

RESEARCH ARTICLE

Curriculum transformation toward outcome-based education (OBE) in an Indonesian State Islamic University: An institutional case study

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ABSTRACT

Background: Outcome-Based Education (OBE) is mandated in Indonesian higher education to address the misalignment between graduate competencies and labor-market demands. However, its institutional implementation in Islamic universities remains underexplored, particularly regarding governance processes, measurable compliance, and the integration of Islamic values and Maqashid Syariah into curriculum design.

Purpose: This research aims to analyze how an Islamic university systematically plans, executes, and evaluates its OBE-based curriculum transformation.

Method: This qualitative case study analyzes the institutional transformation process at UIN Syekh Wasil Kediri during the 2025–2026 academic period using a strategic management perspective. Data were collected from 10 informants directly involved in the OBE curriculum development process that is the Vice Rector I, the Head of the Quality Assurance Institute (LPM), the Head of the Curriculum and Learning Center, Deans and Vice Deans I, and representative Heads of Study Programs together with curriculum development teams, via semi-structured in-depth interviews, participant observation, and document analysis, processed using Miles, Huberman, and Saldaña's interactive model.

Findings: The transformation unfolded through three interconnected stages, diagnostic gap analysis, capacity-building workshops, and action-oriented mentoring, culminating in inductive policy codification. Document review across 25 undergraduate study programs (PPG excluded) revealed substantial non-compliance (54% FUDA, 38% FTIK, 27% FASYA, 7% FEBI), rooted in a forward-design logic that fitted learning outcomes to pre-existing course lists rather than the reverse. While workshops built conceptual understanding, interview evidence showed this did not translate into operational capability, the subsequent mentoring phase closed this gap through problem-embedded, learning-by-doing engagement with each program's own curriculum documents, generating psychological ownership and enabling 23 of 25 programs (92%) to finalize compliant OBE curricula. Institutional policy was deliberately codified only after these field-tested solutions emerged, functioning as institutional memory rather than an untested top-down

Article History

Received: 14 August 2026

Revised: 25 September 2026

Accepted: 8 October 2026

Published: 11 October 2026

Keyword

curriculum transformation;
Islamic higher education;
Islamic Values; outcome-based
education; strategic planning
management.

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prescription. Islamic values such as religious devotion, ethics, and Maqashid Syariah, were embedded as measurable Graduate Learning Outcomes (CPL) indicators rather than peripheral co-curricular content.

Implication: Theoretically, this study conceptualizes institutional OBE transformation as an organizational learning process involving diagnosis, conceptual alignment, capacity building, and institutionalization. Practically, it proposes a staged governance model—diagnosis, capacity building, mentoring, and policy codification—that can be adapted by similar institutions, while the integration of Islamic values remains context-dependent.

How to cite:

Purnomo, N. H., Salama, A. A., & Nkambule, B. I. (2026). Curriculum transformation toward outcome-based education (OBE) in an Indonesian State Islamic University: An institutional case study. *Bulletin of Educational Management and Innovation*, 4(2). 567-583. <https://doi.org/10.56587/bemi.v4i2.182>

INTRODUCTION

The competency gap between university graduates and the labor market remains significant. Data from the Ministry of Manpower in February 2023 indicated that educated unemployment in Indonesia reached 2.09%, influenced by various factors such as unadaptive higher education curricula, a lack of practical field experience, and insufficient collaboration with industry to identify required workplace competencies (Maharani & Permana, 2026; Pramesti, Meisya, & Amrillah, 2024). Furthermore, a 2018 study by McKinsey & Company revealed that 45% of university graduates felt they lacked sufficient skills for their first job (Pramesti et al., 2024). Taken together, these figures indicate that the competency gap is not merely a matter of labor-market saturation, but reflects a structural misalignment between what higher education curricula deliver and the practical competencies employers require. This also state that a mismatch rooted in the persistently input-oriented orientation of conventional curriculum design (Lukitasari et al., 2025).

This structural mismatch points directly to the input-oriented character of conventional higher education systems, which emphasize instructional content and classroom contact hours rather than demonstrable graduate competencies (Andriyani & Leksono, 2024; Hussain, 2025; Romlah, Pahrudin, Fauzan, & Kesuma, 2025; Salamah, Mujiono, & Muslihun, 2025). Resolving the competency gap identified above therefore requires more than incremental curriculum adjustment, it requires a paradigmatic shift in which curriculum design begins from the competencie's graduates must demonstrate, rather than from the content instructors must deliver. Outcome-Based Education (OBE) is positioned in this study as precisely this paradigmatic alternative, directly targeting the input–output misalignment identified above (Baidowi, Syamsudin, & Khan, 2026; Novrizal & Muhammad, 2025). To institutionalize this shift, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), through Regulation No. 3 of 2020, directed higher education institutions to adopt the Outcome-Based Education (OBE) curriculum. This

strategic shift responds to the imperatives of modern developments, globalization, and the Industrial Revolution 4.0 (Muzakir & Susanto, 2023; Negara, Pitriani, & Fitriani, 2024; Romlah et al., 2025).

The OBE curriculum is an advanced framework in higher education that centers on learning performance and outcomes. It has become an international standard in various regions, including Europe, the Americas, Australia, South Africa, Malaysia, India, Pakistan, Bangladesh, the Philippines, and Indonesia (Katawazai, 2021; Syeed, Shihavuddin, Uddin, Hasan, & Khan, 2022). Rather than focusing merely on instructional delivery or administrative compliance, this approach emphasizes the development of practical competencies aligned with designated learning outcomes. The ultimate goal of this curriculum is to cultivate verifiable and measurable student capabilities in critical thinking, problem-solving, collaboration, and global-standard innovation (Wale & Bishaw, 2020).

The design of an OBE curriculum utilizes a backward design model, beginning with the formulation of the intended Graduate Profile, which is then translated into Graduate Learning Outcomes (CPL). These outcomes are subsequently mapped onto specific courses, student-centered learning (SCL) methods, and authentic assessments designed to verify the attainment of defined competencies (Harden, 2002; Romlah et al., 2025). OBE requires students to demonstrate what they can do rather than merely recall what they know. Consequently, instructional models shift away from passive content absorption and simple correct-or-wrong testing toward complex, performance-based tasks, such as developing project proposals, analyzing case studies, formulating solutions, and delivering professional presentations (Yang, 2020). Furthermore, the OBE framework integrates digital technology-enhanced learning, experiential learning, and 21st-century skill development (Novrizal & Muhammad, 2025; Yu, Zhao, & Wu, 2025).

In the context of Indonesian higher education, the adoption of OBE is strongly mandated across all institutions. This requirement is formalized under Permendikdisaintek No. 39 of 2025 regarding Higher Education Quality Assurance. Articles 6 through 10 mandate every study program to formulate measurable Graduate Learning Outcomes (CPL), which serves as a critical criterion in Criterion 6 about Education for achieving excellent (*Unggul*) institutional accreditation. This mandate applies equally to State Islamic Higher Education Institutions (PTKIN). In the PTKIN context, the implementation of OBE carries a distinctive dimension: curriculum transformation must not only align with global competitiveness and modern industry standards but must also systematically integrate core spiritual values, ethical principles, and Maqashid Syariah.

Previous studies on OBE have established several important but partial insights. At the classroom level, Sunra, Aeni, Hari, & Sally (2024) mapped core OBE principles and instructional practices, while Wang (2024) demonstrated OBE's positive effect on students'

critical thinking and transferable skills. At the study-program level, [Yang \(2020\)](#) documented how OBE reshaped assessment design within a single academic program. Within Islamic higher education specifically, [Hussain \(2025\)](#) examined educational renewal (*tajdid*) and the harmonization of classical Islamic tradition with contemporary pedagogy, but did not address OBE or institutional governance. The most closely related work, [Romlah et al. \(2025\)](#), examined OBE institutionalization at an Indonesian Islamic university through Hunger and Wheelen's strategic management theory, concluding that transformational leadership, adaptive governance, and continuous quality assurance are critical to sustaining OBE-based reform, and proposing an Islamic Strategic OBE Framework as a conceptual contribution. However, by the authors' own acknowledgment, this account remains leadership and governance centered at a conceptual level, without empirically detailing the operational mechanism like the concrete diagnostic instruments, capacity-building processes, and measurable compliance outcomes, through which such institutionalization is achieved, nor how Islamic values are translated into measurable curriculum instruments such as Graduate Learning Outcomes (CPL) indicators and course-level contracts.

Collectively, these studies establish that OBE improves classroom and program level learning practices, and that its institutionalization in Islamic higher education is both feasible and dependent on leadership and governance quality. However, none has empirically traced the operational, phase by phase governance process, including document-based gap diagnosis, capacity building outcomes, and measurable compliance rates by which university wide OBE transformation unfolds, nor demonstrated how spiritual and ethical values are concretely embedded into formal, measurable curriculum instruments rather than remaining a conceptual aspiration. This constitutes the specific research gap addressed by the present study.

To address this gap, this study examines the institutional policy and implementation framework of OBE in an Indonesian State Islamic university. Specifically, this study addresses three research questions, 1) How does the university plan its OBE-based curriculum transformation at the institutional level? 2) How is this transformation implemented across faculties and study programs? 3) How are the implementation process and its outcomes evaluated to sustain compliance and quality improvement. Utilizing a strategic management perspective, this research analyzes how an Islamic university systematically plans, executes, and evaluates its OBE-based curriculum transformation. The primary contribution of this study is an inductively derived institutional process model that detailing the sequential governance mechanism and the concrete operationalization of Islamic values within measurable curriculum instruments, offering a context-grounded blueprint for institutions undertaking similar governance and curriculum reforms.

METHODS

This study adopted a qualitative approach utilizing an exploratory case study design with descriptive-analytical methods (Creswell & Poth, 2018) to investigate complex phenomena associated with curriculum transformation within real-world higher education settings. This approach was chosen as it enables a contextual and comprehensive inquiry into the social, institutional, and policy dynamics during the implementation process (Creswell & Clark, 2018). The study focused on the institutional transition and policy redesign from conventional curriculum models toward Outcome-Based Education (OBE) at UIN Syekh Wasil Kediri during the 2025–2026 academic period.

Data were collected from 10 informants, selected through purposive sampling based on their direct involvement in the OBE curriculum development process, that is the Vice Rector I who directed and oversaw the transformation process from the university to the study-program level, the Head of the Quality Assurance Institute (LPM) and the Head of the Curriculum and Learning Center who oversaw the development of the OBE curriculum guidelines and the mentoring process for study programs, representative Deans and Vice Deans I who supervised and monitored curriculum implementation within their respective faculties, and representative Heads of Study Programs together with curriculum development teams who authored each program's OBE curriculum based on evaluation results and disciplinary requirements. Interviews lasted between 15 and 45 minutes per informant and were conducted on the UIN Syekh Wasil Kediri, using a smartphone voice recorder. Recordings were transcribed using AI-based speech to text software. Data collection took place between August 2025 and January 2026.

Primary data were obtained through in-depth interviews and direct observation (Sugiyono, 2018), while secondary data consisted of institutional documents, including previous curriculum documents, curriculum evaluation reports, the OBE curriculum development guidelines, and the Vision and Mission statements of the university, faculties, and study programs. Observation and documentation were conducted throughout the curriculum mentoring process in each study program, from initiation to completion, encompassing both offline sessions in workshop forums and online sessions that guidance provided when study programs encountered difficulties during curriculum drafting. In total, 25 study-program curricula were examined throughout the mentoring process, of which 23 were completed within the observation period and 2 remained in progress at the time of data collection, a completion figure that corresponds directly to the 92% institutional compliance rate reported in the Findings section.

Data analysis followed Miles, Matthew B., Huberman, & Saldaña, (2014), comprising data condensation, data display, and conclusion drawing/verification (Asipi, Rosalina, & Nopiyadi, 2022; Pramudita, 2023). Rather than employing software-assisted coding, analysis

was conducted manually that raw information from the 10 informants' interviews was condensed and organized according to each informant's role in the curriculum transformation, then systematically compared across informants to identify convergent and recurring patterns. Recurring patterns that appeared consistently across informants occupying different institutional positions and that followed a consistent chronological sequence from initial curriculum evaluation to final policy codification were treated as verified findings and displayed as the study's four-phase process model. This cross-informant comparison served as the primary means of triangulation, allowing findings to be verified not from a single informant's account but from the convergence of perspectives across the university, faculty, and study-program levels.

RESULT AND DISCUSSION

The OBE-based curriculum transformation at UIN Syekh Wasil Kediri unfolded through four interconnected phases, addressing the three research questions guiding this study, that is institutional planning, university-wide implementation, and evaluation and institutionalization.

Institutional Planning: From Compliance Diagnosis to Shared Understanding

The transformation began with a comprehensive gap analysis of active curriculum documents across all 25 undergraduate study programs required to develop an OBE-based curriculum (the Professional Teacher Education Program/PPG was excluded, as its curriculum is centrally mandated and does not require institutional OBE development). The evaluation was conducted jointly by reviewer teams from the Internal Quality Assurance Center (LPM) and Faculty Quality Assurance Units (GPM), through Focus Group Discussions (FGDs) held to align evaluation perspectives and review instruments across 22 evaluation dimensions. The findings are summarized in [Table 1](#).

Beyond these dimension specific gaps, an institution wide average across all 22 evaluation dimensions showed non-compliance that defined as dimensions for which no supporting document existed at all, reaching 54% in FUDA of 10 study programs, 7% in FEBI of 4 study programs, 38% in FTIK of 8 study programs, and 27% in FASYA of 3 study programs. Root-cause identification highlighted a widespread reliance on inverted design logic which means departments constructed course lists first and subsequently forced CPL alignments, leading to severe CPL overloading.

These findings were not merely technical deficiencies in curriculum documents, but they also indicated a deeper conceptual problem in how curriculum was understood and designed. This was articulated explicitly by a study-program head:

"Evaluation of the previous curriculum period shows that our formulation of Graduate Learning Outcomes (CPL) is still too focused on subject content rather than on students'

actual outcomes and competencies in the workplace. We need a complete overhaul towards OBE standards." (Head of the Islamic Journalism Study Program)

This statement shifts the interpretation of the gap analysis from document non-compliance to a problem of curriculum orientation. The underlying design logic remained predominantly content-oriented, not merely incomplete.

Table 1.

Curriculum Gap Analysis Matrix

No	Evaluation Dimension	Existing Condition	OBE Standard	Gap Level & Description
1	Tracer Study & Evaluation	Tracer study data and curriculum evaluations were not systematically used as the foundation for curriculum development	Curricula are periodically designed and revised based on feedback from users/employers and alumni	Very High Gap 88% of study programs in Faculty of Tarbiyah (7 of 8) and 90% in FUDA (9 of 10) had not utilized tracer study data; 50% of programs in FEBI (2 of 4) had not fulfilled this component
2	Profile & CPL Formulation	General attitude/knowledge statements existed, but Specific Skills (KK) and General Skills (KU) did not rigorously align with institutional/professional standards	Specific Graduate Profiles and measurable CPLs mapped to KKNi and accreditation criteria	High Gap 100% of study programs in FUDA lacked a formal Book of Knowledge document and SKS allocation mapping; several programs in FEBI and FASYA had incomplete CPL mapping
3	Curriculum Design & CPL Matrix	Predominance of forward design; severe misalignment in CPL load distribution	Implementation of backward design	High Gap single 2-credit courses were assigned >9 CPLs (e.g., Science and Mathematics Education programs), unassigned CPLs remained floating without course ownership
4	Semester Learning Plans (RPS)	RPS focused on weekly topical content and conventional written testing, low availability of standardized RPS, no mechanism to measure CPL achievement	RPS includes explicit CPL/CPMK indicators, SCL methods, and rubric-based authentic assessment for HOTS and CPL attainment	Very High Gap 75% of programs in Faculty of Tarbiyah and 100% in Syariah had not attached complete RPS in their primary curriculum dossiers

To address this, the university organized OBE workshops featuring external experts, focusing on constructive alignment principles and the operationalization of Bloom's Taxonomy Action Verbs (KKO) in formulating CPL, CPMK, and Sub-CPMK. Participant evaluation was conducted through an LPM survey instrument administered via Google Form immediately after the workshop, comprising 14 items rated on a 1-5 Likert scale covering training relevance, content quality, facilitator competence, delivery systematics, participant engagement, and logistical aspects (N=28 respondents). Results indicated an average of 4.64/5.00 for content relevance, 4.54/5.00 for delivery quality, and 4.45/5.00 for overall satisfaction across all 14 items. These scores reflect participant satisfaction and perceived relevance rather than a direct measure of instructional effectiveness on curriculum-drafting competence. This limitation is confirmed by interview evidence. One lecturer explained:

"The workshop materials were highly enlightening about the paradigm shift from input-based to outcome-based approaches. However, when we were asked to translate the Programme Learning Outcomes directly into Course Learning Outcomes (CLOs) in the worksheet, we were still unsure how to determine the appropriate taxonomy and aligned assessment methods."

Another lecturer similarly stated:

"Honestly, after the workshop ended, the draft we had prepared was still very rough. We understood the overall concept, but when it came to integrating the CPL matrix with the CPMK and its performance indicators, we got stuck. We need intensive guidance for each course, not just a general lecture."

The workshop thus established conceptual readiness but did not, by itself, produce operational capability to reconstruct curriculum documents.

University-Wide Implementation: From Conceptual Understanding to Operational Capability

Following the workshops, the university instituted direct departmental mentoring across all four faculties, structured into three tracks that is 1) macro-alignment encompassing the scientific vision, graduate profiles, CPLs, course structure, credit distribution, 2) micro-instructional alignment including OBE-aligned RPS, CPMK/Sub-CPMK derivation, SCL methods, authentic assessment rubrics, and 3) accreditation-oriented support, covering curriculum dossiers and CPL achievement tools for programs scheduled for accreditation review in 2023–2026.

One lecturer described the moment of conceptual clarification during mentoring:

"Oh, so the assessment method in the semester learning plan shouldn't just be 'Written Exam', then? It has to reflect performance that directly measures the

programme learning outcome indicators? We now understand how to connect the programme learning outcomes with the weekly assignments."

A study-program head reinforced this:

" This focused support was far more effective than a mass workshop. After receiving direct mentoring, we finally managed to align the CPL, CPMK and Sub-CPMK matrices, along with the assessment rubric instruments, in a systematic and precise manner."

By the end of the mentoring phase, 23 of the 25 undergraduate study programs (92%) had finalized their OBE curriculum packages, while two programs that is Bachelor Degree of Islamic Religion Education and Bachelor Degree of Indonesian Language Education (8%), required additional time. The 92% figure represents an implementation output including documentation completion and standardization. It does not by itself demonstrate improved student learning outcomes, which require subsequent evaluation of student performance and graduate trajectories.

In this phase, the institutional identity of PTKIN was also operationalized by embedding Islamic values and Maqashid Syariah directly into the CPL structure. Every study program was required to include measurable CPL indicators assessing religious devotion and piety (*taqwa*), Islamic ethics and academic integrity (*akhlaq al-karimah*), and social responsibility and civic values (*ukhuwah and humanity*). These values were codified in RPS documents and formal Course Contracts, through which instructors and students established codes of conduct and dress codes at the start of each semester.

Evaluation and Institutionalization: From Practical Experience to Policy

The final phase involved drafting official university curriculum guidelines through an inductive policy-making approach. The Head of the Internal Quality Assurance Center explained the limitation of the previous, policy-first approach:

" We used to think that creating guidance or policy documents at the outset was the most effective approach. However, experience has shown that drafting policies or guidelines at the beginning is often ineffective. Although the guidance documents have been communicated, in reality many participants and members of the drafting team do not fully understand their substantive content."

This was echoed by a study-program head:

"Drafting the curriculum guidelines at the end, after we had personally experienced the drafting and mentoring processes, made them far more applicable. The guidelines document produced now is genuinely contextual and addresses the technical challenges we encountered in the field."

The resulting 2025 OBE Manual, formulated in accordance with Permendikisaintek No. 39 of 2025, provided standardized curriculum templates, RPS templates, constructive-alignment documents, risk-management formats, and CPL-achievement analysis guidelines. It also embedded the curriculum process into the Internal Quality Assurance System (SPMI) through the PPEPP cycle (Penetapan, Pelaksanaan, Evaluasi, Pengendalian, Peningkatan). This shift in the function of assessment was described by the Head of the Quality Assurance institution:

"Integrating OBE-based CPL and RPS documents serves as a quality assurance measure for the study programme. Assessment instruments are no longer merely a teaching formality, but have become tools for measuring students' attainment of competencies, systematically documented."

The evidence does not yet establish that this system has produced sustained improvements in student learning outcomes, what can be established is that the institution created the structural instruments that is CPL indicators, authentic assessment rubrics, RPS standards, and SPMI integration, required for such evaluation, which remains an empirical question for subsequent research.

DISCUSSION

A Mechanism-Based Model of Institutional OBE Transformation

The findings contribute to the literature by suggesting that institutional OBE transformation is better understood as a multi-stage organizational learning process rather than a simple policy implementation exercise (Siregar, Hanifah, Maulan, & Halimah, 2026). This extends Harden (2002) foundational proposition that curriculum design should begin from intended outcomes, that is the present case shows that operationalizing this principle at institutional scale requires not merely reformulating documents, but reconstructing the underlying design reasoning of academic staff, a dimension Harden's model, developed at the course level, does not address. The four phases identified in this case, like baseline evaluation, conceptual capacity building, action-oriented mentoring, and inductive policy drafting, represent interconnected mechanisms rather than independent activities, such as diagnostic awareness, conceptual alignment, operational learning, and institutional codification.

Each phase can be characterized by a distinct input that triggered it, the process through which it was carried out, the underlying mechanism of change, its resulting output, and its broader institutional implication. This mechanism-based model is summarized in Table 2.

Table 2.
Mechanism-Based Model of Institutional OBE Transformation

Phase	Input	Process	Mechanism	Output	Institutional Implication
1. Diagnostic Evaluation	Institutional curriculum gap data	Document review and workshop delivery	Conceptual alignment	Shared understanding of OBE principles	Institutional readiness for reform
2. Action-Oriented Mentoring	Operational curriculum problems identified during mentoring	Direct, program-level mentoring	Learning by doing; psychological ownership	Aligned CPL, CPMK, RPS, assessment documents	Institutional implementation capability
3. Inductive Policy Drafting	Accumulated implementation experience	Policy drafting based on field-tested practice	Codification of tested solutions	Standardized OBE guidelines (2025 Manual)	Institutionalization through SPMI/PPEPP

Why Mentoring Outperforms Top-Down Policy: The Mechanism of Change

The workshop findings showed that conceptual understanding did not automatically translate into operational capability. This pattern consistent with [Katawazai \(2021\)](#) observation that OBE implementation often stalls when institutional actors grasp its principles but cannot translate them into concrete instructional practice. The present case extends this observation by identifying the specific mechanism through which the gap is closed that is not additional conceptual instruction, but direct, problem embedded engagement with each program's own curriculum documents. Mentoring succeeded where workshops alone did not because it converted declarative knowledge that knowing what OBE requires, procedural competence that knowing how to reconstruct one's own RPS, CPL matrix, and assessment rubrics through learning by doing. This mechanism also generates psychological ownership. Lecturer who diagnose and solve their own program's problems experience the resulting documents as theirs, rather than as externally imposed compliance artifacts. It plausibly explains why mentoring was consistently described by informants as more effective than the prior, more generalized top down guidance.

This adds an institutional dimension to prior OBE research, which has largely examined instructional strategies and study program level implementation in isolation ([Sunra et al., 2024](#); [Yang, 2020](#)). The present findings indicate that university-wide OBE implementation depends on a specific sequential mechanism connecting capacity building with situated academic practice.

What Distinguishes PTKIN: Dual Alignment of Global Standards and Islamic Identity

A second contribution concerns the specific context of PTKIN. The transformation was not limited to adapting a generic OBE framework: the institution also had to maintain its Islamic identity while adopting outcome-oriented quality standards. Where global OBE literature treats outcomes primarily as technical, quantifiable competencies (Katawazai, 2021; Syeed et al., 2022), this case shows that affective, values-based outcomes like religious devotion, Islamic ethics, social responsibility, can be embedded within the same CPL, CPMK, assessment architecture used for technical competencies, rather than treated as a separate co-curricular track. This represents a form of dual alignment that is vertical alignment among graduate profiles, CPLs, CPMKs, and assessment, and institutional alignment between outcome-oriented quality standards and PTKIN's religious identity (Erihadiana & Syaripudin, 2026).

Practical Contribution and Transferability

The practical contribution is a staged governance mechanism that is 1) diagnose before prescribing, 2) build shared conceptual understanding before requiring reconstruction, 3) use intensive mentoring for operational translation, 4) draft or revise policy after implementation experience, (5) embed standards within the internal quality-assurance cycle. Transferability, however, should be understood at the level of this governance mechanism rather than its substantive content: the sequence of diagnosis, capacity building, mentoring, and codification may transfer to other universities undertaking OBE transformation, but the specific integration of Islamic values and *Maqashid Syariah* is context-dependent, requiring adaptation to each institution's own mission. Further multi-site research involving other PTKIN and non-PTKIN institutions would be needed to establish how consistently this mechanism operates across different institutional contexts.

CONCLUSIONS

This study set out to examine how an Islamic university plans, implements, and evaluates OBE-based curriculum transformation. In response to these questions, the findings show that planning began with a diagnostic gap analysis that reframed curriculum weaknesses as a problem of design orientation rather than mere documentation gaps (RQ1), implementation proceeded through a sequential mechanism in which conceptual workshops built shared understanding while action-oriented mentoring converted that understanding into operational capability, resulting in 23 of 25 undergraduate study programs (92%) completing standardized OBE curriculum packages (RQ2), and evaluation was institutionalized inductively, with policy codified only after field-tested solutions had been identified through mentoring, and subsequently embedded into the university's

quality-assurance cycle (SPMI/PPEPP) to sustain continuous improvement (RQ3). Substantively, this transformation also demonstrated that Islamic values like religious devotion, ethics, and *Maqashid Syariah* can be embedded as measurable CPL indicators rather than treated as peripheral co-curricular content, harmonizing global accreditation standards with PTKIN's religious identity. The percentages reported throughout this study are descriptive frequencies derived from qualitative document analysis and should be read as characterizing the extent of a qualitatively identified pattern, not as inferential statistics from a mixed-methods design.

Theoretically, this study extends OBE and strategic management literature by proposing a mechanism-based model covering diagnostic awareness, conceptual alignment, operational learning, and institutional codification that clarifies why sequencing (diagnosis before training, training before mentoring, mentoring before policy matters more than the presence of any single intervention in isolation. Practically, the study offers PTKIN and comparable institutions a staged governance pathway for curriculum reform that does not treat religious identity as a constraint on standardization, but as a dimension that can itself be operationalized within measurable outcome indicators.

This study is limited by its single-institution case design, which constrains the generalizability of the specific sequencing and instruments described, by an informant pool concentrated among academic leaders and curriculum developers, which does not capture student or external-stakeholder perspectives, and by its focus on documentation and process outcomes rather than downstream student learning or graduate employability outcomes. Future research should pursue multi-site or comparative case studies across PTKIN and non-PTKIN institutions to test the transferability of the governance mechanism identified here, incorporate student and industry-partner perspectives, and employ longitudinal or mixed-methods designs to examine whether standardized OBE documentation translates into measurable improvements in graduate competency and labor-market outcomes.

DECLARATIONS

Author Contribution

Purnomo, N. H., was responsible for the conceptualization of the study and the preparation of the original manuscript draft. **Salama, A. A.**, contributed to the validation of the manuscript content and the development of the scientific framework to strengthen the academic contribution of the study. **Nkambule, B. I.** was responsible for language editing and ensuring the clarity and consistency of the manuscript's academic writing.

Funding Statement

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Declaration of AI Use

During the preparation of this manuscript, the authors used an AI-based language model for three specific purposes that is 1) translating the manuscript from Indonesian into English, 2) assisting in revising the manuscript in response to reviewers' comments, including restructuring sections and rephrasing text based on the authors' own analysis and data, and 3) supporting the development and elaboration of the Results and Discussion sections, based on the authors' interview transcripts, field data, and analytical interpretations. The AI tool was not used to generate, fabricate, or interpret research data, nor to draw independent conclusions. All AI-assisted output was critically reviewed, verified against the original data, and edited by the authors, who take full responsibility for the accuracy, integrity, and scholarly content of the final manuscript.

Additional Information

There is no additional information related to data availability, ethical approval, acknowledgments, or permissions for this manuscript

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