

ANALYSIS OF KKNI-OBE CURRICULUM IMPLEMENTATION TO IMPROVE THE QUALITY OF GRADUATES OF MADRASAH IBTIDAIYAH PROSPECTIVE TEACHERS

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Abstract

University management must be carried out effectively so that graduates can have high quality, playing a role as a driver of improving the quality of human resources. One of them can be done by implementing and evaluating the implementation of OBE-based curriculum. This study aims to analyze the implementation of the OBE curriculum at PGMI IAIN Lhokseumawe as an effort to improve the quality of prospective teacher graduates. This study used a qualitative descriptive method with 90 research subjects of PGMI IAIN Lhokseumawe students, data collection was carried out using questionnaires, observation and documentation. Data were analyzed qualitatively by data collection, data condensation, data presentation, and conclusion. The results of the analysis of the OBE curriculum in the IAIN Lhokseumawe PGMI Study Program found that 95% of the curriculum has been prepared according to the OBE principles, for the RPS is still at 40% suitability and needs improvement in Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), and syllabus preparation. For the implementation of Outcome-Based Education (OBE) Curriculum in PGMI Study Program IAIN Lhokseumawe shows that the majority of students assess the implementation of this curriculum is good, it can be concluded that the Curriculum document has been in accordance with the principles of OBE but needs improvement in the preparation of RPS, for the implementation of the OBE curriculum as a whole received a positive response from students.

Keyword: Analysis; OBE; Curriculum; Student; Prospective Teacher

Abstrak

Manajemen perguruan tinggi harus dijalankan dengan efektif agar lulusan dapat memiliki kualitas yang tinggi, berperan sebagai pendorong peningkatan kualitas sumber daya manusia. Salah satunya dapat dilakukan dengan menerapkan dan mengevaluasi penerapan kurikulum berbasis dan OBE. Penelitian ini bertujuan untuk menganalisis penerapan kurikulum OBE di PGMI IAIN Lhokseumawe sebagai Upaya peningkatan kualitas lulusan mahasiswa calon guru. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian 90 mahasiswa PGMI IAIN Lhokseumawe, pengumpulan data dilakukan dengan menggunakan kuesioner, observasi dan dokumentasi. Data dianalisis secara kualitatif dengan pengumpulan data, kondensasi data, penyajian data, dan penarikan Kesimpulan. Hasil analisis terhadap kurikulum OBE di Prodi PGMI IAIN Lhokseumawe didapatkan bahwa 95% kurikulum telah disusun sesuai prinsip OBE, untuk RPS masih berada di 40% kesesuaiannya dan perlu peningkatan pada Capaian Pembelajaran Lulusan (CPL), Capaian Pembelajaran Mata Kuliah (CPMK), dan penyusunan silabus. Hasil implementasi Kurikulum Berbasis Outcome-Based Education (OBE) di Prodi PGMI IAIN Lhokseumawe menunjukkan bahwa mayoritas mahasiswa menilai penerapan kurikulum ini sudah baik, Dapat disimpulkan bahwa dokumen Kurikulum telah sesuai dengan prinsip OBE namun perlu peningkatan pada penyusunan RPS, untuk implementasi kurikulum OBE secara keseluruhan mendapat respon positif dari mahasiswa.

Kata kunci: Analisis; OBE; Kurikulum; Mahasiswa; Calon Guru

INTRODUCTION

In line with the current development in the era of industrial revolution, there are various changes in the world of education. Technology, scientific developments, and social changes require educational institutions to continuously evaluate and adjust the curriculum used. The primary school teacher education study program as an institution responsible for educating prospective Madrasah Ibtidaiyah teachers needs to have sensitivity to these changes. To make a study program superior, it can be done by improving the curriculum so that it can produce graduates who are competent and can meet the needs of teachers in the 21st century.

College management must be carried out effectively so that graduates can have high quality, playing a role as a driver of improving the quality of human resources. The

implementation of the Higher Education Quality Assurance System, namely SPMI and SPME, must be in accordance with the procedure, namely being able to evaluate the elements of input, process, product, and impact related to the implementation of study programs. One of the process elements is the sixth criterion of the evaluation conducted by Lamdik, which includes educational aspects related to the curriculum, program structure, and completeness of course data in accordance with the applicable education PS curriculum document (Lamdik, 2022).

The curriculum is the main foundation in the implementation of education. The foundation of this education system lies in the curriculum structure (Mufanti et al., 2024). The curriculum, as a learning design, has a vital role in achieving educational goals and acts as the main guide in organizing education (Angga et al., 2022).. The curriculum is one of the essential and mandatory components in an educational institution (Damiani et al., 2024). The curriculum contains a series of plans and arrangements that include goals, content, learning materials, and methods as guidelines for carrying out the learning process in order to achieve educational goals (Lestari et al., 2023). The form of curriculum that prioritizes educational outcomes as the main focus is the OBE curriculum (Lamdik, 2022)

Based on preliminary data from the organizers of the IAIN Lhokseumawe PGMI Study Program, it is known that currently the OBE curriculum is used, but in its implementation it has not fully developed the principles of OBE properly. In addition, the results of observation and documentation found that the implementation of this OBE-based curriculum also does not reflect a strong connection between one course and another. The results of the interviews also show that in the preparation of the RPS, lecturers still have difficulty adjusting between SLOs, CPMK and Sub CPMK.

The existence of these problems requires an effort to evaluate and analyze the implementation of the OBE curriculum that has been running in the IAIN Lhokseumawe PGMI study program, especially by examining the suitability of the graduate profile with the curriculum structure that has been designed. In the graduate profile curriculum, it is necessary to describe the desired final skills, namely the Graduate Learning Outcomes (CPL), which can be achieved through CPMK (Course Learning Outcomes) and sub CPMK, so that the role of the OBE curriculum not only acts as part of the development of new courses, but also as a curriculum evaluation tool (Aminuddin et al., 2021). OBE is a process that involves restructuring the curriculum, assessment, and reporting of educational practices to reflect the

abilities gained from learning in higher education and can be measured through cumulative learning achievements from course credits (Japee & Oza, 2021; Mohanta & Das Mandal, 2019). OBE principles can function well if there is effective formulation, development, implementation, monitoring, and evaluation (Husein et al., 2022). Periodic implementation and evaluation are important steps. The evaluation must focus on the achievement of graduate competencies, in line with the demands of society and the needs of users of university graduates (Sulastini et al., 2023). Evaluation is carried out when the curriculum implementation lasts for two full years (Husein et al., 2022).

The curriculum must always be adapted to the times, the needs of science, technology and art. To ensure the extent to which the curriculum covers the real needs and expectations of the work environment in Madrasah Ibtidaiyah, it is appropriate to conduct an evaluation. IAIN Lhokseumawe as an educational institution needs to ensure that graduates of the PGMI study program have relevant skills and knowledge to compete with the demands of the 21st century. Factors such as material relevance, teaching methods, learning approaches, and technology integration need to be explored in depth (Hutahae et al., 2024; Rathy et al., 2020).

In another study, it was found that many graduates in the economics study program were able to work in bona fide companies, so that more serious efforts were needed to improve the competitiveness of the study program by restructuring the curriculum (Imsar et al., 2022). It is necessary to equalize perceptions so that the quality of graduates is in accordance with the standards and in line with the vision and mission of MBKM. In addition, the results of Joni Rakhmat's research (2022) suggest that many study programs have not implemented the principles of Outcome-Based Education (OBE) appropriately. Curriculum documents do not explicitly present the Body of Knowledge (BoK) character. To achieve superior accreditation, this study recommends that each study program reconstruct a curriculum that is fully OBE-based and displays the character of BoK clearly in curriculum preparation.

The OBE-based curriculum emphasizes clear and measurable learning objectives. Effective implementation of OBE-based curriculum is an important step in improving the quality of education. Therefore, periodic evaluations must be carried out with a focus on achieving graduate competencies, so that they are in line with the needs of society and the users of university graduates. Periodic evaluation needs to be done to ensure that the OBE-

based curriculum can run as expected. Thus by analyzing the implementation of the OBE curriculum in the IAIN Lhokseumawe PGMI Study Program can improve the quality of teaching and improve the quality of graduates and can achieve superior accreditation.

Based on the explanation above, the researcher is interested in conducting research with the aim of analyzing the Implementation of the OBE-based Curriculum as part of improving the quality of graduates of prospective teacher students in the PGMI Study Program at IAIN Lhokseumawe.

RESEARCH METHODS

This research uses descriptive qualitative research methods, which are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior and inductive data analysis by focusing on the agreed process between the researcher and the research subject (Sugiyono, 2017). This study aims to analyze the application of the OBE-Based Curriculum as part of improving the quality of PGMI IAN Lhokseumawe student graduates. The subjects of this study were PGMI IAIN Lhokseumawe students totaling 90 students from semester 2 and 4.

Data was collected using questionnaires, observation and documentation: 1). Questionnaire technique, data collection using a closed questionnaire, with the aim of knowing the perceptions of students and lecturers related to the implementation of the OBE-based curriculum. The lattice of the student perception questionnaire is presented in table 1.

No	Indicator	Sub-indicators	Number of Question Items
1	Understanding of OBE-based curriculum (curriculum design and structure)	1. Understanding of SLOs	3
		2. Understanding of BoK	3
		3. Ability to Derive CP, SLO, CPMK, Sub CPMK	3
2	Ability to Implement OBE-based Curriculum	1. Ability to determine study materials.	3
		2. Ability (formulating RPS).	3
		3. Ability to develop teaching materials,	
		4. Ability to present Outcome-based course materials.	3
		5. Ability to implement innovative, interactive and effective learning	3

2). Observation Technique, this observation technique was conducted by researchers to determine the implementation of OBE-based curriculum at PGMI IAIN Lhokseumawe, Indicators used in: (1) Understanding of OBE-based curriculum, (2) Ability to implement OBE-based curriculum, and (3) Impact of OBE-based curriculum implementation. 3). Documentation, The documents collected in this study are OBE curriculum documents and RPS devices for all courses in PGMI IAIN Lhokseumawe.

Data analysis in this study was carried out by collecting data, data condensation, data presentation, and conclusion drawing and verification. Miles and Huberman(2014) stated that qualitative data analysis can be done in several stages, namely: 1). Data Reduction, reducing data means summarizing, selecting key things, focusing on important things, looking for themes and patterns. 2). Data Presentation (Display Data), data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. 3). Drawing Conclusions, explaining that the initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next data collection stage. Data To determine the validity of data, inspection techniques are needed based on a number of certain criteria(Moleong, 2017). The triangulation used in this research is source triangulation, carried out by checking the information/data obtained through questionnaires and observations.

RESULT AND DISCUSSION

In the research results and discussion will discuss the results of the OBE curriculum evaluation with data sources from OBE-based curriculum documents and RPS, and student perceptions of the implementation of OBE-based curriculum. The focus of this research is to find out how the implementation of the OBE curriculum in the PGMI Study Program can improve the quality of IAIN Lhokseumawe PGMI graduates.**Results of Analysis of the Design and Structure of the PGMI Department Curriculum**

In the process of analyzing curriculum documents using the Guttman scale, which is a scale that only provides two answer options, as for the assessment of the answers used, namely value 1 for positive answers and value 0 for negative answers. The results of the analysis can be seen in table 2.

Table 2. Results of Curriculum Document Analysis

NO	Aspects assessed	Total Score
1	Curriculum development	6
2	Curriculum Document	15
Total Score		21
Average Score		0,95

The results of table 1 show that the average score obtained is 0.95, meaning that 95% of the curriculum documents of the PGMI department of IAIN Lhokseumawe are already in the category of close to appropriate, meaning that the curriculum documents are close to being in accordance with the OBE-based curriculum. Based on the table, it can be seen that only 0.5 or 5% of the components in curriculum development still need development, namely on the aspect of the need for SWOT analysis in determining the profile of graduates.

Results of Analysis of Semester Learning Plan of PGMI Department IAIN Lhokseumawe

To analyze the availability of semester learning plans integrated with OBE RPS, the instrument used is an instrument that states the presence and absence of the observed aspects. The results of the analysis of 48 RPS can be seen in table 3.

Table 3. Results of Analysis of Semester Learning Plan

No	Aspects observed	Number of RPS	Average Score	Average Value (%)
1	CPL	24	0,50	50
2	CPMK	22	0,45	45
3	Sub-CPMK	22	0,45	45
4	Learning Analysis	21	0,43	43
5	Study Material	22	0,45	43
6	Form of Learning	22	0,45	45
7	Learning Materials	20	0,41	41
8	Assessment	22	0,45	45
9	Assessment Weight	22	0,45	45
10	Syllabus	14	0,29	29
11	Assignment Plan	12	0,25	25

12	Test and Final Exam Questions	12	0,25	25
13	Bibliography	21	0,43	43
Total Score			5,26	524
Average Score			0,40	40

The results of the analysis from table 2 show that the average suitability of the RPS that has been designed with the OBE concept is only 0.40 or 40% of the RPS in the category of close to not suitable. Based on the analysis, it was found that there are still 23 courses in the PGMI department of IAIN Lhokseumawe that have not used OBE-based RPS, from the results of the analysis it was also found that there are 8 courses that have used OBE RPS but in learning methods still use conventional learning methods.

Results of OBE-Based Curriculum Implementation in Learning

This study aims to analyze the implementation of Outcome-Based Education (OBE) curriculum in the Study Program of Madrasah Ibtidaiyah Teacher Education (PGMI) IAIN Lhokseumawe. This research was conducted by distributing questionnaires to 95 respondents who are PGMI students. Based on the data obtained, most respondents stated that the OBE-based curriculum has been implemented well in the PGMI study program. The results of student perceptions of the implementation of the OBE curriculum can be seen in table 4.

Table 4 Results of Student Perceptions of OBE Curriculum Implementation

Indicators	Sub-Indicators	Average Score Strongly Agree (%)	Average Score Agree (%)
OBE-based curriculum implementation skills	1. Ability to determine study materials in the RPS	83,2	13,7
	2. Ability to apply study materials into teaching materials in the lecture process	47,4	48,4
	3. The study materials developed are relevant to the development of science	50,5	43,2
	4. Lecturers have delivered the RPS at the beginning of the lecture	72,6	24,2
	5. The RPS provided by the lecturer is relevant to the SLOs, CPMK and Sub CPMK.	49,5	47,4
	6. Ability to implement innovative, interactive and effective learning	56,8	40

7. Lecturers have used teaching materials that are relevant to the material	50,5	45,3
8. Lecturers have developed teaching materials using various sources	58,9	37,9
9. The teaching materials developed have integrated technology in it	49,5	45,3
10. Lecturers have prepared OBE-based learning	50,5	44,2
11. Lecturers display teaching materials using appropriate technology	52,6	43,2
12. Lecturers convey the output of lectures in the form of products that must be collected.	55,8	41,1
13. Lecturers have applied various innovative methods	47,4	48,4
14. Lecturers deliver material that is relevant to the latest scientific developments	53,7	42,1
15. Lecturers master the concepts of the courses delivered and are easy to understand	51,6	41,4
Average Score	55,3	40,3

Based on the results of the study, the majority of respondents thought that lecturers were able to implement the OBE-based curriculum in learning with an average value for strongly agreeing by 55, 3% and agreeing by 40.3%. This shows that more than 90% of respondents have a positive view of the lecturers' ability to implement the OBE curriculum in the lecture process. The high percentage of respondents who strongly agree (more than half) indicates that lecturers not only master the material but are also able to deliver it in a way that is very easy for students to understand. This can have a positive impact on the quality of learning and student understanding of the courses taught.

Discussion

The PGMI IAIN Lhokseumawe curriculum is prepared in accordance with the National Higher Education Standards and the Indonesian National Qualifications Framework, and refers to PERMENRISTEK Dikti No. 3 of 2020 concerning Merdeka Belajar and integrates Outcome Based Education (OBE). OBE is a process in education that involves restructuring the curriculum, practice, and assessment in learning, which focuses on achieving learning outcomes in higher education and skills, rather than relying solely on the number of course credits (Rasyid et al., 2022).

The results of the document analysis of the OBE-Based Curriculum of the PGMI Department of IAIN Lhokseumawe show that it has reached a very high level of conformity

with the principles of Outcome-Based Education (OBE) with the average score obtained is 0.95 or 95%. This indicates that most of the curriculum components have approached the category in accordance with OBE standards, reflecting a high level of quality and rigor in curriculum development. However, from the results of the analysis, there are still areas that still require development, namely the SWOT analysis component for determining the profile of graduates.

SWOT analysis is an important tool in formulating effective strategies for improving the quality of graduates, which includes identifying internal strengths and weaknesses as well as external opportunities and threats, in this case playing a role in realizing the vision, mission, goals, and targets of higher education in the short, medium and long term (Pangkey et al., 2022). Furthermore, Suriono (2022) the process of grouping aspects that become strengths or weaknesses in the organization is an effort to achieve goals and objectives. The internal environment is the main part of the institution to ensure the continuity of the ongoing educational process so that good management is needed.

Overall, the OBE-based curriculum document of PGMI IAIN Lhokseumawe has shown excellent quality, only needing detailed improvement on SWOT analysis and to be relevant to current needs. The results of the analysis of the curriculum structure of the IAIN Lhokseumawe PGMI Study Program show various important aspects related to the application of Outcome-Based Education (OBE) principles. OBE principles focus on the learning outcomes that students want to achieve after completing a study program.

Outcome-Based Education (OBE) is an educational approach that focuses on achieving desired outcomes by organizing all learning and teaching activities to achieve these outcomes (Shaheen, 2019). Therefore, evaluation of the Semester Learning Plan (SSP) integrated with the OBE SSP is important as part of ensuring that the existing curriculum is appropriate, this is done by identifying things that need to be improved for the development of learning concepts that are more efficient and effective and relevant to the principles of OBE.

The results of the analysis were carried out on 48 RPS in the PGMI Study Program, focusing on the average value and percentage that reflects the extent to which these aspects are fulfilled in the existing RPS, namely the Graduate Learning Outcomes (SLOs), which show the extent to which the RPS lists the final objectives expected of graduates. Graduate Learning Outcomes (LLOs) are the knowledge, skills, or attitudes that students acquire as a result of their learning process (Cahyawardani & Henderik, 2020). Of the 24 RPS analyzed,

the mean value of SLOs was 0.50 or 50%. This indicates that half of the SSPs have included SLOs, but still need improvement to reach 100%. SLOs are a very important aspect, because learning at the tertiary level aims to improve competencies that are useful and relevant for graduates after they complete their education (Darmalakšana, 2020; Hastuti et al., 2022).

In the aspect of Course Learning Outcomes (CPMK) and Sub CPMK, the average score is 0.45 or 45% of 22 RPS out of 48 RPS are consistent in learning outcomes. Furthermore, in terms of learning analysis, an average value of 0.43 or 43% of 21 SSPs have analyzed learning. In the aspect of study materials, the score was 0.45 or 45% of 22 RPS. For learning materials, the average value is 0.41 or 41%, meaning that only 20 SSPs have included the required learning materials. The Assignment Plan and Test and Final Exam Questions each have an average value of 0.25 or 25% of 12 SSPs, indicating that most SSPs have not included detailed assignment plans and exam questions. Overall, the total score of all aspects observed was 5.26 with an average score of 0.40 or 40% of meeting the components of the OBE SSP.

Overall, it shows that the implementation of the curriculum has not implemented the principles of OBE in the RPS well and is still at an unsatisfactory level. The main focus of OBE is program outcome evaluation, which specifies the knowledge, skills, and behaviors that graduates should have after completing the program and within 4-5 years after graduation (Hamamah et al., 2020; Preeti Oza, 2021). Therefore, it is necessary to collaborate between lecturers and study program managers to improve the implementation of the OBE curriculum and improve the RPS according to OBE principles.

In the process of implementing the OBE curriculum in lectures, it shows that the majority of students assess the implementation of the OBE curriculum has been carried out well by lecturers. This can be seen from most respondents appreciating the ability of lecturers to determine the study material in the RPS with an average value of 83.2% (strongly agree). Planning is an important component that must be well prepared by lecturers, with good learning planning will have a positive impact on student learning outcomes (Munna & Kalam, 2021).

The application of study materials in teaching materials also received a positive response as many as 95.7% of respondents stated that lecturers succeeded in integrating study materials into the lecture process. Adjusting teaching materials and updating teaching materials is important to be in line with the development and needs of the world of work (Emidar & Indriyani, 2023). In the aspect of delivering the RPS by lecturers, getting a good

response, namely 72.6% of respondents answered strongly agree and only 3.2% disagreed. In this case, the delivery of the RPS to students is important to realize transparency in learning, so that students have an overview of what material will be studied throughout the semester. According to Winkelmes (2023) lecturers and students need to communicate about how the student process learns and is able to apply learning so that they can gain their learning experience.

For the evaluation of the relevance of the RPS to the CPL and CPMK, 97% of respondents felt that the RPS was appropriate. In terms of OBE-based learning methods or models get a positive response from 94.8%, overall the analysis results show that lecturers succeed in providing relevant and useful teaching materials. Learning improvement can be done by understanding the curriculum and learning objectives, as well as the evaluation results of the ongoing learning implementation (Spiegler, 2021).

The implementation of the OBE-based curriculum in the learning process shows a positive response from, namely for the use of technology by lecturers, 52.6% strongly agree and 43.2% agree that the technology used is appropriate. The lecturer's policy requiring product collection at the end of the lecture was well received by 92.9% of respondents. The use of technology in learning makes it easier for students to learn independently via the internet, the integration of the right technology makes students able to develop more, master the material, and choose the speed of learning according to their abilities (Alawi et al., 2022; Handayani et al., 2023).

In addition, in terms of the use of innovative methods, 48.4% of respondents agreed and 47.4% strongly agreed that lecturers apply innovative methods in learning. Teaching materials were considered relevant to the latest scientific developments by 95.8% of respondents. Finally, 90% of respondents felt that lecturers mastered and delivered the material well, signaling a high level of trust in lecturers' competence in the learning process. Overall, the results of this survey show that the implementation of the OBE-based curriculum and the use of technology in learning have been effective and positively received by students.

CONCLUSION

The results of the analysis of the implementation of the OBE curriculum at IAIN Lhokseumawe PGMI Study Program, it can be concluded that the curriculum used has been prepared based on the principles of Outcome-Based Education (OBE) and meets national

education standards, with a suitability score of 95%. However, in the curriculum document there are still 5% components that need development, namely SWOT analysis for the graduate profile. The results of the analysis of the Semester Learning Plan (RPS) show an average score of 0.40, indicating the need for improvement in various aspects such as Graduate Learning Outcomes (LLOs), Course Learning Outcomes (CPMK), and syllabus preparation.

For the implementation of the Outcome-Based Education (OBE) Curriculum in IAIN Lhokseumawe's PGMI Study Program, the majority of students assessed the implementation of this curriculum as good, especially in the delivery of the Semester Learning Plan (RPS) and the relevance of the teaching materials. Although there was some dissatisfaction regarding the suitability of the study materials with the latest scientific developments, respondents generally supported the use of technology and innovative methods in learning. Overall, the implementation of the OBE curriculum at PGMI IAIN Lhokseumawe received a positive response from students.

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