OBE-BASED ENGLISH LEARNING AS A STRATEGY TO STRENGTHEN SOFT SKILLS AND EMPLOYABILITY IN THE ECONOMIC AND BUSINESS SECTOR

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Abstract: The demands of today's developments require students to be able to compete in the labor market. This study aims to explore the implementation of Outcome-Based Education (OBE) in English learning as a strategy to strengthen students' soft skills and employability in the economic and business sectors. This research explains what, why and how to apply the OBE strategy which is oriented towards students' abilities in developing their talents and interests. Employing a qualitative descriptive approach, the research was conducted at university of Al-Falah Assunniyyah, Jember on economics sharia program. Data were collected through in-depth interviews with lecturers and students, classroom observations, and document analysis of the OBE-based course syllabus and lesson plans. The learning process emphasizes project-based and case-based activities, such as business presentations, professional communication, and collaborative tasks. The findings indicate that OBE-based English learning effectively enhances communication skills, critical thinking, teamwork, and professional attitudes, which are essential for employability in the economic and business sector. The study concludes that English language learning based on OBE serves as an effective strategy to strengthen soft skills and employability, and it is recommended that higher education institutions enhance industry collaboration and provide continuous professional development for lecturers to optimize OBE implementation.
Keywords: *OBE, English Learning, Soft Skills, Employability, Economics and Business*

Abstrak: Tuntutan perkembangan zaman saat ini mengharuskan mahasiswa untuk mampu bersaing di pasar kerja. Studi ini bertujuan untuk mengeksplorasi implementasi Pendidikan Berbasis Hasil (Outcome-Based Education/OBE) dalam pembelajaran Bahasa Inggris sebagai strategi untuk memperkuat soft skill dan kemampuan kerja mahasiswa di sektor ekonomi dan bisnis. Penelitian ini menjelaskan apa, mengapa, dan bagaimana menerapkan strategi OBE yang berorientasi pada kemampuan mahasiswa dalam mengembangkan bakat dan minat mereka. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian ini dilakukan di Universitas Al-Falah Assunniyyah Jember pada program studi ekonomi syariah. Data dikumpulkan melalui wawancara mendalam dengan dosen dan mahasiswa, observasi kelas, dan analisis dokumen silabus dan rencana pembelajaran berbasis OBE. Proses pembelajaran menekankan kegiatan berbasis proyek dan studi kasus, seperti presentasi bisnis, komunikasi profesional, dan tugas kolaboratif.

Hasil penelitian menunjukkan bahwa pembelajaran Bahasa Inggris berbasis OBE secara efektif meningkatkan keterampilan komunikasi, berpikir kritis, kerja tim, dan sikap profesional, yang sangat penting untuk kemampuan kerja di sektor ekonomi dan bisnis. Studi ini menyimpulkan bahwa pembelajaran bahasa Inggris berbasis OBE (Outcome-Based Education) merupakan strategi efektif untuk memperkuat soft skill dan kemampuan kerja, dan direkomendasikan agar lembaga pendidikan tinggi meningkatkan kolaborasi dengan industri dan menyediakan pengembangan profesional berkelanjutan bagi para dosen untuk mengoptimalkan implementasi OBE.
Kata kunci: *Pendidikan Berbasis Hasil, Pembelajaran Bahasa Inggris, Keterampilan Lunak, Kemampuan Kerja, Ekonomi dan Bisnis*

A. Introduction

The development of the economic and business sectors in today's global era demands that higher education graduates possess quality competencies that are not merely academic but also encompass their own skills. These skills refer to competencies relevant to job readiness. English language proficiency, a priority for graduates in the workforce, remains a hot topic of discussion, as it relates to the application of the OBE curriculum in universities. English is a basic requirement in various sciences.(Septiani & Wardana, 2022). The current implementation of OBE which is very visible in higher education is in the Field Work Experience course. Hence, students' internships have a huge impact on improving their soft skills and hard skills, so they will gain invaluable experience.

Therefore, learning English in higher education based on the OBE-Curriculum is the achievement of competencies that are relevant to the needs of the corporate work in the economic and business sectors. The transition from a resource - dependent economy to a knowledge-focused economy requires higher education graduates to possess a more diverse skill set. They need not only technical skills but also the ability to communicate across cultures.(Fiaizn, 2025)

Since the implementation of OBE in higher education, many changes can be seen in graduates who have acquired English language competency. However, not all students have the same English proficiency. This is based on several internal factors: background knowledge, networking, and the surrounding environment. One of the main challenges students face in learning a language is speaking ability. Many believe that speaking is the most important skill compared to the other three language skills.(Bisnis et al., 2024) In the industrial sector, both economic and business, mastery of the four English language skills that are often used is speaking ability.

However, writing and reading skills are also crucial. This will support students' competency in handling correspondence, such as emails and office documents, which are predominantly in English. The OBE-oriented English language learning approach enhances students' employability by preparing them toapply English in real-world economic and business contexts. Students are required to master the four English language skills outlined in the TOEFL certificate. The role of higher education institutions in addressing the problems faced by students must be given proper attentin, so that the quality of education in the institution remains in existence.(Rizki et al., 2024)

To strengthen this research, several previous research references serve as a reference for researchers. One of study talked about an analysis with title: *Meta Analysis of The Effect of Employability Skills on Work Readiness.* This study applies a meta-analysis method with a numerical approach. The method chosen for data analysis is based on the

research needs, which collects results from previous studies on the impact of work skills on work readiness. The expected results can provide a quantitative reference. This process is carried out through several steps: (1) planning; (2) data collection; (3) coding; (4) data analysis; and (5) reporting the results. The results of the study indicate that job skills have a significant impact on job readiness, with an average effectiveness value of 0.365, which is greater than 0.25. Thus, job skills can serve as an additional solution to existing problems in labor-producing institutions in order to improve the job readiness of graduates.(Januariyansah et al., 2022)

Another study with the title: *The needs of English for entrepreneurship students in the university level: The entrepreneurial role models' perspective,* explained that the primary reason for studying entrepreneurs' needs from role models in the face of the industrial revolution is the changes occurring in the needs of college graduates for survival and competition. This study emphasizes the perspective of practitioners regarding English language proficiency as a crucial element of interpersonal skills required by students in the field of entrepreneurship. In this study, qualitative methods were applied through observation and in-depth interviews with five individual respondents. The analytical method used was the Yin method. The results of the study indicate that English language skills in business contexts, including product descriptions, presentations, negotiations, conversations, and emails, are crucial for entrepreneurship students.(Rifah et al., 2021)

The next researcher described some facts that in their study with the title: T*he Role of Soft Skills in Improving the Job Readiness of Study Program Graduates: A Study on Critical Thinking in Accounting Education.* This study aims to identify the influence of soft skills (critical thinking) on the work readiness of accounting graduates from the Faculty of Economics and Business, Universitas Putra Indonesia YPTK Padang. The sampling method used was purposive sampling, so the sample in this study consisted of 100 respondents. Data were collected through questionnaires and documentation, and data analysis was carried out using descriptive percentage analysis, testing instruments, and hypothesis testing. Instrument testing included validity and reliability testing. The results of a simple regression analysis showed the equation Y = 36.924 + 0.143X, which means that if the soft skill value is zero, then the work readiness will reach 0.143. In conclusion, soft skills have a positive influence of 0.143 on the work readiness of accounting graduates from the Faculty of Economics and Business, Universitas Putra Indonesia YPTK Padang.(Putri & Seplinda, 2025)

Furthermore, the study with the title*: The Effectiveness of Outcome-Based Education (Obe) Curriculum in Improving Students' Competence in The Bakery Course: A Meta-Analysis* analyzed in the vocational education. It demanded a learning system that can produce graduates with competencies aligned with industry demands. This study aims to analyze the effectiveness of implementing an Outcome-Based Education (OBE) curriculum in improving student competency in Bakery courses. Using a meta-analysis approach, this study collected data from various studies conducted at various educational institutions that implemented OBE in Bakery learning. The analysis showed that the implementation of OBE significantly improved students' understanding of basic concepts in bread and cake making, as well as the practical skills required in the bakery industry. It also enhanced critical thinking and teamwork skills, which are highly relevant to the demands of the industrial workforce. This study also found that the use of an outcomes-based approach in the curriculum had a positive impact on students' learning motivation.(Rizki et al., 2024)

The next researcher described the implementation of the OBE curriculum developed in the research and development with ADDIE models. The title of this research *is Outcome-Based Education (OBE) Curriculum with Character Values to Improve the Quality of Higher Education*. The purpose of this study is to change the curriculum of the Hindu religious education postgraduate program to be based on OBE (Outcome-Based Education). The tool used for data collection in this study is a questionnaire. Data obtained from this study will be analyzed both qualitatively and quantitatively. The research findings indicate that the development of an OBE-Based Curriculum that integrates Character Values to improve the quality of education is very appropriate for use as a curriculum. The implication of this study is that an OBE-Based Curriculum that includes Character Values is able to improve the quality of education.(Agus et al., 2024)

Moreover, the study with the title *Design Curriculum Based on Outcome Based Education (OBE): Preparing Work Ready Graduates* amplified that this study explored how Outcomes-Based Education (OBE) curriculum design could help prepare graduates for the workforce. The qualitative approach utilizes OBE principles applied in higher education. The study employed qualitative methods, with data obtained through desk observations and interviews. The results indicate that OBE is essentially about achieving measurable learning outcomes relevant to the job market.(Novrizal, Nesa, et al, , 2025)
The previous research references above served as a guide for the researcher in conducting this study. Therefore, this study is necessary to provide a more detailed description of the implementation of the OBE curriculum in higher education for English language learning in Islamic Economics study programs within the fields of economics and business. The research questions can be stated as follows: a) What are the soft skills are developed through OBE-based English learning to improve students' employability in the economics and business sectors?, b) How does OBE-based English learning contribute to improving students' employability in the economics and business sectors? and d) Why does Outcome-Based Education (OBE)-based English learning improve students' soft skills in the economics and business sectors?

Although the OBE curriculum is implemented in higher education, there has been no study specifically examining OBE-based English learning as a strategy for strengthening soft skills and employability in the economics and business sectors. Therefore, this research is important to provide an empirical overview based on existing facts regarding the implementation of OBE-based English learning and its contribution to strengthening soft skills and employability of students, particularly in Islamic economics study programs.

Method

This research uses a descriptive qualitative approach. Qualitative research is descriptive in nature, meaning it describes a study that has been conducted, and attracts a lot of attention, although on the other hand, some find it difficult to implement. The purpose of this study is to understand the definition of qualitative research, the paradigms in qualitative research, the approaches used in qualitative research, the basic assumptions underlying qualitative research, the characteristics found in qualitative research, as well as data analysis methods and the final results.(Safarudin et al., 2023) In addition, this study also analyzes the syllabus documents of the Islamic Economics study program. This was done to find out whether OBE - curriculum was truly implemented in the process of developing the talents and interests of students in the Islamic economics study program.

Observation

Observations were conducted to directly monitor participants' behavior and interactions. Researchers observe behaviors, relationships, and situations related to the research topic. The data is then analyzed using a descriptive qualitative approach to identify key patterns and findings.

Interview

Interviews were used to gather in-depth information from informants regarding their experiences and perspectives. The interview was conducted with the Head of Study Program and 6th semester students of Al-Falah Assunniyyah Jember University in the Islamic Economics study program. A qualitative approach using a semi-structured interview method was implemented to gain a deeper understanding of the implementation of OBE-based English language learning and its impact on improving soft skills and job opportunities for students. It used to identify key themes related to soft skills and job attractiveness.

*Documentatio*n

Documentation was collected through notes, photographs, and related archives to support the primary data. The collected data were analyzed descriptively and qualitatively to identify relevant patterns and findings. Documentation in the form of lecturers' lesson plans and the syllabus of the Islamic Economics study program were used as instruments in this research. These documents covered and explained the learning indicators and their outputs, which allowed for an analysis of the relevance of both documents.

Subject of the study

The subjects in this study were the head of study program and five students of Al-Falah Assunniyyah University Jember in the 6th semester of the Islamic economics study program. Qualitative research subjects are the main source in describing research results.(Septiani & Wardana, 2022) The subjects were taken purposively as many as five students who were taking the field work practice course.

Results and Discussion

Results

Implementation of OBE-Curriculum on English Language Learning

Basically, learning English is oriented towards theory and practice. The OBE-based English language learning practiced by students during their internships is truly implemented in specific locations. Not all internship locations implement English language learning. The following were some applications of English language learning based on the OBE Curriculum in the Sharia Economics study program:

Frstly, the educational program was created to focus on well-defined, assessable learning results; teachers outlined particular skills that learners should show by the conclusion of the course, including effective communication, proficient use of English in a professional setting, and critical analysis in English. These results served as the primary guide for all educational practices, student engagements, and evaluations.

Secondly, Outcome-Based Education transformed English teaching from traditional teacher-focused techniques to a skill-oriented, learner-focused model; students were given chances to practice and showcase specific abilities through activities like presentations, collaborative discussions, and writing assignments relevant to their professional field.

Thirdly, the lesson plans were developed to fit the desired goals, and evaluations (both ongoing and final) assessed if learners reached the necessary skills; educators designed materials and activities that supported the achievement of these objectives.

Fourthly, regular feedback was incorporated throughout the teaching process; learners got continual input that assisted them in moving toward the specified goals, and lessons were adjusted according to their successes and requirements.

Fifthly, teachers needed to receive training in the principles of outcome-based education, how to design curriculums, and assessments linked to outcomes to successfully carry out OBE. Support from the institution and professional growth opportunities were offered to assist educators in moving away from conventional teaching approaches.

Sixthly, the outcome-based education method was utilized to equip students for actual communication requirements outside of school, involving genuine English activities like business correspondence, negotiations, presentations, and professional writing relevant to the work environment.

The last but not least, at times, principles of outcomes-based education were merged with various teaching frameworks like contextual learning to enhance the significance and applicability of English classes for students' future professions, anchoring assignments and evaluations in actual experiences related to their areas of study.

The document analysis also revealed two English courses that are required by the university in all study programs: a subject namely Structure & Reading in first - semester and an English Interactive (speaking) in the second - semester. The policy of creating a study program syllabus design based on OBE was evident in the English learning process in class, which aligns with the lecturer's lesson plan and the student internship activities in sixth – semester.

Generally, OBE in English language learning was about planning teaching and curriculum around well-specified goals so that everything from lesson plans to examinations was consistent with what students were expected to do with the language after learning. This strategy promoted competency growth that was more closely related to the demands of daily life and employment.

The results of the analysis of interview data with students of the Islamic Economics study program *showed* that most students *understood* that learning English in the OBE curriculum *did not only focus* on mastering language structures, but also on the real skills needed in the world of work. Students *stated* that assignments in the English course, such as professional communication simulations, creating business documents, and presentations, *helped* them feel better prepared to face the demands of communication in the professional contexts of economics and business, which *was* in accordance with the OBE principle that *emphasized* real-life outcomes.

Several students also reported that OBE-based English learning helped them better understand the expected learning outcomes, as the lecturer initially explained learning outcomes such as the ability to communicate effectively, understand economics material in English, and apply English for Specific Purposes in internship and workplace contexts. This approach was seen as helping them direct their learning and practice strategies according to the established learning outcomes.

However, several informants also mentioned that OBE implementation still faces challenges, particularly regarding support from industry as an external stakeholder. Although the curriculum has been designed with the needs of the workplace in mind,

students feel that direct industry engagement in learning, such as relevant internships or hands-on experience with partner companies, is not yet optimal, and this is an area that needs further development.

Some students also stated that OBE-based learning helped them develop soft skills such as teamwork, presentation skills, and critical thinking skills in English because the assignments were designed beyond written tests and included activities that reflected real-world work situations. This demonstrates that OBE not only improves content knowledge but also fosters the development of skills directly related to employability.

Thus, students recognized that OBE English learning was relevant to the needs of the workplace because it focused on real outcomes and professional skills. They also felt that OBE learning objectives were clearer because learning outcomes were explained from the beginning of the course. While OBE helps develop soft skills, direct industry engagement still needs to be strengthened.

English Learning Achievements in Students' Workplace

In professional environments, the assessment of students' English language accomplishments goes beyond mere test results; it hinges on their capability to utilize English effectively in authentic job-related tasks—such as interacting with clients, composing business documents, and comprehending workplace resources. Research indicates that proficiency in English plays a crucial role in job readiness and employability, especially in sectors where English is frequently employed in professional scenarios. For instance, studies centered on hospitality management students revealed that their mastery of the English language greatly influenced their preparedness for the workplace, suggesting that enhanced proficiency correlated with improved readiness for job duties.

Based on discussions with the heads of study programs and students, it was clear that the Outcome-Based Education (OBE)-oriented English language learning method had a positive impact on improving students' employability skills. The Head of Study Program also explained that the lesson plan for English language teaching lecturers showed a work orientation that is relevant to the OBE curriculum. The following were the student activities in English learning based on OBE curriculum at Islamic economics program:

Students demonstrated improvements in their speaking and writing skills, which are highly relevant to what is sought after in the business and industrial world, particularly in the economics and business sectors.

Hence, students also reported that the project-based assignments helped them understand how English is used in real-life situations, not just theoretical ones. This made students better prepared for the workplace, particularly in terms of communication confidence, the ability to convey business ideas, and teamwork

Furthermore, students who were interning in the sixth semester of the Islamic Economics study program at Al-Falah Assunniyyah University, Jember, interned in several locations, including banking and MSMEs. BAZNAS, an institution that had long collaborated with Al-Falah Assunniyyah University in implementing the internship program, served as one of the host organizations for their internships.

In addition, students did internships in several places, including Micro, Small, and Medium Enterprises (MSMEs), Basmalah Cooperative, and BSI Bank. Students in the Islamic Economics study program at Al-Falah Assunniyyah University, Jember, completed internships in several real-world contexts during their sixth semester, including banking institutions, MSMEs, and Basmalah Cooperative. These internships provided concrete

evidence of the students' success in meeting OBE-aligned English learning goals since they had to use English communication and professional literacy abilities in genuine job responsibilities. Students demonstrated abilities that were defined as measurable learning outcomes within the program's OBE curriculum through client interaction, creation of business documents, and active involvement in workplace discussions. Such application in the workplace aligned with the main idea of OBE, which stressed that, rather than merely acquiring theoretical knowledge in the classroom, curriculum, instruction, and assessment focused on what students were expected to be able to accomplish in real-world contexts, including effective communication, problem solving, and professional interaction.

This approach to internships as part of the OBE framework improved students' skills and better prepared graduates for the demands of the workplace. The forms of English language learning applied in the workplace included emailing, correspondence, client communication, and on-the-job conversations. This activity is listed in the lecturer's learning plan and syllabus of the Islamic economics study program at Al-Falah Assunniyyah University, Jember.

Likewise, initiatives designed to enhance English proficiency among economics students demonstrated that a large number of those involved noted considerable gains in their English abilities, with specific focus ontheir spoken and written expression. This ultimately boosted their self-assurance and readiness to meet professional expectations. The research workplace settings that extend beyond academic institutions has revealed a connection between English language proficiency and how well employees perform. Enhanced English skills corresponded with improved communication, teamwork, and increased chances for career advancement within diverse or worldwide professional settings.

The Relevance of OBE-Based English Learning to the Needs of Corporate Work

Studies showed that English language learning oriented towards Outcome-Based Education (OBE) aligned with the needs of the workplace, particularly in the fields of economics and business. Teaching materials included business communication, negotiation, professional-level presentations, and business document creation, all of which contributed to improving students' employability.

Instructors believed that the OBE focus encouraged a more flexible learning system that adapted to evolving industry needs. However, direct support from industry still needed improvement. Nevertheless, the OBE method was quite effective in bridging the gap between classroom theory and workplace practice. The students' English language achievements were further validated through formal **TOEFL certification**, which served as an objective measure of their proficiency in listening, reading, speaking, and writing). It has been demonstrated that a high TOEFL score is a significant predictor of a person's capacity to perform well in corporate and professional settings, particularly in international and multicultural workplaces where English is frequently the primary language of communication.

In several industries, employers took into account TOEFL scores as proof of preparedness for activities requiring sophisticated English language in commercial negotiations, documentation, and workplace interactions, in addition to using them in the recruitment process. English proficiency, as demonstrated by official certification, played a significant role in improving employability and professional potential in the job market. In certain instances, respondents reported that good TOEFL results increased

competitive salaries, opened up more job opportunities, and contributed to higher chances of promotion.

Therefore, graduates' English proficiency was key to finding employment. In the Islamic Economics study program at Al-Falah Assunniyyah University, Jember, students were not yet required to take the TOEFL test. As a result, they had to seek out courses outside the university to obtain a TOEFL certificate. However, this concern was addressed by policymakers at Al-Falah Assunniyyah University, which collaborated with Genius English Course to assist students who required a TOEFL certificate.

Consequently, in international sectors, TOEFL scores are a recognized indicator of English ability that is pertinent to professional communication and employment prospects. Employers value English competence, as seen by the correlation between high TOEFL proficiency and improved career prospects and promotion chances. Students with high TOEFL scores have brilliant career opportunities.

Discussion

The application of the OBE curriculum to prepare students for the workforce has demonstrated the positive side of changing social dynamics in higher education. At Al-Falah Assunniyah University in Jember, sixth - semester students in the Islamic economics program who took a fieldwork experiences course have demonstrated their mastery of both the theory and practice of English language learning. The findings showed that the use of the Outcome-Based Education (OBE) curriculum in English teaching can guide the learning process toward the achievement of skills relevant to employment in economics and business. This finding aligns with the core of OBE, which emphasizes measurable and applicable learning outcomes. English language learning developed through projects and case studies has proven successful in improving students' corporate work. This reinforces the belief that foreign language learning in higher education focuses not only on language acquisition but also on improving professional skills and employability.

The results of this study indicate alignment with the OBE curriculum principles, which reflect results-oriented English language learning. From planning and implementation to student outcomes, the curriculum has been explored in accordance with the OBE curriculum principles. The OBE curriculum principles include the following: 1. Formulation of Program Educational Objectives (PEO); 2. Formulation of Program Learning Outcomes (PLO); 3. Formulation of Curriculum; and 4. Formulation of PLO evaluation.(Markus Deli Girik Allo et al., 2024)

In the documents reviewed, researchers found that the lesson plan and syllabus design of the Islamic economics study program at Al-Falah Assunniyah University, Jember, proved the implementation of the OBE - curriculum that was relevant to the work readiness of graduating students. English language learning, implemented through project-based learning and case analysis, has been proven to improve students' job readiness. This reinforces the notion that foreign language learning in higher education should not only focus on language acquisition but also on developing professional competencies and skills that support employability.

The relevance of OBE oriented English language learning to job market demands demonstrates an effort to connect higher education with the industrial sector. Although industry participation remains suboptimal, the OBE approach has provided a solid foundation for integrating students' work-readiness. The employability demonstrated by a high-scoring diploma isn't enough to contribute to industry and business. However, having a TOEFL certificate indirectly demonstrates strong language proficiency. In mastering of the four English language skills; reading, speaking, listening, and writing as

measured by the TOEFL test is a primary requirement for employment in the economic and business sectors.(Permatasari & Nurmaidah, 2024) Although some companies do not require a TOEFL certificate, it is still a better way for students to demonstrate their skills. A TOEFL certificate carries added value in the assessment of individual job seekers in industry and education.

A study with title Integrating Creative Thinking into an OBE-Based Curriculum to Enhance Student Competence, claimed that creative thinking can improve students' abilities.(Hadi et al., 2025) Unfortunately, it doesn't specify the specific areas of ability. The integration of OBE, demonstrated in critical thinking, is a classroom learning process that focuses on fundamental theory. Applying it in the workplace requires the right skill which students must possess to demonstrate quality performance.

In contrast, a study discussed that combine the OBE curriculum with advanced AI and blockchain technology, which was more directed at the application of educational theory with comprehensive and structured classroom projects. (Ali, 2024) This study focused more on analyzing syllabus documents, lesson plans, and the benefits of OBE orientation in society, particularly in the economic and business sectors.

The implications of OBE, implemented to encourage students to compete in the industrial world, both in economics and business, have been implemented at Al-Falah Assunniyah University in Jember. A study revealed that OBE must be balanced with forms of outreach and training aligned with students' academic interests.(Rasyidi et al., 2025) To ensure students' English language proficiency level, they are required to take a TOEFL class. This study has shown that students studying Islamic economics should obtain a TOEFL certificate as proof of foreign language competence. Because, TOEL certificate did not requirement in the Islamic Economics study program. Therefore, a TOEFL certificate can be obtained from a compatible course institution.

Conclusion

After reviewing the existing data, it is clear that the Outcome-Based Education (OBE) English learning approach has a significant positive impact on improving soft skills and preparing students for the workforce, particularly in the economics and business sectors. The OBE approach, which emphasizes achieving measurable learning outcomes, has been proven to motivate students to be more actively involved, communicate effectively, think more analytically, and prepare themselves thoroughly to face professional challenges. The results of this study indicate that the application of OBE principles in the English curriculum not only strengthens language skills but also enhances skills relevant to industry needs, thereby making graduates more competitive in the economics and business.

Hence, findings indicated that the OBE approach, which focused on clearly defined learning outcomes, encourages active engagement, improves communicative competence, fosters critical thinking, and aligns language instruction with industry-relevant expectations. Furthermore, to further optimize the implementation of OBE in English language programs, it was recommended that higher education institutions strengthen collaboration with industry partners to ensure curriculum relevance and provide continuous professional development for lecturers, enabling them to design and deliver OBE-aligned instruction that effectively prepares students for the demands of the workforce. It served as an effective strategy to strengthen soft skills and employability of students at Islamic Economics program of Al- Falah Assunniyyah Jember.

Suggestions & Recommendations

For institutions/ Universities

1. Strengthening the Curriculum Evaluation and Alignment the English curriculum to ensure alignment between Course Learning Outcomes (CLOs), and Program Learning Outcomes (PLOs), thereby maintaining coherence with industry needs. Systematic alignment and feedback loops can help close gaps between instructional delivery and desired competencies.
2. Expanding the stakeholder engagement to involved the industrial partners, employers, and graduated students in curriculum evaluation and development to ensure that English learning outcomes remain relevant to workplace expectations.
3. Providing the institutional support policy for OBE Implementation.

For Lectures

1. Lectures should do to Deepen OBE Pedagogical Understandings.
2. Lecture should Uses some Authentic Assessment Methods in order to stimulate the tasks in real workplace language use. For examples; business correspondence, presentations, and project work to strengthening students' professional English competence.
3. Collaborate and cooperate with industry in teaching English.

For Students

1. Students should active and seriously in learning English. They could take a personal responsibility for engaging in OBE-oriented activities and self-directed practice. For example; Joining in English clubs, language labs, and online courses. It could improve their English skills.
2. Students should to developed their Soft Skills beyond the classroom. Such as; actively participate in soft skill training (communication, teamwork, leadership), both in academic and extracurricular contexts, as these competencies are valued in modern workplaces.
3. Students should to utilize their career development resources with taking a course to get the TOEFL certificate.
4. The internship location chosen by students should be one that has good and advanced industrial performance quality.

Future Researchers

1. Expanding the scopes and methods of the study: Future studies could integrate mixed-methods approaches to provide quantitative support alongside qualitative insights. Such as, linking OBE English learning to measurable employability outcomes over time.
2. Investigating the impact to examine the long-term effects of OBE based language learning on alumni employment trajectories, career mobility, and professional success in the economic and business sectors.
3. Evaluating the OBE-curriculum to implementing some suitable strategies. Research could investigate variations in implementation strategies among institutions, identifying best practices and challenges in OBE adoption, especially in language education contexts.

Limitation of The Study

1. This study focused on English courses only. Other supporting courses (e.g., management, entrepreneurship, finance) may also contribute to soft skills development but are not included in the analysis.
2. The OBE curriculum design used in this study may be adapted to a particular institutional curriculum. Therefore, its effectiveness might differ when applied in institutions with different academic structures or student characteristics.
3. This study had a limited sample scope. It involved participants from a limited number of institutions, programs, or geographic areas. This restricts the generalizability of the findings to other universities, industries, or regions.

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