

From Classroom to Collaboration: Integrating OBE and ESP in Public Relations to Foster Institutional Partnerships

Muhammad Danial¹, Riska Safitri², and Ayu Melati Ningsih³

¹English Literature Department, Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia

²English Literature Department, Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia

³English Literature Department, Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia

Abstract. This study aims to evaluate the implementation of English for Specific Purposes (ESP) in the Public Relations course based on Outcome-Based Education (OBE) for students of the English Literature Study Program at Universitas Muslim Nusantara Al Washliyah. The participants consisted of 15 English Literature students who took part in ESP-based professional communication training through a one-teacher-one-student learning model as part of a learning ecosystem that supports the Public Relations course. Using a qualitative case study design, the study explored how ESP integrated with OBE enhances contextual English communication skills relevant to institutional relations. The success of learning was measured through course outcomes, namely students' ability to facilitate and establish academic cooperation with partner institutions, evidenced by the development of cooperation documents such as Memorandum of Understanding (MoU), Memorandum of Agreement (MoA), and Implementation Agreement (IA). Initial findings indicate that the integration of ESP training with professional communication practice positively contributes to students' readiness in building institutional relations. This research is expected to serve as an applicable learning model for developing literature students' competencies in the context of sustainable education and cross-sector collaboration.

Keywords: English for Specific Purposes (ESP); Outcome-Based Education (OBE); Public Relations; Professional Communication

1 Introduction

In the 21st century and the era of Industry 4.0, English proficiency has become a critical competence not only for academic purposes but also for professional and institutional communication across sectors (Muhammad & Utami, 2023). Higher education institutions increasingly emphasize global competence, cross-cultural communication, and collaborative engagement with external stakeholders as essential learning outcomes for students. In this

¹ Corresponding author: muhammaddanial@umnaw.ac.id

context, English language education is expected to move beyond classroom-based linguistic competence toward authentic communication practices that support sustainable partnerships and institutional collaboration.

According Hutchinson & Waters (1987), English for Specific Purposes (ESP) has been widely recognized as an approach that tailors language instruction to learners' specific communicative needs in target professional or academic contexts. In Public Relations (PR), English plays a crucial role in formal communication, negotiation, institutional correspondence, and partnership development. Therefore, integrating ESP into PR courses can provide students with context-specific linguistic and professional competencies necessary for engaging with external institutions.

At the same time, Wang (2021) Outcome-Based Education (OBE) has gained prominence in higher education as a curriculum framework that prioritizes measurable learning outcomes and real-world applicability. OBE emphasizes what learners can demonstrably do at the end of a learning process rather than focusing solely on instructional inputs. Integrating ESP within an OBE framework offers a promising pedagogical model that links language learning with professional competencies and institutional engagement, particularly in preparing students to participate in collaborative and partnership-building activities (Yunita et al., 2025).

Previous studies have demonstrated that ESP improves professional communication skills in disciplines such as business, engineering, and healthcare, while OBE has been widely implemented to align curriculum with measurable learning outcomes. However, these studies primarily evaluate linguistic competence or curriculum effectiveness rather than examining institutional collaboration as an authentic educational outcome. Research that integrates ESP and OBE within Public Relations education and investigates institutional partnership development as evidence of outcome-based learning remains limited. Therefore, this study positions institutional collaboration not merely as an organizational achievement but as a contextual learning artifact that reflects students' engagement in authentic professional communication practices. Table 1 shows the comparison between previous studies and the present study.

Table 1. Comparison between Previous Studies and the Present Study

Previous Research	Main Focus	Limitation	Present Study
ESP studies	Professional English communication	Focuses mainly on linguistic competence	Integrates linguistic competence with institutional communication
OBE studies	Outcome-based curriculum	Learning outcomes measured through classroom assessment	Learning outcomes evidenced through authentic institutional practices
Public Relations education	Communication skills	Rarely integrated with ESP and OBE simultaneously	Combines ESP, OBE, and Public Relations into one pedagogical framework
Partnership studies	Institutional collaboration	Focuses on organizational perspective	Examines institutional collaboration as a contextual learning artifact for students

However, implementing ESP and OBE in Public Relations education poses several challenges. Students often struggle to integrate linguistic competence with domain-specific knowledge, particularly in formal and institutional communication contexts. Many students also experience low confidence in professional English communication and have limited exposure to authentic institutional collaboration practices, such as drafting formal partnership documents and engaging with external stakeholders. These challenges highlight the need for

pedagogical models that bridge classroom learning with real-world institutional collaboration.

Previous studies have demonstrated the effectiveness of ESP in enhancing professional communication skills in fields such as medicine, engineering, and business (Wijayati & Safitri, 2025). Likewise, OBE has been widely adopted to ensure alignment between educational outcomes and industry or societal needs. Several studies have explored ESP curriculum development and OBE-based language instruction, showing positive impacts on students' academic and professional readiness. Nevertheless, most existing research focuses on linguistic competence, curriculum design, or classroom-based performance assessments (Ambar Sari Arum et al., 2022).

A few researchers have examined the integration of ESP with professional practice, but empirical investigations linking ESP and OBE to institutional partnership outcomes remain limited (Ardhy & Hartiningsih, 2023). There is a scarcity of research that conceptualizes institutional collaboration, such as the development of Memoranda of Understanding (MoU), Memoranda of Agreement (MoA), and Implementation Agreements (IA), as learning outcomes within language education. Furthermore, existing studies rarely explore how language learning ecosystems, including individualized training models such as one-to-one instruction, contribute to students' readiness for institutional communication and partnership facilitation.

Therefore, this study addresses this gap by exploring the integration of ESP and OBE in a Public Relations course for English Literature students at Universitas Muslim Nusantara Al Washliyah (Ningsih et al., 2023). The study investigates how ESP-based professional communication training, implemented through a one-to-one learning model within a learning ecosystem, supports students' readiness for institutional collaboration. By examining course outcomes, communication practices, and partnership-related documents as evidence of learning outcomes (Suminto & Ena, 2024), this research contributes to the discourse on English language education for sustainable futures, particularly in fostering global competence and cross-sector collaboration.

This study offers several scientific contributions (Erikson Tarigan et al., 2024). First, it proposes a pedagogical model that integrates ESP and OBE in Public Relations education with institutional partnership development as a contextual learning outcome. Second, it introduces institutional collaboration documents as tangible indicators of outcome-based learning in language education. Third, it provides empirical insights into how individualized ESP training contributes to students' professional communication competence and institutional engagement readiness. These contributions align with the theme of English Language Education for Sustainable Futures by demonstrating how language education can bridge academia and external stakeholders through sustainable and collaborative practices.

Therefore, this research aims to (1) analyze the implementation of ESP integrated with OBE in a Public Relations course, (2) explore how ESP-based professional communication training facilitates students' readiness for institutional communication and collaboration, and (3) identify how outcome-based learning is represented through institutional partnership evidence, such as MoU, MoA, and IA documents.

2 Method

This research employed a qualitative approach with a descriptive case study design (Creswell & Creswell, 2023). This approach was selected to explore in depth the implementation of ESP integrated with OBE in the Public Relations course for students of the English Literature Study Program, Faculty of Literature, Universitas Muslim Nusantara Al Washliyah. The research subjects consisted of 15 students enrolled in the Public Relations course who also received professional communication training through a one-to-one learning method at SAS

English Laboratory. The study was conducted within an outcome-based learning context, in which learning achievement was examined through students' participation in authentic institutional communication and their involvement in establishing collaboration with external partners.

Data were collected through document analysis, structured observation, and students' written reflections. The document analysis included the course syllabus and Semester Learning Plan (RPS), ESP training modules, and institutional collaboration documents such as Memorandum of Understanding (MoU), Memorandum of Agreement (MoA), and Implementation Agreement (IA). Structured observations were conducted to examine students' professional communication practices during the training sessions and their interactions with institutional partners. In addition, students' written reflections were analyzed to explore their learning experiences, perceived challenges, and perceptions regarding the ESP training and institutional communication activities.

The data were analyzed using thematic analysis. The analytical process began with data familiarization, during which all observation notes, documents, and reflection texts were read repeatedly to obtain a comprehensive understanding of the data. The coding process then followed three stages: open coding, axial coding, and selective coding. In the open coding stage, meaningful units of information were identified and labeled. During axial coding, related codes were organized into categories based on conceptual relationships. Finally, selective coding was conducted to integrate these categories into overarching themes. The resulting codes were grouped into broader themes representing professional communication competence, institutional engagement, and the implementation of outcome-based learning. These themes were subsequently interpreted to address the research questions and explain the implementation of ESP integrated with OBE in the Public Relations course.

To enhance the trustworthiness of the findings, several strategies were employed. Data triangulation was conducted by comparing evidence obtained from document analysis, observations, and students' reflections. Prolonged engagement throughout the learning process enabled the researcher to gain a deeper understanding of the educational context and participants' experiences. Member checking was carried out by confirming interpretations with participants to ensure that the findings accurately reflected their perspectives. Furthermore, thick description was provided to present a detailed account of the research setting, learning activities, and analytical process, thereby improving the credibility and transferability of the study.

3 Results and Discussion

3.1 Results

The findings indicate that students functioned not only as learners but also as initial mediators in institutional communication processes. Students engaged in drafting formal messages, proposing partnership initiatives, and conducting follow-up communication with institutional stakeholders. Several partner institutions responded positively to students' initiatives, which led to further discussions regarding institutional collaboration documents. The learning artifacts, including institutional communication texts and partnership documents, served as contextual indicators of outcome-based learning implementation in the Public Relations course. These findings demonstrate that the integration of ESP and OBE facilitated authentic learning experiences aligned with professional and institutional communication practices.

The document analysis revealed that students successfully applied ESP knowledge in drafting professional emails, official letters, and institutional proposals. Structured observations further demonstrated that students became increasingly capable of using

appropriate formal language, communication etiquette, and negotiation strategies during interactions with partner institutions. The integration of classroom instruction and authentic communication tasks therefore provided students with opportunities to practice professional English within meaningful institutional contexts. Table 2 summarizes the alignment between the OBE learning outcomes, student learning outputs, learning activities, and the corresponding evidence of achievement observed in this study.

Table 2. Mapping Outcome-Based Education (OBE), Learning Outputs, and Evidence of Achievement

OBE Learning Outcomes	Output Form	Student Activities	Evidence of Achievement
Students demonstrate professional communication competence in institutional contexts	ESP communication competence	One-to-one ESP training sessions	ESP modules, observation notes
Students apply Public Relations communication in authentic contexts	Institutional communication practice	Drafting and delivering formal communication to institutions	Official letters, communication drafts
Students initiate and develop institutional partnership relations	Institutional partnership outcomes	Initial negotiation and follow-up communication	Drafted and/or finalized MoU, MoA, IA documents
Students demonstrate professional readiness	Reflective learning outputs	Written reflective narratives on communication experiences	Student reflection texts
The course produces practice-based learning outcomes	OBE learning artifacts	Integration of classroom learning and field practice	Course syllabus, activity documentation

The students' written reflections also supported these findings by illustrating perceived improvements in confidence, communication competence, and professional readiness. One participant reflected:

"I became more confident in writing formal emails and communicating with external institutions after participating in the ESP training. The learning activities helped me understand how professional communication should be conducted in a real institutional context."

Another participant emphasized the transformation from theoretical knowledge into practical application:

"The experience transformed classroom knowledge into practical communication skills. Instead of only learning theories of Public Relations, I was able to apply them when preparing official correspondence and interacting with partner institutions."

Similarly, a third participant highlighted the contribution of individualized instruction:

"The one-to-one learning approach provided immediate feedback on my language use and communication strategies. It improved my confidence and prepared me to participate in institutional collaboration activities more professionally."

Across these reflections, a common pattern emerged: students perceived the learning process not merely as English language instruction but as preparation for authentic professional communication. The integration of ESP and OBE encouraged them to connect linguistic competence with institutional practices, thereby supporting the intended learning outcomes of the course.

3.2 Discussion

The findings of this study contribute to the literature in several ways. First, unlike previous studies that primarily examine ESP or OBE separately, this study integrates both frameworks within Public Relations education to facilitate authentic professional communication practices. Second, the study proposes institutional partnership documents, such as MoU, MoA, and IA, as contextual learning artifacts rather than merely administrative outputs, thereby extending the application of outcome-based learning assessment. Third, the study demonstrates how language education can bridge classroom learning and institutional engagement, contributing to discussions on global competence and sustainable education in higher education.

The findings suggest a pedagogical shift in the role of the classroom from a space of linguistic instruction to a preparatory environment for institutional collaboration. The integration of ESP and OBE enabled students to engage in authentic communication tasks that mirror real-world professional practices. Rather than focusing solely on linguistic accuracy, students applied contextualized English communication strategies within institutional and professional settings (Nabung et al., 2024).

Importantly, this study does not claim a direct causal relationship between ESP training, OBE implementation, and the formation of institutional partnerships. Instead, the integration of ESP and OBE is conceptualized as an enabling factor that enhances students' readiness for institutional communication and collaboration. Institutional partnerships are therefore positioned as contextual learning outcomes that reflect students' engagement in authentic professional communication tasks.

The findings align with the concept of global competence in English language education, where learners are expected to participate in cross-sector communication, negotiate meaning across institutional contexts, and engage in collaborative practices beyond the classroom (Prasongko et al., 2025). Through ESP-based training and outcome-oriented learning tasks, students were able to participate in institutional discourse communities, which contribute to sustainable educational practices that bridge academia and external stakeholders.

From a sustainable education perspective, this pedagogical model demonstrates how language education can support long-term institutional engagement and societal collaboration. By embedding institutional communication tasks within the curriculum, higher education institutions can foster students' professional identity development, communication competence, and readiness for global collaboration.

Furthermore, the findings suggest that individualized ESP training (one-to-one learning) contributed to students' confidence and communicative competence in formal institutional contexts. This individualized approach provided targeted feedback and practice opportunities, which supported students' professional communication development. However, scalability and resource considerations should be addressed in future research and implementation (Suri & Kristiani Bawamenewi, 2025).

The pedagogical model proposed in this study can be applied to other contexts where language education is expected to produce professional and institutional engagement outcomes, such as business communication, international relations, and technical communication programs. By aligning ESP instruction with OBE frameworks, educators can

design learning outcomes that extend beyond classroom performance toward authentic professional and institutional practices.

These findings are generally consistent with previous studies demonstrating that ESP enhances learners' professional communication competence by emphasizing authentic and context-specific language use in real-world settings. Likewise, OBE has been widely recognized as an effective framework for aligning learning activities with measurable competencies and workplace expectations. However, unlike most previous studies, which primarily evaluate improvements in linguistic proficiency, curriculum design, or classroom-based performance, the present research extends the implementation of ESP by integrating institutional collaboration within an OBE framework. In this study, authentic communication practices are reflected not only in students' language performance but also in their participation in institutional communication processes and the development of partnership-related documents such as MoU, MoA, and IA. Therefore, this research contributes beyond conventional language instruction by positioning institutional engagement as a contextual educational outcome that bridges classroom learning with authentic professional practice. This perspective broadens the pedagogical application of ESP and OBE while supporting the development of global competence and sustainable collaboration in higher education.

4 Conclusion

This study concludes that the integration of ESP and OBE within a Public Relations course provides a pedagogically meaningful framework for preparing English Literature students for professional communication and institutional collaboration. The findings indicate that ESP-based professional communication training, particularly through a one-to-one learning model, supports students' linguistic confidence, contextual communication competence, and readiness to engage in institutional discourse. Within an outcome-based learning context, students' communication practices and the development of institutional collaboration documents functioned as contextual indicators of learning achievement rather than causal determinants of institutional partnerships. The novelty of this study lies in conceptualizing institutional collaboration as a contextual learning outcome within an integrated ESP–OBE framework for Public Relations education, rather than viewing such collaboration merely as an administrative or organizational achievement. From a scientific perspective, this research contributes to English language education by extending the application of ESP and OBE beyond classroom-based performance toward authentic institutional engagement, thereby positioning institutional collaboration as a contextual learning outcome. Furthermore, the study advances the discourse on sustainable English language education by demonstrating how language instruction can bridge academic learning and external stakeholder interaction, fostering global competence, professional identity development, and cross-sector collaboration in higher education contexts.

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