

IMPLEMENTATION OF OUTCOME BASED EDUCATION (OBE) CURRICULUM IN ISLAMIC EDUCATION MANAGEMENT STUDY PROGRAM AT UNIVERSITAS DARUNNAJAH

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Abstrak

Implementasi kurikulum Outcome Based Education (OBE) menjadi langkah strategis untuk menjawab tantangan globalisasi dan tuntutan dunia kerja yang semakin dinamis. Kurikulum ini menekankan capaian pembelajaran yang jelas, terukur, dan relevan sehingga lulusan memiliki kompetensi yang sesuai dengan capaian pembelajaran yang telah ditetapkan. Program Studi Manajemen Pendidikan Islam (MPI) Universitas Darunnajah, sebagai institusi yang berkomitmen mengembangkan pendidikan berbasis pesantren wakaf, menghadapi tantangan dalam memastikan lulusannya tidak hanya unggul secara akademik, tetapi juga memiliki keterampilan manajerial, kemampuan kepemimpinan, dan integritas moral yang tinggi. Penelitian ini bertujuan menganalisis secara mendalam implementasi kurikulum OBE dalam membentuk profil lulusan Program Studi MPI Universitas Darunnajah. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi kurikulum OBE pada Program Studi MPI Universitas Darunnajah telah berjalan efektif, meskipun masih menghadapi kendala berupa keterbatasan sumber daya dan pemahaman dosen terhadap konsep OBE. Kurikulum tersebut berhasil mendorong mahasiswa mengembangkan kompetensi yang relevan dengan kebutuhan dunia kerja dan masyarakat, meliputi kepemimpinan, keterampilan manajerial, dan nilai-nilai keislaman. Kolaborasi antara universitas, dosen, dan mahasiswa menjadi faktor kunci keberhasilan implementasi kurikulum tersebut.

Kata kunci: Outcome Based Education (OBE); Manajemen Pendidikan Islam; Profil Lulusan; Universitas Darunnajah

Abstract

The implementation of the Outcome Based Education (OBE) curriculum has become a strategic step to address the challenges of globalization and the increasingly dynamic demands of the workforce. This curriculum emphasizes clear, measurable, and relevant learning outcomes, ensuring that graduates possess competencies aligned with the established learning achievements. The Islamic Education Management (MPI) Study Program at Universitas Darunnajah, as an institution committed to developing education based on endowment-based pesantren, faces challenges in ensuring that its graduates are not only academically competent but also equipped with managerial skills, leadership abilities, and high moral integrity. This study aims to analyze in depth the implementation of the OBE curriculum in shaping the graduate profile of the MPI Study Program at Universitas Darunnajah. The research employs a qualitative method with a case study approach. Data were collected through interviews, observation, and documentation. The findings indicate that the implementation of the OBE curriculum has been carried out effectively, despite challenges such as limited resources and faculty understanding of the OBE concept. The curriculum has successfully encouraged students to develop competencies relevant to the needs of the workforce and society, including leadership, managerial skills, and Islamic values. Collaboration among the university, faculty, and students has been a key factor in its successful implementation.

Keywords: Outcome Based Education (OBE); Islamic Education Management; Graduate Profile, Universitas Darunnajah

INTRODUCTION

The rapid development of the times, marked by the Industrial Revolution 4.0 towards the era of Society 5.0, has brought significant changes in various aspects of life, including education.

Technological advancements and globalization demand that individuals adapt to change, both in mindset and in the skills required to compete in the job market (Amirudin, 2019). Globalization, as one of the main drivers of social change, has created new challenges that require the improvement of human resource quality in order to survive and compete in an increasingly competitive labour market (Tilaar, 2002).

However, the reality shows that the quality of education in Indonesia remains relatively low. According to the 2018 Programme for International Student Assessment (PISA) survey, Indonesia ranked 62nd out of 70 participating countries, with scores below 450 in reading, mathematics, and science (Pratiwi, 2019). Furthermore, the high unemployment rate, including among university graduates, indicates a gap between education and labour market needs. Data from the Central Statistics Agency as of May 2024 show that the open unemployment rate is still dominated by university graduates, reflecting that the higher education system has not yet fully succeeded in producing job-ready graduates (Badan Pusat Statistik, 2024). One solution to improving the quality of higher education is adopting the Outcome-Based Education (OBE) approach. OBE is an educational system that emphasizes the achievement of specific and measurable learning outcomes. This approach is designed to ensure that every graduate possesses competencies aligned with labour market demands and current developments (Harden, 2007). OBE also emphasizes the alignment between curriculum, teaching methods, and assessment systems in order to create a more effective and innovative learning environment (Kennedy et al., 2007).

The Islamic Education Management Study Program at Universitas Darunnajah initially implemented a curriculum based on the Indonesian National Qualifications Framework (KKNI). However, since 2023 the university has started adopting an OBE-based curriculum as an effort to improve education quality and prepare for accreditation. The transition process faces various challenges, considering that Universitas Darunnajah is still a relatively new institution with limited resources. Therefore, evaluating the implementation of the OBE curriculum is crucial to ensuring the success and effectiveness of the applied learning system.

This research focuses on several key aspects of the implementation of the Outcome-Based Education curriculum. The first focus is on how the OBE curriculum is implemented in the Islamic Education Management Study Program at Universitas Darunnajah. Second, this study examines the strategies used in implementing the OBE curriculum within the study program. Additionally, the research explores the supporting and inhibiting factors influencing the implementation of this curriculum in the academic environment of Universitas Darunnajah.

METHOD

This research employs a qualitative approach with a case study method to explore the implementation of the Outcome-Based Education (OBE) curriculum in shaping the graduate profile of the Islamic Education Management Study Program at Universitas Darunnajah. Data were collected through interviews, observation, and document analysis, using triangulation techniques to ensure data validity. The research subjects include the Head of the Study Program, the Deputy Head of the Study Program, the Quality Assurance Institution, lecturers, and students, while the research object focuses on the implementation, the strategies, and the supporting and inhibiting factors of the OBE curriculum. Data analysis was conducted through data reduction, data presentation, and systematic conclusion drawing in order to gain a deep and comprehensive understanding (Ghony & Almansyur, 2014).

RESULT AND DISCUSSION

The implementation of the Outcome-Based Education (OBE) curriculum in the Islamic Education Management (MPI) Study Program at Universitas Darunnajah is a strategic step to align higher education with global demands and labour market requirements. This approach focuses on achieving student learning outcomes in accordance with the formulated graduate learning outcomes (CPL). In the context of Islamic education, OBE enables the integration of Islamic values with modern managerial skills, producing graduates who are both competent and character driven.

The implementation of the OBE curriculum in the MPI Study Program at Universitas Darunnajah begins with the establishment of a graduate profile that aligns with stakeholder needs. The graduate profile includes competencies as educational administration staff, educational research assistants, and educational consultant assistants, with expertise as innovators in the development of educational institutions based on Islamic values, particularly waqf pesantren values. This demonstrates that the curriculum is designed using a need-based approach, which is a fundamental principle of OBE. Based on this profile, the graduate learning outcomes (CPL) are formulated, encompassing aspects of knowledge, general skills, specific skills, and attitudes. These CPL serve as the foundation for designing the curriculum structure and selecting relevant courses, which are then translated into course learning outcomes (CPMK). This indicates that the implementation of the OBE curriculum in the MPI Study Program at Universitas Darunnajah follows the basic concept of OBE as presented by Biggs and Tang (2011) in *Teaching for Quality Learning at University*.

In terms of teaching methods, the student-centred learning approach applied in the OBE curriculum in the MPI Study Program has a positive impact. Methods such as problem-based learning and project-based learning allow students to actively engage in the learning process while honing critical and creative thinking skills. The implementation of student-centred learning aligns with the theory presented by Killen (2007) in *Effective Teaching Strategies: Lessons from Research and Practice*, which states that in the OBE curriculum concept lecturers act as facilitators who support students in achieving outcomes. Lecturers must therefore design innovative and student-centred learning. However, the effectiveness of this approach requires readiness from both lecturers and students. Challenges such as students' lack of readiness for independent learning and lecturers' time constraints often hinder the implementation of this method.

Evaluation in the OBE curriculum in the MPI Study Program emphasizes outcome-based assessment. This process covers various aspects, including students' knowledge, skills, and attitudes, which must align with the CPL and CPMK assigned to the respective courses. This is consistent with the theory of Biggs and Tang (2011), who argue that the OBE curriculum is designed using a backward design approach, which starts with the desired outcomes and works backwards to determine teaching methods and assessments. This structure involves three main elements, namely outcomes, learning curriculum, and assessment. These elements are interconnected to ensure that the entire learning process is outcome oriented. However, a challenge that arises is ensuring that every lecturer has a uniform understanding of the assessment instruments used. A lack of training and technical guidance in designing OBE-based assessments can reduce the accuracy of evaluations (Rajaei et al., 2013).

Furthermore, collaboration with external stakeholders such as Islamic educational institutions, the government, and community organizations plays a crucial role in the success of the OBE curriculum. Internships, field research, and community service, which are integral parts of the OBE curriculum, provide students with practical experiences relevant to the professional world. However, logistical challenges and coordination with external partners often pose difficulties that require innovative solutions. From a resource development perspective, Universitas Darunnajah has made significant investments to support the implementation of OBE, such as lecturer training and the development of technology-based learning facilities. Nevertheless, budget and infrastructure limitations in some areas pose challenges that affect the effectiveness of curriculum implementation. Efforts to address these issues include fundraising and optimizing existing resources.

Overall, the implementation of the OBE curriculum in the MPI Study Program at Universitas Darunnajah demonstrates great potential in producing competent graduates who are relevant to the workforce. However, continuous evaluation is needed to overcome various challenges, such as resistance to change, resource limitations, and technical difficulties in evaluation. A collaborative approach between the university, lecturers, students, and external stakeholders is key to refining OBE implementation in the future. This is consistent with research conducted by Purwaningsih (n.d.), which states that the implementation of the OBE curriculum can be a strategic effort to produce competent graduates with relevance to the job market, although its application faces challenges in terms of human resources, funding, and other aspects.

The strategy for implementing the OBE curriculum in the MPI Study Program at Universitas Darunnajah is a strategic step to enhance the quality of Islamic-based higher education. The OBE approach aims to ensure that graduates possess competencies relevant to workforce needs and contemporary developments. This strategy begins with formulating a vision, a mission, and a graduate profile oriented towards measurable learning outcomes. The graduate profile is tailored to stakeholder needs, including Islamic educational institutions and community organizations. This demonstrates that the curriculum is designed using a need-based approach, a fundamental principle in OBE.

One of the key strategies is the development of a curriculum based on graduate learning outcomes (CPL). The CPL are broken down into course learning outcomes (CPMK) aligned with the national higher education standards (SN-Dikti) and the Indonesian National Qualifications Framework (KKNI). The curriculum structure is designed to ensure that each course gradually supports CPL achievement (Kusumawardani et al., 2024). This process reflects an outcome-based approach, which is the core of OBE implementation, and again follows the fundamental concept of OBE as presented by Biggs and Tang (2011).

A major challenge in implementing the OBE curriculum is resistance to change. Some lecturers and students may struggle to adapt to this outcome-oriented approach. Shifting from content-based learning to outcome-based learning requires time and a deep understanding. However, efforts to address this have been made through socialization programs that help students and lecturers gradually understand and become accustomed to the student-centred OBE curriculum (Damit et al., 2021).

Despite the challenges, Universitas Darunnajah continues to strive to overcome them through regular training, continuous evaluation, and enhanced collaboration with stakeholders. By maximizing supporting factors such as institutional commitment, lecturer competence, and

collaboration with external partners, the implementation of the OBE curriculum in the MPI Study Program is expected to produce outstanding and competent graduates who are relevant to contemporary needs.

CONCLUSION

The implementation of the OBE curriculum in the Islamic Education Management Study Program at Universitas Darunnajah begins with establishing a graduate profile aligned with the vision of the study program and the university, which is then formulated into graduate learning outcomes covering knowledge, general skills, specific skills, and attitudes, and further broken down into course learning outcomes that shape the curriculum structure and course selection through a process involving both internal and external stakeholders. The strategy adopted proceeds from the formulation of a vision, mission, and measurable graduate profile responsive to stakeholder needs, towards a curriculum designed in accordance with SN-Dikti and the KKNI, delivered through a student-centred learning approach and enriched by internships and field practice, supported by regular faculty training and closed by continuous outcome-based evaluation and periodic tracer studies as a form of quality assurance. The supporting factors for this implementation are the institution's commitment to educational quality, faculty competence, and collaboration with external stakeholders, while the inhibiting factors are resistance to change, limited resources, and the readiness of students themselves.

Based on these findings, Universitas Darunnajah is advised to reinforce the institutional policies that support OBE implementation by increasing budget allocations for faculty training, providing modern learning facilities, and developing educational technology that supports outcome-based learning; to hold more intensive and continuous workshops so that lecturers gain a holistic understanding of learning outcome design, student-centred methods, and outcome-based assessment; to strengthen partnerships with Islamic educational institutions, community organizations, and employers through internships, field research, and community service; and to develop more comprehensive and consistent assessment instruments so that evaluation accurately reflects student competence. Periodic curriculum evaluation based on tracer studies, stakeholder input, and alumni feedback is also needed to keep the graduate profile relevant, while further research involving in-depth interviews or surveys with lecturers, students, and external stakeholders is recommended to provide broader empirical evidence on the effectiveness of OBE implementation.

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