, focusing on eliciting shared perspectives on explicit knowledge, such as how lecturers design lesson plans, align assessments with learning outcomes, and structure teaching strategies within the OBE framework. The structured nature of FGDs aligns with capturing explicit knowledge, as it allows lecturers to articulate formal, documented practices. This method supports a collective understanding of how lecturers systematically plan and implement curriculum components, providing a basis for understanding how explicit knowledge drives structured teaching practices.

2.3.2 Semi-structured interviews

To delve into the more personal, experience-based aspects of knowledge application, semi-structured interviews were conducted with 9 lecturers (3 from each experience group). This method is particularly suited to exploring tacit knowledge, as it enables lecturers to reflect on in-the-moment decision-making, adaptations to student needs, and the nuanced adjustments that are not typically documented. By offering open-ended questions and allowing lecturers to narrate personal teaching experiences, these interviews capture the unspoken, intuitive aspects of their practice. This approach is especially relevant for understanding how senior and mid-career lecturers apply tacit knowledge in adapting to classroom dynamics.

2.3.3 Document analysis

Document analysis of lesson plans, syllabi, assessment rubrics, and course materials provides insights into explicit knowledge by examining how formalized content and structured guidelines are designed to meet OBE objectives. This method allows for an objective review of explicit knowledge artifacts, offering a window into how lecturers intentionally structure courses to align with program learning outcomes (PLOs) and other institutional goals. This analysis is central to understanding how explicit knowledge manifests in formal curriculum design and the planning of measurable outcomes.

2.3.4 Classroom observations

Classroom observations were conducted across two to three teaching sessions per lecturer to capture the enactment of tacit knowledge in real-time. Observing lecturers in their natural teaching environment allows for an exploration of intuitive adjustments, spontaneous adaptations, and real-time problem-solving—elements indicative of tacit knowledge. This method is essential for understanding how lecturers respond to immediate classroom needs and integrate experiential insights with structured lesson plans. Observations focused on how lecturers adapt their methods based on student reactions, underscoring the role of tacit knowledge in navigating the fluid dynamics of language teaching.

2.4 Data analysis

Thematic analysis, guided by (Braun & Clarke, 2006) six-step framework, was employed to systematically identify and analyse patterns within the data. By coding for themes that distinguish explicit from tacit knowledge, this analysis clarifies the ways lecturers apply both knowledge types in practice, providing an integrated understanding of how each contributes to the successful implementation of OBE.

2.5 Triangulation

Triangulation across FGDs, semi-structured interviews, document analysis, and classroom observations strengthens the study's credibility by corroborating insights across different data sources. FGDs and document analysis primarily capture explicit knowledge, reflecting the structured, documented practices of curriculum design. Semi-structured interviews and classroom observations, on the other hand, illuminate tacit knowledge, capturing the experiential insights that drive real-time teaching adaptations. This methodological triangulation ensures a balanced analysis, revealing the dynamic interaction between explicit and tacit knowledge in the context of OBE curriculum implementation.

3. Results and discussion

3.1 Results



This section presents the findings of the study, focusing on the application of explicit and tacit knowledge among English language lecturers with varying levels of experience in implementing the Outcome-Based Education (OBE) curriculum. The findings reveal distinct patterns in how senior, mid-career, and early-career lecturers utilize these types of knowledge, influencing their teaching strategies, adaptability, and alignment with OBE objectives. By examining each theme in depth, the analysis illustrates how experience shapes the ability to balance structured, formalized approaches with intuitive, adaptive practices, ultimately impacting student engagement and curriculum alignment.

3.1.1 Explicit knowledge in curriculum design and assessment

The findings show that explicit knowledge plays a critical role across all levels of experience, providing a structured framework for curriculum design, lesson planning, and assessment alignment within the OBE system. Senior lecturers (over 20 years of experience) exhibit a sophisticated understanding of how to link Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) with broader Program Educational Objectives (PEOs). Their experience allows them to embed these outcomes seamlessly into their lesson plans, creating a clear pathway for achieving educational goals. For example, Senior Lecturer A emphasized the importance of these alignments:

“The PLOs guide everything. Each CLO must contribute to the larger goals, so my lessons are built around measurable outcomes.”

This reflects an in-depth understanding that aligns with OBE principles, as senior lecturers design their courses to ensure each activity contributes to specific, measurable student outcomes.

Mid-career lecturers (10-20 years of experience) also demonstrate proficiency in using explicit knowledge, particularly through constructive alignment—linking learning outcomes, instructional methods, and assessment criteria. During focus group discussions, Mid-Career Lecturer B shared that rubrics are essential tools in helping students understand course expectations, stating,

“Without aligning CLOs, teaching methods, and assessments, students won’t understand what’s expected of them. Every task has to connect back to the outcomes, or students don’t see the bigger picture.”

This highlights how mid-career lecturers use explicit frameworks to create a cohesive learning environment, ensuring that each instructional strategy directly supports the intended learning outcomes. Document analysis of mid-career lecturers’ lesson plans and rubrics confirms this focus, showing detailed assessments directly aligned with CLOs, demonstrating a clear, structured approach to fulfilling OBE requirements. In contrast, early-career lecturers (less than 10 years of experience) rely heavily on pre-designed templates and structured guidelines, indicating a limited capacity for customization due to their reliance on explicit knowledge. Early-Career Lecturer C, in an interview, noted,

“I follow the lesson plans exactly as they’re laid out. Since I’m still new, it helps to have clear guidelines, especially with OBE requirements, because there’s less room for error.”

This reliance on structured templates reflects their developmental stage in teaching, where explicit knowledge forms the core of their practice. They use rubrics and lesson plans strictly as provided, with limited adaptation, underscoring a dependence on formalized structures as they build their teaching confidence.

3.1.2 Tacit knowledge in adaptive teaching

The theme of tacit knowledge, the intuitive, experience-based ability to adapt in real time, is particularly pronounced among senior and mid-career lecturers, though it varies in application across experience levels. Senior lecturers, with their years of teaching experience, are adept at making immediate adjustments in their teaching approach based on student engagement and classroom dynamics. Classroom observations revealed instances where Senior Lecturer D quickly shifted from

a planned group discussion to a case study format upon noticing disengagement among students. In an interview, she explained this shift:

“Over the years, you just know when something isn’t working. I could tell they weren’t engaging, so I switched to something that would get them thinking more critically. You can’t always stick to the plan.”

This adaptability reflects a deep, internalized understanding of student needs, honed over decades, and demonstrates how tacit knowledge empowers senior lecturers to modify their teaching dynamically without compromising on learning outcomes.

Mid-career lecturers also exhibit tacit knowledge, though it is often applied in the integration of curriculum components rather than in entirely altering lesson formats. For instance, Mid-Career Lecturer E, observed during a lesson, skillfully combined speaking and writing skills in an argumentative essay session to address multiple CLOs simultaneously. In focus groups, this lecturer reflected on the necessity of integrating skills:

“You can’t teach skills in isolation. The curriculum is designed to integrate competencies, so even in a writing lesson, I make sure students are also practicing speaking and collaboration. These are equally important in the workplace.”

This ability to integrate competencies on the fly reflects tacit knowledge that emerges with experience, allowing mid-career lecturers to enrich the curriculum spontaneously.

On the other hand, early-career lecturers show limited reliance on tacit knowledge, often adhering strictly to pre-planned lessons without deviation. This cautious approach is due to their relatively limited teaching experience and a need for more structure. Early-Career Lecturer F explained,

“I stick to the lesson plan because it’s what I’m comfortable with. I haven’t yet developed the confidence to make changes on the fly, so I follow what’s provided.”

This dependence on structured plans suggests that tacit knowledge develops gradually through practical teaching experience and exposure to varied classroom situations.

3.1.3 Integration of tacit and explicit knowledge

One of the key findings is the ability of senior lecturers to effectively combine explicit lesson plans with tacit adjustments, allowing them to respond to student needs dynamically while maintaining alignment with OBE goals. For example, Senior Lecturer G modified a case study activity based on real-time student feedback, transforming a discussion format to better engage students. She explained,

“The PLOs are always my starting point, but how I get students to meet those outcomes can change from class to class. It’s about knowing when to stick to the plan and when to make adjustments based on what’s happening in real-time.”

This combination of structured, explicit knowledge and flexible, tacit insights enables senior lecturers to create a learning environment that is both goal-oriented and responsive, enhancing student engagement without losing sight of OBE objectives.

Mid-career lecturers are also beginning to integrate tacit and explicit knowledge, balancing structured teaching with an increasing openness to adapt based on classroom feedback. Mid-Career Lecturer H discussed this balance, saying,

“I still plan my lessons carefully, but I’ve learned that sometimes you need to adapt. For instance, if a lesson isn’t resonating, I’ll introduce a hands-on activity that connects with what they already know.”

This emerging integration among mid-career lecturers shows their transition from relying heavily on explicit frameworks to incorporating intuitive adjustments, providing a more holistic teaching approach that can better address diverse student needs. For early-career lecturers, integrating tacit knowledge with explicit frameworks remains challenging due to their reliance on formal guidance. They recognize the need for flexibility but often lack the confidence or experience to implement



changes in the moment. Early-Career Lecturer I commented,

"I can see how more experienced colleagues change things as they go, but I'm still learning how to do that myself. Right now, I prefer to stick to what's in the lesson plan because I'm still figuring things out."

This perspective illustrates the developmental stage of early-career lecturers, who may benefit from mentorship and professional development to help them gradually integrate tacit insights into their teaching practices.

3.1.4 Continuous professional development and mentorship needs

A critical theme that emerged is the need for ongoing professional development and mentorship, especially among early-career lecturers who rely heavily on explicit knowledge. Many of these lecturers expressed challenges in adapting to student needs due to a lack of tacit knowledge, which comes primarily from experience. Early-Career Lecturer J noted,

"I can see how more experienced colleagues change things as they go, but I'm still learning how to do that."

This reliance on structured plans reflects a developmental stage where additional support, such as mentoring programs, could provide exposure to adaptive teaching strategies used by senior colleagues. Both mid-career and senior lecturers highlighted the importance of mentorship and observation as essential mechanisms for cultivating tacit knowledge among less experienced colleagues. Senior Lecturer K stated,

"Tacit knowledge develops with time, but it could be accelerated with the right support system. Mentoring new lecturers helps them see how to adapt based on the classroom situation."

This finding suggests that structured mentorship could bridge the knowledge gap, equipping early-career lecturers with the tools and confidence to integrate tacit knowledge more effectively.

3.1.5 Challenges and constraints in balancing explicit and tacit knowledge

Lecturers across all levels encounter challenges in balancing explicit and tacit knowledge, particularly due to institutional constraints. Senior lecturers expressed that while their experience allows them to adapt lessons, institutional guidelines, assessment requirements, and time limitations sometimes restrict their flexibility. Senior Lecturer L explained,

"Sometimes we know what works, but the constraints in assessments and time restrict how much we can deviate from plans."

This challenge highlights a structural limitation within OBE, where strict adherence to measurable outcomes can sometimes conflict with the adaptive needs of a dynamic classroom. Mid-career lecturers face a similar balancing act, trying to align their growing tacit knowledge with institutional demands for structured teaching practices. They expressed a need for greater flexibility within the OBE framework to accommodate adaptive strategies that might benefit student engagement without compromising on outcomes.

3.1.6 Impact of tacit knowledge on student engagement and learning outcomes

Finally, the findings underscore the positive impact of tacit knowledge on student engagement and learning outcomes, especially when lecturers adapt their methods to fit the real-time needs of students. Senior lecturers use tacit knowledge to identify signs of disengagement quickly, implementing strategies that reinvigorate classroom dynamics. Mid-Career Lecturer M observed,

"When I adapt based on their responses, students seem to engage more actively."

This responsiveness enhances student interaction, helping to create an environment conducive to

achieving OBE outcomes. In contrast, early-career lecturers, who rely more on explicit knowledge, find it challenging to adapt quickly, which may impact their ability to fully engage students. Early-Career Lecturer N shared,

“I try to keep students involved, but without knowing how to adjust my methods, it’s hard to keep them engaged if they start losing interest.”

These findings illustrate the crucial interplay between explicit and tacit knowledge across different experience levels, highlighting both the strengths and challenges lecturers face in implementing the OBE curriculum. By understanding how knowledge application varies among senior, mid-career, and early-career lecturers, this study underscores the importance of structured support systems, such as mentorship and professional development, in enhancing adaptive teaching practices, ultimately contributing to more dynamic and responsive OBE-aligned learning environments.

3.2 Discussion

The findings of this study highlight the critical role of both explicit and tacit knowledge in effectively implementing the OBE curriculum, with distinct patterns observed across different levels of teaching experience. Explicit knowledge, as demonstrated through structured lesson planning, rubrics, and curriculum alignment, provides a foundational framework that ensures consistency and constructive alignment within OBE. This aligns with Biggs (1996) constructive alignment theory, which emphasizes that teaching activities, assessments, and learning outcomes should be interconnected to achieve educational goals. Both senior and mid-career lecturers in this study demonstrate proficiency in applying explicit knowledge to create structured, outcome-focused teaching strategies. However, early-career lecturers, who rely heavily on explicit guidance, show a limited capacity to adapt their approaches, indicating a need for further support in developing flexibility within OBE frameworks. On the other hand, tacit knowledge, the ability to adapt and respond to real-time classroom dynamics, emerged as particularly valuable for engaging students and addressing immediate needs, especially among senior and mid-career lecturers. This finding is consistent with Eraut (1985) theory of professional knowledge, which underscores the importance of intuition and experience in navigating complex, dynamic classroom environments. Tacit knowledge enables lecturers to make in-the-moment adjustments, enhancing student engagement and ensuring that learning outcomes remain relevant to the diverse needs of students. In contrast, early-career lecturers, who lack extensive teaching experience, find it challenging to adapt quickly, often adhering to pre-planned structures that may limit student engagement. This aligns with Benner (1982) Novice to Expert Model, which suggests that novice professionals typically depend on structured guidance, while experienced professionals develop intuition-based knowledge over time.

The integration of explicit and tacit knowledge observed among senior lecturers illustrates Nonaka (1994) theory of knowledge conversion, which highlights the dynamic interplay between formalized knowledge and experiential insights in professional practices. Senior lecturers demonstrate an ability to blend explicit lesson plans with real-time adaptations, which allows them to meet institutional OBE requirements while remaining responsive to student needs. Mid-career lecturers also show emerging skills in balancing these two knowledge types, suggesting a developmental trajectory in which tacit knowledge increasingly complements explicit structures. This balanced integration is essential in OBE environments where adaptability is required to address student engagement without deviating from measurable outcomes.

Continuous professional development and mentorship are essential for fostering tacit knowledge among early-career lecturers. This study indicates that early-career lecturers struggle to make adaptive adjustments due to limited experience, reflecting a reliance on explicit knowledge alone. Pérez-Jorge et al. (2021) research suggests that structured mentorship programs can be instrumental in bridging this gap, allowing novice lecturers to learn adaptive strategies from observing more experienced colleagues. By implementing mentorship and observational opportunities, institutions can support early-career lecturers in developing the confidence and intuitive decision-making skills necessary for responsive teaching within an OBE framework. However, the study also reveals challenges and constraints in balancing explicit and tacit knowledge, particularly due to institutional



requirements that often emphasize structured, measurable outcomes. Senior lecturers reported that while they value adaptive teaching, institutional assessment standards and time constraints sometimes restrict flexibility. This challenge reflects a broader tension within OBE, as institutional expectations for measurable outcomes may limit the degree to which lecturers can apply tacit knowledge effectively. Beatty (2019) argue that such structural limitations can reduce an educator's ability to adapt based on classroom dynamics, impacting the flexibility required for responsive teaching.

Finally, the study underscores the impact of tacit knowledge on student engagement and learning outcomes, particularly among experienced lecturers. Lecturers who integrate tacit knowledge into their teaching report higher levels of student engagement and participation, as adaptive teaching fosters a more interactive learning environment. This finding supports Biggs (1996) notion that constructive alignment is not only about structured outcomes but also about creating a learning environment that dynamically meets student needs. Early-career lecturers, due to their limited tacit knowledge, may struggle to engage students fully, highlighting the importance of experience and adaptive capacity in achieving OBE goals. In summary, these findings suggest that a balanced integration of explicit and tacit knowledge is essential for successful OBE implementation. To support this balance, institutions should consider providing structured mentorship and professional development, particularly for early-career lecturers, to cultivate adaptive teaching skills. Additionally, institutional flexibility in assessment standards could allow lecturers to apply tacit knowledge more effectively, ensuring that OBE outcomes are achieved in a responsive and student-centered manner.

4. Conclusion

This study examines how English language lecturers integrate explicit and tacit knowledge in implementing the Outcome-Based Education (OBE) curriculum, focusing on adaptability, alignment of learning outcomes, and student preparation for academic and professional success. Senior lecturers, leveraging well-developed tacit knowledge, excel at real-time adjustments to address diverse student needs while maintaining alignment with Program Learning Outcomes (PLOs) and Program Educational Objectives (PEOs). Tacit knowledge enables flexibility in integrating curriculum elements, accommodating varied learning styles and abilities. In contrast, early-career lecturers rely heavily on explicit knowledge, such as structured lesson plans and rubrics, and face challenges in making adaptive decisions, highlighting the need for professional development and mentorship to build tacit knowledge.

The study underscores the importance of aligning language education with industry needs to equip students with practical communication skills alongside academic outcomes. Continuous lecturer development, industry collaboration, and balancing tacit and explicit knowledge are critical for effective OBE implementation in Foreign Language Teaching (FLT) and English Language Teaching (ELT) programs.

Limitations of this study include the sample size of 22 English language lecturers, which may not fully represent the diversity of teaching experiences across different institutions or regions. Additionally, the focus on English language lecturers may limit the generalizability of findings to other disciplines within OBE implementation. Identifying and measuring tacit knowledge also poses inherent challenges due to its implicit nature, as interpretations were based on classroom observations and self-reported lecturer accounts, potentially introducing subjectivity.

Future research is recommended to address these limitations and deepen understanding of tacit and explicit knowledge in OBE contexts. Comparative studies across different regions or institutions could offer insights into how explicit and tacit knowledge are integrated in diverse educational settings. Quantitative approaches to assess the impact of tacit and explicit knowledge on student learning outcomes would further clarify their effectiveness in OBE. Developing structured frameworks for assessing tacit knowledge could provide a more objective analysis, and longitudinal studies tracking tacit knowledge development in early-career lecturers, particularly through mentorship programs, would offer valuable insights into the progression and impact of adaptive teaching skills. These recommendations would contribute to a more comprehensive understanding

of the complementary roles of tacit and explicit knowledge in OBE curriculum implementation, ultimately improving teaching and learning outcomes in language education and beyond.

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