

Student-Authored Publications as an Innovative Pedagogical Strategy to Enhance Course Learning Outcomes in Higher Education

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Abstract. This study investigates the integration of student-authored publications as an innovative pedagogical strategy within Language Learning Assessment (LLA) and Second Language Acquisition (SLA) courses. Based on the Outcome-Based Education (OBE) framework and the MBKM (*Merdeka Belajar–Kampus Merdeka*) policy, this approach leverages student-authored publications as a means to deliver a more active, authentic, and performance-oriented learning experience. The study employed a qualitative descriptive method involving nine pre-service teachers. Data were collected through 16 weeks of classroom observations, a thematic analysis of 18 student-authored book chapters, and semi-structured interviews with two participants. The data were analyzed through thematic analysis. The results indicate that the publication project positively contributed to the achievement of Course Learning Outcomes (CLOs). This activity encouraged students to shift from simply understanding the material to actively synthesizing and constructing knowledge. In addition to improving academic achievement, the publication process also helped students establish their identities as pre-service teachers and scholars, strengthening their academic agency. However, students still face several challenges, particularly related to the high cognitive load and difficulty managing their time during the MBKM program. This project demonstrates strong alignment with the Impactful Campus spirit through its tangible contributions to society. Student-developed assessment resources were successfully utilized by partner schools, providing direct benefits to teaching practices. The study concludes that student-authored publications can serve as pedagogical bridges that meaningfully connect theory, practice, and reflection, provided they are supported by an adequate institutional framework.

Keywords: course learning outcomes; OBE curriculum and pedagogy; student-authored creative publications

1. INTRODUCTION

In recent decades, higher education has shifted towards an Outcome-Based Education (OBE) model, where the curriculum is designed around explicit learning outcomes, and student assessments are aligned to measure whether these outcomes are achieved (Kementerian Pendidikan Tinggi, Sains, dan Teknologi, 2025). Under

the OBE paradigm, the role of instruction shifts from “coverage” to performance and demonstration of competencies. Within Indonesia, the *Kampus Merdeka – Kampus Berdampak* initiative further emphasizes that universities should not only produce graduates who meet national competency standards, but also yield societal impact, which is producing knowledge, products, or services that benefit local communities (Martin & Alderson, 2007; Asbari & Nurhayati, 2024).

In this context, pedagogical innovation is essential to facilitate the transition of students from passive recipients of knowledge to active producers of knowledge (Guo et al., 2020; Wang, 2022). This transformation is a cornerstone of the OBE framework, which emphasizes empowering students to demonstrate their learning through the creation of tangible artifacts and professional competencies (Amirtharaj et al., 2021; Asbari & Nurhayati, 2024). One such innovative strategy is student-authored publication, i.e., embedding in a course the requirement that students collaboratively produce a publishable academic product, such as a mini-book, a chapter, or a peer-reviewed article. This kind of going public project turns students into real authors, requiring them to engage deeply with disciplinary content, writing processes, and dissemination.

By combining project-based learning (PjBL) with authentic publication tasks, educators can operationalize OBE principles more powerfully than by traditional assignments alone such as essay. For example, in a language assessment course, students can design assessment tools, collect data in a real-life school setting through an MBKM Teaching Assistant placement, and document their findings or teaching resources in a structured publication. This provides a dual benefit: students deepen their mastery of assessment theory and practice, and the university gains tangible, visible academic outcomes that connect teaching, learning, and community impact.

PjBL is a well-established student-centered pedagogical approach in which learners work over an extended time on a “driving question” or real-world problem, culminating in a public product or performance (Guo et al., 2020; Saavedra & Rapaport, 2024). Under PjBL, students plan, investigate, revise, and present their work, often iterating through feedback cycles. The instructor acts as facilitator, scaffolding inquiry, guiding reflection, and supporting revision.

A systematic review of PjBL in higher education (Wang, 2022) categorizes student outcomes in PjBL into cognitive, affective, and product-based domains, such as knowledge gains, motivation, and artifact creation. The review also notes challenges such as resource intensity and variable implementation fidelity. Meanwhile, meta-analyses suggest that PjBL tends to outperform traditional teaching on collaborative skills, problem-solving, self-regulated learning, and sometimes knowledge retention (Weber et al., 2025).

The pedagogical foundation of publication-based learning is further supported by social constructivism, which argues that knowledge is actively constructed through meaningful engagement and social collaboration rather than passively transmitted from instructor to student (Saleem et al., 2021). Within this perspective, students develop deeper conceptual understanding by discussing ideas, negotiating meaning, and applying theoretical concepts to authentic contexts. When students collaboratively write academic publications, they do not merely complete assignments; rather, they construct knowledge by integrating disciplinary theories with practical educational experiences. In a Language Learning Assessment course, for instance, students translate concepts such as validity, reliability, and assessment

design into practical teaching resources that can be implemented in real classroom settings.

Furthermore, publication-based projects function as an effective writing-for-learning strategy that strengthens students' academic literacy while promoting authentic learning experiences (Holdinga et al., 2026). Unlike conventional assignments intended solely for instructors, student-authored publications target authentic audiences such as teachers, partner schools, or the wider academic community. Writing for external readers increases students' accountability, motivation, and responsibility to communicate ideas clearly and accurately. Consequently, students engage more deeply with disciplinary content because they recognize that their work must be academically sound and practically useful beyond classroom assessment.

Beyond fostering academic literacy, publication-oriented projects also align closely with the principles of Outcome-Based Education by serving as authentic performance-based assessments. Rather than relying exclusively on written examinations or isolated assignments, student-authored publications provide tangible evidence of students' integrated achievement of Course Learning Outcomes (CLOs). Through a single complex academic product, students demonstrate disciplinary knowledge, research competence, collaboration, communication skills, and professional practice simultaneously, reflecting the competencies expected of future educators (Wang, 2022).

Participation in publication projects may also contribute to the development of students' professional identity and pedagogical agency. By engaging in scholarly writing, peer review, and knowledge dissemination, students begin to perceive themselves not merely as learners but as emerging teacher-scholars capable of contributing to educational practice and academic communities (Fithriani & Salmiah, 2023). Nevertheless, implementing publication-based learning is not without challenges. Students frequently encounter difficulties related to academic writing conventions, collaborative coordination, and time management, while limited prior experience with scholarly publication may increase cognitive demands. Therefore, successful implementation requires institutional support through structured writing workshops, continuous supervision, and editorial guidance to help students achieve professional publication standards (Nurkamto et al., 2024)

Nonetheless, in the realm of student publication as project products, the literature remains sparse. While some secondary schools' initiatives use publication as a culminating task to promote literacy and agency, in higher education the integration of student-authored academic outputs as course-embedded projects is less explored (Fu et al., 2022; Nasution et al., 2024). Although previous studies consistently demonstrate that PjBL enhances collaboration, problem-solving, self-regulated learning, and student engagement, most projects culminate in prototypes, internal reports, or classroom presentations rather than formal scholarly publications disseminated beyond the classroom (Al-Busaidi et al., 2019; Nurkamto et al., 2024). Consequently, limited evidence exists regarding how student-authored publications function as authentic, measurable learning outcomes aligned with Course Learning Outcomes (CLOs) within Outcome-Based Education, particularly in Indonesian higher education implementing the MBKM–*Kampus Berdampak* initiative.

The literature shows that PjBL fosters deeper learning and student engagement, but rarely is the public, peer-disseminated publication of student work

embedded as the core deliverable of the course. Most PjBL studies focus on creation of prototypes, reports, or presentations, rather than formal publication (Al-Busaidi et al., 2019; Nurkamto et al., 2024). Thus, the gap is that student-authored publication as a measurable, authentic learning output aligned with course learning outcomes (CLOs) remains under-investigated, especially in OBE-aligned curricula in Indonesian higher education under MBKM contexts.

Hence, this study aims to fill that gap by investigating a course in which students, as part of their Teaching Assistance (*Asistensi Mengajar MBKM*) in partner schools, collaboratively author a publishable mini-book or chapter related to language learning assessment and second language acquisition, and analyzing its effects on CLOs, learning perceptions, and alignment with OBE and MBKM objectives.

There are three main questions to answer: (1) To what extent does participation in student-authored publication projects influence student performance on the course learning outcomes (CLOs) in Language Learning Assessment? (2) What are students' perceptions regarding the pedagogical value, challenges, and affordances of the publication process? (3) How well does the student-authored publication approach align with OBE and MBKM-*Kampus Berdampak* objectives in higher education?

2. METHOD

2.1 Research Design

This study employed a qualitative descriptive methodology, aiming to capture rich, contextual insights into how student-authored publication projects serve as pedagogical tools to improve learning outcomes in higher education. A qualitative descriptive approach is appropriate when the goal is to provide a comprehensive overview of experiences and processes using the participants' own language and perspectives (Takona, 2023; Lim, 2024).

Data were collected through classroom observations, analysis of student-produced publications, and semi-structured interviews with pre-service teachers enrolled in the Language Learning Assessment and Second Language Acquisition course. This triangulation of data sources enabled an in-depth understanding of the observable learning processes and the meanings participants attached to their experiences. Prior to data collection, the observation protocol, semi-structured interview guide, and publication assessment rubric were validated through expert judgment in English Language Teaching and language assessment to ensure their relevance, clarity, and alignment with the study objectives and Course Learning Outcomes (CLOs).

2.2 Participants

The participants in this study consisted of nine prospective teachers, all in their third year, enrolled in the Assessment of Language Learning and Second Language Acquisition course. This group was selected through purposive sampling because they were concurrently participating in the Teaching Assistance program, a flagship initiative of the MBKM (Independent Campus) framework. This dual role allowed the students to directly apply theoretical assessment concepts in partner schools, providing a rich experiential context for the publication-based project.

This study employed a multilevel approach to data collection to ensure breadth and depth of insight. The primary data sources were classroom observations conducted over 16 weeks and a thematic analysis of student-produced publications, with the entire group of nine participants included. Each of the nine students produced two distinct chapters for the final project, which served as the core artifact for assessing the achievement of Course Learning Outcomes (CLOs) and the integration of assessment theory.

Regarding qualitative interviews, this study shifted to a more focused investigation. Although the initial research design aimed to obtain more interview respondents, the data collection phase coincided with the end-of-semester holiday period. Consequently, the researchers used convenience sampling to select participants for semi-structured interviews.

Two students available on campus during the semester break were recruited to provide in-depth and reflective accounts of their experiences. This sampling choice was a pragmatic response to participant availability, ensuring that the study could still capture student voices to complement broader observational and artifact data.

The inclusion of only two interviewees was strategically intended to provide qualitative texture and personal reflection to validate the trends observed across the 9 student artifacts. By triangulating the comprehensive data from observations and 18 chapters of book chapters with the deep-dive insights from two interviews, the study maintains methodological rigor. This structure ensures that while the broader findings on CLO attainment represent the entire group, the specific narrative testimonials offer a localized, nuanced perspective on the challenges and agency developed during the process.

To provide clarity on the distribution of participants across the different instruments, the following table summarizes the data sources, the number of participants involved, and the specific analytical focus for each.

Table 1. Summary of Participants and Data Instruments

Data Instrument	Number of Participants	Rationale/Sampling	Analytical Focus
Classroom Observations	9 Students	Full cohort participation over 16 sessions	Observable engagement, collaboration, and feedback cycles.
Analysis of Publications	18 Chapters	Full cohort production (2 chapters of each participant)	Theoretical integration, creativity, and CLO attainment.
Semi-Structured Interviews	2 Students	Convenience sampling (based on campus availability during holidays)	In-depth reflective insights into motivation, identity, and challenges.

2.3 Data Collection Procedures

To ensure the academic objectivity of the research process, this study implemented several methodological safeguards to maintain a disciplined interpretive stance. The researcher used a reflective journal throughout the data collection and analysis phases to document analytical decisions and monitor interpretive perspectives.

Furthermore, the reliability of the findings was strengthened through member checking, which allowed participants to verify the accuracy of interpretive summaries, and discussions with instructors familiar with the course context. These steps ensured that the thematic analysis remained grounded in the authentic experiences of participants and artifact evidence, thus enhancing the overall credibility and transparency of the study.

To comprehensively triangulate the learning process within this objective framework, the study drew on three primary qualitative data sources. First, classroom observations of nine participants captured real-time engagement and instructional scaffolding. Second, as the core dataset, a thematic analysis of 18 book chapters authored by the full cohort provided tangible evidence of theoretical integration and Course Learning Outcome (CLO) attainment. Finally, semi-structured interviews with two selected participants yielded deeper, nuanced reflections regarding their evolving professional identities and the specific challenges encountered throughout the project.

2.4 Data Analysis

Thematic analysis was conducted following the six-phase framework of Braun and Clarke (2006), ensuring that the data interpretation was directly mapped onto the study's three research questions. To address the influence of the project on Course Learning Outcomes (RQ1) and its alignment with OBE/MBKM objectives (RQ3), the researcher performed an exhaustive analysis of the 18 student-authored chapters and field notes from 16 weeks of classroom observations

In this project, each of the 9 students was responsible for contributing two distinct chapters: one focusing on Language Learning Assessment (LLA) and one on Second Language Acquisition (SLA). This dual-course integration ensured a multidisciplinary application of pedagogical theories. The 18 topics covered in these publications are summarized in the following table:

Table 2. Distribution of Publication Topics (SLA and LLA)

Subject	Topics Covered in Student Chapters
Second Language Acquisition (SLA)	1. L1 and L2 differences
	2. Age and Language Learning
	3. Input and Interaction
	4. Individual Differences
	5. Interlanguage
	6. Error Analysis
	7. SLA Theories
	8. Sociocultural Factors
	9. Second Language Assessment
Language Learning Assessment (LLA)	1. Concepts of testing, assessing, and teaching
	2. Formal vs. Informal, Formative and Summative Assessment
	3. Discrete-point, Integrative, Communicative, and Performance-based Testing
	4. Principles of Testing: Practicality and Reliability
	5. Principles of Testing: Validity and Authenticity
	6. Assessing Listening
	7. Assessing Speaking
	8. Assessing Reading
	9. Assessing Writing

These 18 artifacts were coded for evidence of theoretical integration, practical application of assessment tools, and reflective mastery. Subsequently, the two semi-structured interviews were analyzed to answer the questions regarding students' perceptions, challenges, and pedagogical value (RQ2), providing the necessary qualitative depth to understand the internal motivations and professional identity shifts described by the participants.

To ensure the findings are credible and representative, the study achieved data saturation through the comprehensive review of the 18 book chapters and observation memos. Thematic redundancy for RQ1 and RQ3 was observed by the twelfth artifact, indicating that the cohort provided a consistent account of CLO attainment and MBKM alignment.

The two targeted interviews then provided meaning saturation for RQ2, offering a nuanced exploration of the teacher-scholar identity and the specific anxieties related to academic publication. This tiered analysis ensures that while the broader performance trends are representative of the whole group, the reflective insights remain deeply contextualized.

2.5 Ethical Considerations

The research design and ethics protocols for this study were strictly managed to ensure participant protection and institutional integrity. Formal ethics approval and topical permission were obtained from the Head of the English Language Education Study Program, who verified that the research objectives aligned with the program's strategic need to increase student-authored publications and academic visibility.

Formal administrative authorization for this study was granted through an official assignment letter issued by the Dean of the Faculty of Humanities and Education (FHIP). This hierarchical approval process ensured that the pedagogical intervention was consistent with institutional quality standards.

A primary ethical priority was mitigating potential power imbalances during the data collection process. The nine participants were explicitly communicated that their involvement, specifically in the semi-structured interviews and the analysis of their book chapters, was entirely voluntary and would not affect their academic grades or final course evaluations. Informed consent was obtained prior to observation, and participants were informed of their right to withdraw from the study at any stage without prejudice.

To maintain confidentiality, all data sources, including the 18 book chapters and interview transcripts, were anonymized. Participants are assigned unique identifiers (e.g., Participant S3, Participant S8) to ensure that personal identities remain protected during the analysis and reporting of findings.

Table 3. Data Sources and Analytical Focus

Data Source	Description	Analytical Focus	Example of Evidence
Classroom Observations	2 over 16 sessions observed over one semester	Interaction, engagement, feedback practices	Field notes, observation memos
Student-Generated Publications	18 student-authored book chapters – Second Language Acquisition and Assessment	Integration of theory, creativity, reflection	Textual excerpts, visuals
Semi-Structured	2 pre-service teachers	Perceptions, learning	Transcribed quotes,

Data Source	Description	Analytical Focus	Example of Evidence
Interviews		processes, challenges	thematic codes

3. RESULT

This section presents research findings integrated with critical discussions to provide a comprehensive analysis of student publication as a pedagogical strategy. In line with qualitative descriptive methodology, data were synthesized through triangulation of three primary sources: (1) researcher's field notes from 16 weeks of classroom observations, (2) a thematic analysis of 12 chapters of the book chapters authored by the full cohort, and (3) deep-dive semi-structured interviews with two selected participants.

It is important to clarify that the excerpts labeled S1 through S12 refer to written reflections integrated into the published chapters by the twelve participants. In contrast, insights from the semi-structured interviews are associated with I1 and I2. This distinction ensures that the broader thematic trends represent the findings of the entire group, while the interviews provide nuanced narrative depth.

3.1 Enhancing Course Learning Outcomes through Student-Authored Publication

The first research question examines how the publication project influenced student performance regarding CLOs in Language Learning Assessment. Within an Outcome-Based Education (OBE) framework, the attainment of learning outcomes is measured not merely through traditional testing but through the demonstration of competencies in creating tangible artifacts.

Observation data revealed a cognitive shift. Early in the semester, students struggled with the abstract nature of assessment metrics. However, as they transitioned into the author role, their engagement evolved from passive comprehension to active synthesis. This was captured in the researcher's observational data:

"Students were no longer just discussing what reliability means they were debating how to ensure reliability in their own designed rubrics for speaking tests for their specific school placements." (Researcher's field notes, Week 7).

The analysis of the 18 student-authored chapters provides tangible evidence of how this project influenced the demonstration of CLO mastery. Within the framework of Outcome-Based Education (OBE), the attainment of these outcomes is evidenced through the creation of a complex, authentic artifact that mirrors professional standards.

Each chapter functioned as a performance-based assessment where students integrated Second Language Acquisition theories with practical assessment tools. As noted by Participant S3, the requirement for publication influenced their internal standards:

“Writing it for publication made me realize I had to prove it through my design and reflection.”

This suggests that the influence of the project was primarily found in the heightened level of accountability, where students felt a professional burden of proof to ensure their assessment designs were theoretically sound and practically viable.

Furthermore, the influence of the publication task is deeply rooted in social constructivism, where knowledge is built through social collaboration on meaningful, real-world tasks. By transforming students from passive recipients into active producers of knowledge, the project influenced their self-perception and cognitive depth.

Participant S8 highlighted that writing for real readers rather than just a lecturer made them take their learning more seriously.

“We used to write assignments only for the lecturer. This time, I wrote for real readers — teachers who might use our ideas. It made me take my learning more seriously.”

This supports the perspective that authentic tasks promote higher-order learning by connecting conceptual knowledge to real-world application, as proposed by Guo et al. (2020) and Saavedra & Rapaport (2024). The project did not just improve scores; it fundamentally influenced the students’ learning trajectory by embedding the CLOs within a community of practice where the mastery of assessment became a requirement for successful public dissemination.

The project’s influence must be understood as an operationalization of the *Kampus Merdeka – Kampus Berdampak* initiative, which seeks to align university outputs with societal utility. By documenting their assessment tools for partner schools, the students’ influence extended beyond the classroom to the local educational community. This alignment ensures that the demonstration of CLOs is not an isolated academic exercise but a form of knowledge transfer that benefits the community. Consequently, the publication project serves as a transformative medium, where the influence on student performance is characterized by a shift from rote understanding to a level of applied competence and creative synthesis that satisfies both academic requirements and societal needs.

3.2 Students’ Perceptions: Navigating Value, Cognitive Load, and Agency (RQ2)

3.2.1 Perceived Pedagogical Value

Across interviews, all participants reported that the publication process enhanced their motivation, accountability, and self-efficacy as emerging professionals. They viewed the project not merely as an assignment but as an authentic contribution to the educational community. Several participants mentioned feeling a new sense of ownership over their learning and pride in producing a tangible product.

“When I saw my name as an author, I felt like a real teacher-scholar, not just a student completing a task.” (Participant S5)

“I learned to think like a researcher, such as collecting evidence, revising, and explaining why my test works. That’s deeper than just memorizing theories.” (Participant I1, Interview)

Observations confirmed that motivation increased during later class sessions. Students voluntarily extended discussions, sought peer feedback, and displayed enthusiasm when sharing draft sections. The act of authoring for publication appeared to create a community of practice within the classroom, where collaboration and dialogue replaced traditional competition (Tarkang et al., 2017; Fithriani & Kurniati, 2023).

3.2.2 Challenges Encountered

Despite its benefits, students also identified substantial challenges. Time management and coordination within groups were recurring themes. Many participants balanced the project alongside their MBKM teaching placements, leaving limited time for writing and revision.

“Sometimes I had to choose between preparing lesson plans for my school and revising my book section.” (Participant S2)

Another common difficulty was the lack of prior experience with academic writing and publication norms. Several students expressed anxiety about meeting scholarly standards and formatting conventions:

“At first, I didn’t know how to write academically. The idea of ‘publication’ scared me. It sounded too professional for us.” (Participant S7)

Students also mentioned unequal workload distribution and technical issues (layout, citation formatting, image resolution). These findings echo previous studies emphasizing that authentic, publication-based learning requires strong scaffolding and institutional support (Fithriani & Kurniati, 2023).

3.2.3 Developing Pedagogical Agency

Interestingly, these challenges also serve as catalysts for pedagogical agency—the ability to act intentionally and reflectively as aspiring educators. Through collaborative problem-solving, students develop skills in negotiation, peer review, and self-assessment. The iterative cycle of writing and feedback mirrors the teaching and assessment processes they experienced during their MBKM placement.

“Editing our book felt like giving feedback to students. I learned to see writing as a process, not a final product.” (Participant S11)

At the end of the semester, several students volunteered to initiate ideas for future publications and share their work at a small university symposium. This suggests that the experience fostered long-term academic self-confidence and professional identity, aligning with previous research showing that publication-oriented pedagogy can foster academic self-concept (Fithriani & Salmiah, 2023; Fursova, 2023).

3.3 Alignment with OBE and MBKM Experiential Learning Objectives

The final research question explored how student-authored publications align with the Outcome-Based Education (OBE) framework and the MBKM-Impact Campus experiential learning model. Findings across all three data sources demonstrated strong alignment across both conceptual and practical dimensions.

3.3.1 Authentic and Performance-Based Assessment

In the context of OBE, the publication project represents an authentic performance assignment. Students are required to demonstrate integrated competency rather than memorize isolated knowledge. Observations indicate that instructors function as facilitators rather than disseminators, guiding students to apply theory to practice through iterative feedback. The final publication serves as tangible evidence of the CLO's achievement, demonstrating how OBE principles can be operationalized through real-world projects.

“Instead of giving a final test, the book became our evidence of learning. It showed what we can actually do as future teachers.” (Participant S4)

3.3.2 Community Engagement and Kampus Berdampak

From an MBKM perspective, this project exemplifies experiential learning with community relevance. Because the book chapters document authentic assessment tools developed in partner schools, the products have immediate value to the local educational community. Several schools requested permission to use or adapt the student-designed rubrics, highlighting the project's social impact, a core tenet of the Impact Campus philosophy.

The publications also serve as institutional outcomes, increasing visibility and bridging academia with school practice. These results demonstrate that integrating student publications into the curriculum aligns educational goals with public accountability and community contribution.

3.3.3 Reflective and Transformative Learning

Finally, the publication process encouraged sustained reflection — a hallmark of both OBE and experiential learning. Reflection journals embedded within publications revealed students' evolving understanding of their pedagogical roles:

“Writing for publication made me reflect not only on assessment but on my teaching philosophy.” (Participant S10)

Such metacognitive insights demonstrate transformative learning, where students move beyond procedural knowledge to reframe their professional identities and values. In this sense, the publication serves as a reflective artifact and medium that embodies OBE's ideals of demonstrable competence, critical thinking, and lifelong learning (Wang, 2022; Fursova, 2023).

3.4 Integrative Discussion

Taken together, the findings indicate that student-authored publication functions as a powerful pedagogical bridge connecting theory, practice, and reflection. Through the authentic creation of publishable works, students achieved deeper understanding of language acquisition and assessment principles, developed ownership of learning, and experienced academic identity formation.

Table 3. Thematic Summary and Data Triangulation

Research Question	Key Findings	Data Source Attribution
RQ1: CLO Attainment	Competency demonstrated via capstone publication; theory-practice integration.	18 Chapters, Researcher's Field Notes (Week 7).
RQ2: Perceptions	High motivation vs. high cognitive load; development of teacher-scholar identity.	Written Reflections (S1-S12), Interviews (I1-I2).
RQ3: OBE/MBKM Alignment	Authentic assessment; societal impact via knowledge transfer to partner schools.	18 Chapters, Observation Memos.

These results validate the project's theoretical foundation in project-based learning (PjBL) and align with constructivist educational theory, which posits that learners construct knowledge through active engagement and social collaboration (Wahbeh et al., 2021; Fursova, 2023). This study also strengthens the feasibility of implementing this innovative strategy within the OBE-MBKM Impact Campus ecosystem, provided there is adequate institutional support and commitment.

However, implementation challenges remain. As participants noted, without structured writing workshops, editorial guidance, and time flexibility, publication-based pedagogy can be at risk of cognitive overload or unequal participation. Therefore, institutional adoption should include faculty development, clear assessment rubrics, and gradual publication training each semester.

4. CONCLUSION

This qualitative descriptive study investigates the integration of student-authored publications as an innovative pedagogical strategy in Language Learning Assessment (LLA) and Second Language Acquisition (SLA) courses. By analyzing 18 textbook chapters, or 18 chapters written by nine pre-service teachers, and triangulating them with 16 weeks of classroom observations and reflective interviews, this study illustrates how project-based learning (PjBL) can be operationalized within the Outcomes-Based Education (OBE) and MBKM ecosystems.

Regarding RQ1, findings indicate that publication projects significantly improve the achievement of Course Learning Outcomes (CLOs) by facilitating a cognitive shift from passive comprehension to active synthesis. The 18 written chapters provide concrete evidence of students' ability to integrate complex assessment theories, such as validity and reliability, into practical tools for real-world school placement. The professional burden of proof inherent in writing for a public audience pushes students to achieve higher academic standards than traditional assignments.

In response to RQ2, students perceived high pedagogical value in the process, particularly regarding the development of teacher-scholar identity and increased academic agency. The act of writing fosters a sense of ownership and pride, transforming students from recipients of knowledge into active contributors to educational discourse. However, these benefits are offset by significant challenges, particularly cognitive overload, academic writing anxiety, and time management conflicts arising from concurrent MBKM teaching assistantships.

For RQ3, this study confirmed that student-authored publications strategically align with OBE and the Impact Campus philosophy. As authentic performance-based assessments, these projects enable students to demonstrate integrated professional competencies through tangible artifacts. Furthermore, the transfer of these academic products to partner schools provides direct social impact, fulfilling the university's mission of community engagement by providing local teachers with practical, student-designed assessment resources.

This study has several practical implications for higher education, particularly in curriculum innovation, faculty development, institutional infrastructure, and equitable learning support. First, embedding publication-based projects within Outcome-Based Education (OBE) curricula provides an authentic means of assessing students' achievement of Course Learning Outcomes while simultaneously strengthening research and academic writing literacy. Second, successful implementation requires faculty members to develop expertise in mentoring student writers, facilitating collaborative learning, and managing publication-oriented projects. Third, universities should strengthen institutional infrastructure by establishing sustainable student publication platforms, such as internal journals or digital publishing initiatives, to enhance the visibility and long-term impact of student scholarship. Finally, equitable participation in publication-based learning depends on adequate scaffolding, including structured writing support, continuous feedback, and tailored guidance, ensuring that students from diverse academic writing backgrounds have meaningful opportunities to succeed throughout the publication process.

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