



Outcome-Based Education (OBE) Policy in Islamic Educational Institutions

Yaniz Naura Naviana Haryadi^{1*}, Baidi²

^{1,2}*Islamic Education, Universitas Islam Negeri Raden Mas Said Surakarta, Sukoharjo Regency, Indonesia*

**Corresponding author email: yaniznaura30@gmail.com*

Abstract

The implementation of *Outcome-Based Education* (OBE) in Islamic educational institutions is a strategic effort to improve the quality of graduates relevant to current needs. However, the adoption of this policy still faces various challenges, particularly in terms of institutional readiness, implementation understanding, and evaluation systems that support an outcomes-based approach. This study used a qualitative approach with a library research method that focused on analyzing *Outcome-Based Education policies* in Islamic educational institutions. The analysis used a content analysis method. The results show that although learning outcomes have been formulated in curriculum documents, the application of OBE principles in learning and evaluation is still not optimal. This is due to the lack of a comprehensively integrated support system, both in terms of human resources and internal policies. This study concludes that the successful implementation of OBE requires a comprehensive and collaborative institutional approach. These findings are expected to form the basis for formulating Islamic education policies that are more adaptive to the demands of outcomes-based learning.

Keywords: Education policy, outcome based education, islamic education.

1. Introduction

Global educational transformation is driving education systems in various countries to be oriented towards achieving measurable learning outcomes or graduate outcomes, including in Indonesia. However, nationally, only around 10.20% of the population aged 15 years and above have completed education to the tertiary level according to Education Statistics data from the Central Statistics Agency (BPS) (BPS, 2025). Meanwhile, in 2025 the total number of tertiary education graduates in Indonesia will reach around 7.6 million people, but without an emphasis on the quality of appropriate outcomes, many graduates face challenges in absorption in the labor market as the unemployment rate of college graduates has increased in recent years. This condition indicates that higher education policies need to emphasize not only the quantity of graduates, but also the quality and relevance of learning outcomes, which is the basis for adopting the Outcome-Based Education (OBE) approach.

Outcome-Based Education (OBE) is an educational system that emphasizes the final results or outcomes students desire to achieve after completing the learning process. In this context, OBE is considered a strategic approach to curriculum design, learning processes, and evaluation, all aimed at ensuring the quality of graduates who are relevant to the needs of the times. The application of OBE is not limited to general or vocational education, but has also begun to expand into Islamic education, particularly in institutions such as madrasas, Islamic boarding schools, and Islamic universities.

Several studies have highlighted the implementation of OBE in Islamic education, both in terms of opportunities and challenges. Manggali et al. (2024) stated that the implementation of OBE in the Independent Curriculum presents unique challenges for Islamic Religious Education teachers in developing learning tools oriented towards learning outcomes. Meanwhile, Aisah et al., (2021) stated that the integration of Islamic religious education in public universities through the OBE curriculum still faces obstacles in aspects of adapting teaching strategies and assessment systems that are not fully based on outcomes. A study by Miftach (2018) emphasized that OBE-based curriculum innovation requires systemic support from institutional policies and the readiness of lecturers as implementers in the field. Another study by Rizka et al., (2024) shows that the OBE approach in the Independent Learning Campus (MBKM) program in the Islamic education management study program has great potential in strengthening the relevance of graduates to the needs of the workforce, but still faces the problem of limited human resources and an immature curriculum structure.

On the other hand, OBE-based evaluation approaches have been developed to strengthen the quality of the learning process. Rasyid et al. (2022) developed a learning evaluation model aligned with OBE principles, with an emphasis on

student skill and competency achievement. Furthermore, Hanum (2017) proposed the SWOT approach as a strategic analysis tool to assess the readiness of Islamic educational institutions to adopt OBE-based policies. However, most existing research still focuses on the technical implementation of OBE at the level of study programs, curricula, and learning methods. There remains a gap in studies that critically evaluate how OBE policies are translated into the institutional systems of Islamic educational institutions, particularly in terms of educational planning, curriculum development, and quality management.

This article attempts to bridge this gap by examining the Outcome-Based Education policy from a managerial and institutional perspective in Islamic education. Unlike previous research that tends to focus on the micro-level of implementation, this article presents an analysis of the OBE policy as a strategic approach to systemic and structured Islamic education reform. The need for policies that adapt to the challenges of modernity and globalization requires Islamic educational institutions not only to update their curricula but also to design measurable, outcome-based quality management strategies (Noor et al., 2021 ; Antoni et al., 2025) . Furthermore, the multi-stakeholder collaboration strategy in the formulation and implementation of the OBE curriculum within the Islamic education management study program has provided important lessons on the importance of stakeholders' roles in ensuring the success of educational reform (Antoni et al., 2025) .

The problem that arises in this context is that many Islamic educational institutions lack the structural and cultural readiness to comprehensively adopt the OBE approach. This is due to a lack of understanding of OBE principles, limited human resources capable of developing and implementing an outcomes-based curriculum, and the absence of a comprehensive policy roadmap (Nisa and Hamami, 2023) . This problem has implications for the weak competitiveness of Islamic education graduates in the real world, both in the job market and in social life. To resolve this issue, holistic evaluation and policy formulation are needed, addressing not only the learning domain but also the institutional system and management of Islamic education as a whole.

Therefore, the purpose of this article is to analyze Outcome-Based Education (OBE) policies in the context of Islamic educational institutions, highlighting how this approach can be integrated into the institutional system of Islamic education as a quality improvement strategy. This analysis is expected to contribute to the development of a policy framework that is relevant and contextual to the characteristics of Islamic education, as well as serve as a basis for decision-making at the institutional and government levels. With this approach, this article also aims to demonstrate how OBE is not only an instrument for achievement-based educational reform but also an effort to reconstruct an Islamic education system that is more adaptive to changing times.

2. Materials and Methods

2.1. Materials

The data sources in this study consist of secondary data obtained from various scientific literature, including reputable national and international journal articles, academic books, scientific proceedings, and policy documents related to Outcome-Based Education, Islamic education, achievement-based curriculum, and educational quality management. The analyzed literature was selectively selected by considering the relevance of the theme, the novelty of the study, and its contribution to the development of OBE policy discourse in the context of Islamic education.

Data collection techniques were conducted through documentation and literature searches in scientific databases such as Google Scholar, DOAJ, and national journal portals. The documents reviewed included previous research results, policy reports, and conceptual studies discussing the application of OBE in higher education and Islamic education.

The main research material focuses on policy document, conceptual frameworks, and empirical studies that examine the implementation of Outcome-Based Education at the institutional and managerial levels within Islamic educational institutions.

2.2. Methods

This study uses a qualitative approach with a library research approach that focuses on analyzing Outcome-Based Education policies in Islamic educational institutions. This approach was chosen because the research aims to critically examine the concept, policy, and implementation practices of OBE based on various scientific sources and relevant policy documents, rather than to examine the phenomenon through direct field data collection.

The data analysis techniques used were content analysis and thematic analysis, with stages including data reduction, theme grouping, interpretation of meaning, and conceptual synthesis. The analysis was conducted to identify key patterns related to OBE policy, implementation strategies, institutional challenges, and their implications for Islamic education management. The results of the analysis were then presented descriptively and analytically to build a comprehensive understanding of OBE's position as a strategic policy in developing the quality of Islamic educational institutions. These analytical stages were carried out systematically to ensure the credibility and coherence of the qualitative interpretation.

With this approach, the research is expected to provide a comprehensive picture of how the Outcome Based Education policy is implemented in Islamic educational institutions and offer an empirical basis for future policy improvements.

3. Results and Discussion

The implementation of Outcome-Based Education (OBE) developed in response to demands for improved graduate quality and the need for alignment between higher education and socio-professional realities. Several recent studies have outlined that the main problem with OBE implementation lies not in the lack of a regulatory or conceptual framework, but rather in the failure of educational institutions to translate the policy into consistent and sustainable academic practices. Studies in Indonesian higher education demonstrate a tendency for OBE to be positioned as an administrative obligation focused on adjusting curriculum documents, such as formulating learning outcomes and mapping courses, without accompanying substantive changes to learning strategies and evaluation systems (Manggali et al., 2024 ; Asbari, 2024). Aisah et al., (2021) found that the integration of OBE in Islamic religious education at public universities is hampered by aspects of teaching methodology and evaluation systems that are not yet in line with outcome principles.

This situation indicates that OBE is still understood as a policy compliance instrument, rather than as a quality management framework that directs the entire educational process toward achieving measurable and meaningful learning outcomes. When OBE is reduced to administrative aspects, its transformative potential in improving the quality of learning and graduate competitiveness is significantly reduced. (Miftach, 2018) added that the implementation of OBE requires the support of a strong institutional system and lecturer training in designing measurable, outcome-based learning.

The readiness of human resources, particularly lecturers, has emerged as a determining factor in bridging the gap between policy design and OBE-based learning practices. Empirical research reveals that lecturers still face difficulties in constructing learning and assessments that align with the formulated learning outcomes. This challenge is not only related to the technical ability to develop lesson plans (RPS), but also reflects the lack of adequate pedagogical understanding of competency-based learning and outcomes. Several studies indicate that learning activities are still dominated by a transmissive approach and an emphasis on mastery of learning, even though the curriculum has been designed based on outcomes (Asbari and Nurhayati, 2024; Deli and Allo, 2024) . This situation demonstrates a disconnect between the normative objectives of OBE and the pedagogical reality in the classroom. Without systematic and sustained strengthening of lecturer capacity, OBE has the potential to lose its driving force as an instrument for improving learning quality and serve only as a normative framework with minimal practical implications.

The integration of OBE with the Independent Learning and Independent Campus (MBKM) policy presents a strategic opportunity to strengthen the relevance of the higher education curriculum. Several studies confirm that OBE provides a conceptual foundation that aligns with the MBKM orientation in emphasizing contextual learning experiences, competency development, and connectedness to the world of work. However, these studies also identify that the effectiveness of OBE and MBKM integration is heavily influenced by the readiness of internal study program governance. Weak coordination between academic units, limited learning achievement monitoring mechanisms, and the rigidity of the curriculum structure are factors that hinder the optimization of OBE within the MBKM scheme (Faidah et., all, 2024 ; Nisa and Hamami, 2023) . This condition indicates that the success of OBE is determined not only by the suitability of the concept with national policy, but also by the institution's ability to manage policy changes in a planned and adaptive manner.

The learning evaluation aspect is crucial in determining whether OBE truly functions as a quality assurance system or is simply a policy slogan. Research literature emphasizes that OBE-based assessment requires the use of authentic assessment instruments capable of comprehensively representing competency outcomes, encompassing the dimensions of knowledge, skills, and professional attitudes. However, evaluation practices in various educational institutions are still dominated by written exams and outcome-based assessments, resulting in inadequate measurement of applicable and contextual learning outcomes (Rasyid et al., 2022 ; Deli and Allo, 2024) . This misalignment between the design of learning outcomes and evaluation instruments reflects the weak integration between curriculum planning and learning implementation. Without comprehensive reform of the evaluation system, OBE will not be able to fulfill its function as a mechanism for continuous improvement of learning quality.

The dimensions of institutional governance and policy play a strategic role in determining the sustainability of OBE implementation. Recent research shows that institutions that successfully implement OBE effectively have operational internal policies, integrated quality assurance systems, and ongoing evaluation mechanisms that support continuous improvement. Conversely, the absence of clear, underlying policies results in fragmented OBE implementation and no significant impact on graduate quality (Tjandra et al., 2024; (Warsah et al., 2025) . Output orientation in OBE implementation needs to be directed at formulating graduate profiles that reflect a balance between professional competencies and character values. The integration of character values into the OBE curriculum has been proven to strengthen graduate quality and the competitiveness of higher education institutions (Negara et al., 2024) . In Islamic educational institutions, these challenges are increasingly complex because the integration of Islamic values and character has not been fully translated into learning achievement indicators and outcome-based assessments. The

absence of operational instruments linking values and competencies weakens OBE's position as a holistic quality development framework.

The involvement of external stakeholders is a crucial element in strengthening the relevance and acceptability of OBE. Several studies have shown that the participation of alumni, graduate users, and professional partners contributes to the formulation of learning outcomes that align with the real needs of the workplace. However, top-down policy patterns still dominate curriculum formulation and evaluation, resulting in underutilization of external stakeholder participation (Antoni et al., 2025). This situation indicates that OBE has not yet fully functioned as a collaborative policy that connects academic interests with social needs. Without a shift towards a participatory policy approach, OBE has the potential to lose its relevance in addressing the dynamics of changing competencies in society.

Studies on the implementation of OBE in Islamic education in regional areas have also highlighted the importance of independent learning as a key component in achieving learning outcomes. Research shows that independent learning plays a role in developing students' learning responsibility, reflective abilities, and critical thinking skills. However, curriculum design and lesson plans still demonstrate a dominance of face-to-face learning, resulting in spaces for independent learning that are not optimally structured (Noor et al., 2021). This situation demonstrates that the pedagogical paradigm shift demanded by OBE has not been fully internalized. Without strengthening a planned independent learning strategy, OBE will struggle to achieve its primary goal of producing adaptive and competitive graduates.

The series of findings outlined above demonstrate that the primary issues with Outcome-Based Education implementation do not stem from a single aspect, but are systemic and interconnected. Lecturers' pedagogical unpreparedness, limited evaluation systems, weak institutional governance, and the lack of integration of independent learning create a disjointed pattern of OBE implementation. When each component operates independently, OBE loses its effectiveness as a framework for managing educational quality and serves only as an administrative tool for the curriculum.

The implementation of OBE in Islamic educational institutions demonstrates that curriculum policy cannot be separated from management and quality assurance policies. OBE demands integration between the formulation of learning outcomes, learning strategies, assessment systems, and ongoing evaluation mechanisms. Without internal policies explicitly addressing these linkages, OBE risks becoming a policy that fails to produce substantive changes in learning practices and graduate quality.

These findings also confirm that strengthening the implementation of OBE requires a shift in institutional orientation from administrative compliance to outcomes-based educational management. Islamic higher education institutions need to position OBE as a strategic framework for academic planning, faculty capacity development, and internal quality evaluation systems. This orientation demands decision-making based on learning outcomes data, not solely on meeting formal standards. The sustainability of OBE is crucially determined by the institution's consistency in managing change. Strengthening faculty capacity, aligning assessments with learning outcomes, and developing independent learning must be positioned as a long-term agenda, not a one-off program. Without a clear sustainability strategy, OBE will struggle to function as an instrument for improving educational quality that adapts to the dynamic needs of global society.

The overall findings and literature analysis note that the implementation of Outcome-Based Education in Islamic educational institutions is a complex and multidimensional policy transformation process. OBE cannot be treated as a stand-alone technical instrument, but rather demands comprehensive changes to educational governance, pedagogical practices, and quality evaluation systems. The gap between policy design and implementation practices identified in various studies indicates that the success of OBE is largely determined by the institution's ability to build synergy between internal policies, human resource capacity, and sustainable quality assurance mechanisms. Without such integration, OBE risks remaining normative and losing its transformative power in improving the quality of learning and graduates. Therefore, strengthening OBE in Islamic educational institutions requires consistent institutional commitment, data-driven decision-making, and a policy orientation that places learning outcomes at the center of educational management.

4. Conclusion

This study reveals that the Outcome-Based Education (OBE) policy in Islamic educational institutions has begun to be adopted in the curriculum structure and learning system, but has not been fully and consistently implemented. The application of OBE principles such as the formulation of learning outcomes, the development of competency-based evaluations, and independent learning strategies still faces challenges at the operational level. The gap between policy concepts and implementation in the field indicates that the success of the OBE approach is largely determined by institutional readiness, the understanding of implementing actors, and the support of strategic internal policies. Thus, OBE in the context of Islamic education requires not only innovation in curriculum design, but also a comprehensive transformation in educational governance and institutional quality management.

As a next step, Islamic educational institutions need to develop internal policies that strengthen the systemic integration of OBE into all educational components, from planning and implementation to evaluation. Continuous training is needed for lecturers and curriculum managers to improve their understanding and skills in designing outcomes-based learning. Collaboration with external parties such as alumni, graduate users, and the industry is also

crucial to ensure the relevance of expected outcomes. To support this transformation, further research can be directed at developing contextual OBE implementation models for Islamic educational institutions, as well as evaluative studies on the effectiveness of implemented policies.

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