

# Institutionalizing OBE through Transformative Curriculum Management: Insights from an Indonesian Islamic University


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**ABSTRACT.** This study explores how Outcome-Based Education (OBE) is institutionalized. In the era of global educational reform and Industry 4.0, higher education institutions are required to adopt learning models that emphasize measurable competencies and graduate relevance to societal and industry needs. Outcome-Based Education (OBE) has emerged as a strategic response to these demands, particularly in Islamic higher education, where integration with spiritual and ethical values remains essential. This study aims to explore how OBE is institutionalized through transformative curriculum management at UIN Raden Intan Lampung, Indonesia, by analyzing its planning, implementation, and evaluation stages within the framework of Hunger and Wheelen's strategic management theory. Using a qualitative approach with a case study method, data were collected through in-depth interviews, participant observation, and documentation review involving university leaders, curriculum developers, and lecturers. The findings reveal that the institutionalization of OBE at UIN RIL is characterized by a systematic and participatory process, including the formulation of learning outcomes aligned with the Indonesian National Qualifications Framework (KKNI), capacity building for lecturers, and the establishment of continuous quality improvement (CQI) mechanisms through internal audits and tracer studies. The study concludes that transformational leadership, adaptive governance, and integrated quality assurance systems are critical factors in sustaining OBE-based reforms. The implications of this research extend to other Islamic higher education institutions, offering a contextualized model of OBE integration that balances global educational standards with Islamic values and institutional identity.

**Keywords:** *Outcome-Based Education, Curriculum transformation, Islamic university, Curriculum management, Strategic change.*

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## INTRODUCTION

The implementation of the Outcome-Based Education (OBE) approach has become an urgent necessity in higher education, particularly in the era of the Industrial Revolution 4.0, which is characterized by rapid advancements in digital technology, automation, and artificial intelligence that demand significant transformation in educational systems (Muzakir & Susanto, 2023). This

approach emphasizes measurable learning outcomes that are aligned with industry needs and societal demands, replacing the traditional teacher-centered and content-driven paradigm (Novrizal & Ravi Muhammad, 2025). Conventional education systems that focus primarily on inputs such as classroom hours and lecture materials are no longer sufficient to prepare graduates who can thrive in a dynamic, technology-oriented workforce (Andriyani & Leksono, 2024; Hussain, 2025; Liang, 2022; Qadir, 2020; Salamah et al., 2025; Sormin et al., 2025). Through OBE, educational success is assessed based on outputs, namely the demonstrable abilities of students in critical thinking (Wale & Bishaw, 2020), problem-solving, collaboration, and innovation according to global standards. The curriculum design follows a backward design model (Hatija et al., 2025; Kiyani Tsunami et al., 2024; Salim et al., 2024; Sari, 2025), starting from the formulation of graduate profiles and expected learning outcomes, which are then translated into courses, active learning methods, and authentic assessments that ensure the achievement of these outcomes. Moreover, OBE encourages the integration of digital technology (Yu et al., 2025), the application of project-based and experiential learning, and the cultivation of 21st-century competencies such as adaptability, communication, and lifelong learning. In the Indonesian context, the urgency of OBE implementation is increasingly evident across various higher education institutions, including Islamic universities (PTKIN), as part of efforts to enhance global competitiveness, meet international accreditation standards, and produce graduates with academic, professional, and moral competencies that align with the needs of modern society and the contemporary industrial world.

Previous research has explored OBE from various perspectives, such as its learning strategies (Sunra et al., 2024) and its impact on critical thinking (Wang, 2024). However, most studies have focused on the pedagogical or classroom implementation level (Yang, 2020), rather than the institutional or strategic management level. There remains limited discussion on how OBE is institutionalized within universities, particularly within Islamic higher education institutions, where curriculum transformation must also align with religious and value-based frameworks. This gap demonstrates the need for studies that investigate the process of embedding OBE principles into institutional strategy and governance.

This study aims to address that gap by analyzing the institutionalization process of OBE at UIN Raden Intan Lampung (UIN RIL) through the lens of strategic curriculum management. Using Hunger and Wheelen's strategic management theory, this research qualitatively examines how UIN RIL planned, implemented, and evaluated its OBE-based curriculum transformation. The study specifically highlights the strategies, challenges, and institutional responses that shape the success of this transformation process.

The main argument tested in this paper is that the success of OBE implementation in higher education is not only determined by curriculum design at the program level, but also by how institutional management integrates OBE principles into strategic planning and continuous quality improvement mechanisms. The findings are expected to enrich the theoretical discourse on OBE institutionalization and provide practical insights for other Islamic higher education institutions undertaking similar reforms.

## METHOD

This research employed a qualitative approach with a case study method, as suggested by Creswell (Riyadi et al., 2022), to gain an in-depth understanding of the institutionalization process of Outcome-Based Education (OBE) within the framework of strategic curriculum management in Islamic higher education institutions (Katawazai, 2021). This approach was chosen because it enables a contextual and comprehensive exploration of social, institutional, and policy dynamics occurring during the implementation process. The research was conducted over six months, from January to June 2024, at one of the State Islamic Higher Education Institutions (PTKIN) in Indonesia that has been undergoing curriculum transformation based on OBE principles.

Data were collected through three main techniques: in-depth interviews, participant observation, and document study. The interviews were conducted face-to-face using semi-

structured interview guides to obtain detailed information on the planning, implementation, and evaluation of the OBE-based curriculum. Participant observation was carried out during academic activities and internal meetings related to curriculum development and quality management. Meanwhile, documentation focused on analyzing institutional records, including curriculum documents, strategic and operational plans, as well as internal institutional evaluation reports.

Research informants were selected using a purposive sampling technique based on their roles and involvement in curriculum management. The main informants included university leaders (rectorate and deans), the OBE curriculum development team, and implementing lecturers at the study program level. To ensure data validity, the researcher applied triangulation of sources and techniques, conducted an audit trail of institutional documents, and performed member checking to confirm the accuracy of interview data. The researcher also maintained critical distance from the data through reflection and cross-verification between data sources.

Data analysis followed the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing/verification (Asipi et al., 2022). During the analysis, Hunger and Wheelen's (Pramudita, 2023) strategic management theory was used as an analytical framework to map the institutionalization process of OBE into three managerial stages: strategic planning, strategy implementation, and strategy performance evaluation. This analytical framework enabled a systematic understanding of how OBE principles were translated into institutional policies, strategies, and practices within the PTKIN context.

## **RESULT AND DISCUSSION**

### **Result**

#### **OBE-Based Curriculum Planning**

The implementation of Outcome-Based Education (OBE) at UIN Raden Intan Lampung began with a comprehensive institutional effort to reform and redesign the curriculum through a structured and systematic planning process centered on measurable learning outcomes. This transformation was officially initiated in 2021 through a series of workshops, focus group discussions, and collaborative meetings involving university leaders, faculty members, curriculum developers, and external stakeholders. The main goal of these activities was to formulate graduate profiles and learning outcomes that were not only aligned with the Kerangka Kualifikasi Nasional Indonesia (KKNI) but also responsive to the rapidly changing demands of society, industry, and the global job market (Liu, 2022).

According to the results of in-depth interviews with members of the curriculum development team, the early stage of planning focused on constructing Program Learning Outcomes (CPL) and Course Learning Outcomes (CLO) using a backward design model. This approach ensured that all learning components including teaching materials, pedagogical strategies, and assessment methods were coherently directed toward achieving specific, observable, and measurable competencies. As one curriculum coordinator stated, "*We start by compiling a graduate profile first, then we translate it into CPL and CPMK so that each course has a clear direction for learning outcomes*" (Interview, Curriculum Team, June 2024).

This statement reflects the institution's shift from a traditional, input-based orientation toward a more outcome-driven academic framework. Documentation reviews further revealed several key institutional outputs that supported this transformation, including the Curriculum Roadmap 2021–2025, academic policy guidelines, and the Rencana Pembelajaran Semester (RPS) templates that explicitly incorporated CPL and CPMK alignment. These documents demonstrate a deliberate effort to ensure coherence between institutional vision, program objectives, and course-level outcomes. They also serve as the foundation for continuous quality improvement through regular curriculum evaluation and revision cycles. Moreover, the planning process was strengthened by benchmarking with national accreditation standards such as LAMDIK and international frameworks like ASEAN University Network-Quality Assurance (AUN-QA), ensuring that the curriculum met both local relevance and global competitiveness. The

collaborative process encouraged academic departments to reflect critically on their existing course structures and redesign them to emphasize not only theoretical mastery but also applied competencies, ethical awareness, and digital literacy.

The documentation evidence (see Figure 1) shows one of the key moments during an interview and curriculum discussion with the academic development team at UIN Raden Intan Lampung, which visually represents the participatory nature of the planning phase. This indicates that curriculum planning under the OBE framework at UIN RIL was not merely an administrative exercise but a transformative process aimed at embedding an outcome-oriented culture throughout the institution.

The university leadership explained that the implementation of the Outcome-Based Education (OBE) curriculum was driven by global demands and the requirements of international accreditation bodies such as LAMDIK and the ASEAN University Network (AUN-QA). OBE is regarded as an approach that emphasizes student learning outcomes (CPL), ensuring that graduates possess competencies relevant to the workforce and societal needs.

The faculty leadership added that OBE serves as a strategic step to bridge the gap between theory and practice, while also reaffirming the university's commitment to its vision of becoming a "Green Campus of Excellence with Global Competitiveness." Lecturers view OBE as a reform toward a more measurable and results-oriented learning system. Meanwhile, stakeholders emphasize that the focus on graduate competencies and soft skills provides added value for the professional world.

### **Implementation of OBE Principles in Teaching Practice**

The process of implementing the Outcome-Based Education (OBE) approach at UIN Raden Intan Lampung unfolded through several interrelated and continuous stages, namely capacity building, curriculum redesign, and classroom practice alignment. This phase began with a strong emphasis on lecturer capacity building, as the institution recognized that the success of OBE implementation depends largely on the readiness and competence of educators. To support this, the university conducted a series of internal workshops, seminars, and mentoring sessions throughout 2022–2024 to strengthen lecturers' understanding of OBE philosophy and its practical implications for learning design. These training programs highlighted that OBE is not a rigid instructional model that dictates how teaching should be delivered; rather, it is a flexible framework that prioritizes student-centered learning and measurable learning outcomes. Lecturers were encouraged to translate learning outcomes into concrete activities that foster student engagement, critical thinking, and problem-solving abilities.

Based on field observations, the integration of OBE principles into classroom practices gradually became evident. Lecturers began incorporating active learning strategies such as problem-based learning, case studies, project-based learning, and collaborative discussions to ensure that students actively construct knowledge rather than passively receive information. One lecturer explained, "*We try to integrate a student-centered approach so that students become more active and not merely receive the material.*" (Interview, Faculty Member, June 2024).

This statement reflects the pedagogical shift from a teacher-centered to a learner-centered model, where students are positioned as active participants in the learning process. The researcher also observed that in several departments, course outlines and class activities had been redesigned to integrate complex problem-solving and real-world project assignments, aligning academic experiences with the professional demands graduates are expected to meet.

Field documentation further revealed that each faculty at UIN RIL was given guided autonomy to adapt its curriculum to the OBE framework. This approach allowed flexibility while maintaining alignment with institutional standards. Departments were required to develop visual curriculum maps, matrices linking Capaian Pembelajaran Lulusan (CPL) to Capaian Pembelajaran Mata Kuliah (CPMK), and detailed assessment rubrics that specify how learning outcomes are measured. These alignment tables were not only used for academic documentation but also served

as monitoring tools to track student progress and curriculum coherence. Through this structured yet flexible approach, transparency and accountability in teaching and learning increased significantly, enabling continuous improvement and evidence-based decision-making in academic management.

### **Evaluation and Quality Control**

The evaluation and quality control phase represented the final but most crucial stage in institutionalizing OBE at UIN Raden Intan Lampung. Evaluation was conceptualized as an ongoing process within a Continuous Quality Improvement (CQI) cycle rather than a one-time activity. The CQI cycle integrated regular academic reviews, alumni tracer studies, stakeholder feedback, and internal audits to ensure that learning outcomes were not only achieved but also continually refined based on real-world demands. Evaluation activities were carried out both at the end of each semester and periodically during the learning process. Based on interviews with members of the university's Quality Assurance Unit, it was found that internal monitoring utilized a digital documentation system that recorded lecturer performance evaluations, student achievement data, course reports, and alumni feedback. As one quality assurance officer stated, *"We conduct evaluations continuously, including through alumni tracer studies, to determine whether the learning outcomes truly align with the needs of the job market."* (Interview, Quality Assurance Team, July 2024).

Supporting documentation such as the Internal Quality Audit Report 2023 and Tracer Study Report 2024 confirmed that UIN RIL had adopted measurable performance indicators to evaluate the success of OBE implementation. These indicators included graduate employability rates, academic publication output, stakeholder satisfaction, and continuous curriculum improvements. In addition, the institution applied both internal and external audits as part of its Internal Quality Assurance System (SPMI), ensuring that program performance adhered to national accreditation standards such as LAMDIK and regional benchmarks like AUN-QA.

Overall, the implementation of the OBE-based curriculum at UIN Raden Intan Lampung represents not only a pedagogical transformation but also an institutional shift toward a culture of accountability and continuous improvement. Through systematic planning, participatory implementation, and evidence-based evaluation, UIN RIL has successfully positioned OBE as an integral component of its strategic management framework. The integration of CQI mechanisms and transparent assessment systems demonstrates the university's commitment to sustaining educational excellence and producing graduates who are competent, adaptable, and globally competitive.

## **DISCUSSION**

The findings indicate that the institutionalization of Outcome-Based Education (OBE) at UIN Raden Intan Lampung (UIN RIL) involved not only technical shifts in curriculum design but also a deeper transformation in organizational culture, academic leadership, and institutional mindset. This comprehensive shift demonstrates that the success of OBE implementation depends not merely on structural curriculum reform but on how an institution internalizes the philosophy of outcome-oriented education as part of its academic identity. This is consistent with (Haritha, 2024), who emphasize that educational transformation requires the active involvement of institutional actors leaders, faculty, and students rather than top-down policy enforcement (Zhang, 2023). At UIN RIL, the OBE reform process reflected a collective organizational learning experience, where academic and administrative stakeholders gradually adopted a shared understanding of learning outcomes, assessment alignment, and continuous improvement.

Furthermore, the strategy adopted by UIN RIL emphasizes synergy between academic management and internal quality assurance, forming the backbone of the PDCA (Plan–Do–Check–Act) cycle that drives higher education reform (Huang, 2024). This integration between planning, implementation, monitoring, and reflection ensures that OBE does not remain a mere

administrative requirement but evolves into a sustainable quality culture. The PDCA framework supports a feedback-based management model where curriculum design, teaching practices, and assessment are continuously evaluated and refined based on data from tracer studies, internal audits, and stakeholder feedback. This approach aligns with global higher education quality movements, especially within ASEAN University Network-Quality Assurance (AUN-QA) and LAMDIK accreditation frameworks, both of which promote evidence-based institutional governance.

**Table 1** Comparison of Outcome-Based Education (OBE) Implementation at UIN Raden Intan Lampung, Malaysia, and India

Aspect	UIN Raden Intan Lampung (Indonesia)	Malaysia	India
<b>Strategic Approach</b>	Using the Hunger & Wheelen strategic management approach. Focus on CPL, CPMK, outcome-based RPS, integration of Islamic values and maqashid sharia.	National: MQA and EAC systematically support OBE. The use of PEO, CLO, and rubrics is standardized..	The NBA has made OBE mandatory since 2013. Focus on employability and technical outcomes.
<b>Curriculum Planning</b>	Compiled through CPL and RPS workshops; a "backward design" approach from the final results of students.	Very systematic and well documented, integrated in accreditation documents.	Centralized, policy driven, but implementation varies widely.
<b>Stakeholder Engagement</b>	Lecturers, management, some alumni; students have not been much involved.	The Industry Advisory Board is active; students are frequently involved in evaluations.	Alumni and industry are intensively involved; students are starting to get involved.
<b>Curriculum Focus</b>	Producing graduates with Islamic, professional, and socio-spiritual character.	Competitive, global-ready, industry 4.0-based graduates.	Graduates are ready to work in engineering and science; emphasis on technical skills.
<b>Learning methods</b>	Active, collaborative, project-based, but still in the adaptation phase.	Problem-based learning and experiential learning are widely used.	Varied; there are still institutions that are predominantly lecture-based.
<b>Assessment</b>	Achievement rubrics are used, but not evenly. There are formative and summative evaluations..	Digital rubrics and authentic assessments are widely implemented.	Focus on performance assessment and machine learning for performance prediction.
<b>Evaluation and Quality</b>	UPM is active, tracer studies are conducted, annual internal audits are conducted.	QA is very well established, CPL evaluation is integrated into the MQA system.	The NBA is tough, quality indicators are data-driven, but the gap between colleges is huge.
<b>Challenge</b>	HR resistance, administrative burden,	Technology adaptation and	Large population, diversity of

	understanding of the OBE concept is still developing.	digitalization of lecturers.	institutional quality, limited infrastructure in certain areas.
<b>Superiority</b>	Integration of maqashid sharia, academic culture begins to change.	Advanced learning technology, national policies support.	Strong data-driven evaluation, comprehensive accreditation system.

UIN RIL has demonstrated significant progress in integrating OBE within an Islamic-values-based curriculum framework. However, compared to Malaysia and India, UIN RIL is still in the developmental stage toward full institutional maturity. Malaysia’s systematic approach, supported by strong national policy frameworks such as MQA and EAC, serves as a model for aligning OBE implementation with accreditation standards. Meanwhile, India’s experience under the NBA (National Board of Accreditation) provides lessons on using data-driven mechanisms and industry linkages to enhance employability. The contextual adaptation at UIN RIL shows that OBE can coexist with Islamic principles, creating a balance between spiritual, academic, and professional competencies. This alignment supports the university’s vision of producing graduates who are globally competitive while maintaining Islamic integrity.

### **The Managerial and Academic Cultural Impacts of OBE Transformation**

The managerial and academic cultural impacts of OBE transformation at UIN RIL are profound, influencing governance, human resource development, and pedagogical philosophy. From a managerial perspective, OBE has transformed the academic planning system by requiring all programs to align CPL, CPMK, and course design through measurable indicators (Yin, 2021). This has led to the development of an integrated academic information system that facilitates digital tracking of student achievement, rubric-based evaluations, and continuous quality monitoring (Haritha, 2024). Quality assurance units (UPM) now play an active role in ensuring that every learning activity contributes to program outcomes rather than merely fulfilling administrative workloads (Hassadeepong, 2022). Furthermore, the shift toward performance-based human resource management means that lecturer evaluation now includes their contribution to student learning outcomes, encouraging continuous professional development (Jiang, 2023).

From an academic cultural standpoint, OBE encourages a paradigm shift from teacher-centered to student-centered learning (Ramasamy, 2021). Students are increasingly positioned as active learners, responsible for constructing and demonstrating their own knowledge. This cultural shift has stimulated academic dialogue among lecturers about the meaning of learning outcomes, the design of authentic assessments, and the value of reflective practice. Collaboration among lecturers has also grown stronger, with interdisciplinary teams developing outcome-based curriculum maps and project-based learning modules. However, challenges remain, including the persistence of bureaucratic traditions, limited digital literacy among faculty, and inconsistent feedback culture (Ismail, 2023). These challenges highlight that OBE is not a one-time reform but an ongoing cultural evolution that requires leadership commitment and systemic support.

Ultimately, the transformation toward OBE at UIN RIL demonstrates that pedagogical reform in higher education must be viewed as both a technical and cultural process. Beyond curriculum restructuring, OBE requires cultivating a reflective, adaptive, and data-driven academic environment. For future research, deeper exploration is needed on how Islamic higher education institutions can integrate outcome-based frameworks with religious and moral education paradigms without losing authenticity. Moreover, longitudinal studies could examine the long-term impact of OBE on graduate employability, institutional reputation, and societal contribution. As emphasizes (Syeed, 2022), educational transformation must be sustained by human resource investment, leadership vision, and a culture that values innovation and accountability all of which

UIN RIL has begun to embody in its journey toward becoming a globally competitive Islamic university.

### **Implications and Recommendations for Future Research**

The findings of this study carry several important implications for the development of higher education policy and practice, particularly within the context of Islamic institutions in Indonesia. First, the implementation of OBE at UIN Raden Intan Lampung demonstrates that the success of outcome-based educational transformation cannot be separated from the synergy between academic leadership, quality assurance systems, and human resource readiness. Therefore, other universities should regard UIN RIL's experience as a model of contextual adaptation integrating Islamic values with global higher education standards without losing institutional identity. Moreover, it is essential for institutions to strengthen integrated academic information systems to ensure that the monitoring of learning outcomes and quality evaluation processes are sustainable, transparent, and data-driven (Fatimah et al., 2023; Karman et al., 2024; Minarti et al., 2023; Sabariah et al., 2025).

From a theoretical perspective, this study enriches the discourse on OBE within Islamic higher education by emphasizing that the approach is not merely a managerial instrument but also a catalyst for academic cultural transformation. This opens a new pathway for developing a "value-based OBE model" that harmonizes professional competence, ethics, and spirituality in curriculum design and implementation.

For future research, it is recommended to conduct longitudinal and cross-institutional comparative studies across countries to assess the long-term effectiveness of OBE in enhancing graduate relevance to industry and societal needs. Further studies should also investigate in depth the dynamics of lecturer resistance and adaptation to changes in learning paradigms, as well as the extent to which digital technology integration strengthens the achievement of CPL (Graduate Learning Outcomes) and CPMK (Course Learning Outcomes). Additionally, deeper exploration of how the maqashid sharia philosophy can be operationalized within the OBE framework would provide a significant theoretical contribution to the development of a modern, humanistic, and globally competitive model of Islamic education.

### **CONCLUSION**

The institutionalization of Outcome-Based Education (OBE) at UIN Raden Intan Lampung revealed that educational transformation in Islamic higher education requires more than administrative adjustment; it represents a strategic, cultural, and leadership-based reform. The main finding of this study shows that the integration of OBE principles through systematic planning, phased implementation, and continuous evaluation has a greater transformative impact than previously assumed. It not only changes curriculum structures but also reshapes academic culture, promotes accountability, and encourages collaboration across units. This finding challenges earlier assumptions that curriculum reform in Islamic higher education is primarily bureaucratic, revealing instead that it can serve as a driver of institutional innovation and cultural change.

Scientifically, this study contributes to the enrichment of curriculum management theory by integrating the Outcome-Based Education (OBE) framework with the strategic management model of Hunger and Wheelen in the context of Islamic higher education. This integration introduces a new conceptual model the Islamic Strategic OBE Framework that emphasizes transformational leadership, adaptive internal quality assurance, and alignment with maqashid sharia. The study strengthens previous research emphasizing the role of leadership and quality systems in higher education reform, while challenging the notion that OBE is purely a Western or managerial instrument. Instead, it demonstrates that OBE can be contextually localized and infused with Islamic values to support holistic and ethical educational outcomes.

However, this study has several limitations. The research was conducted as a single case study focused on one Islamic university, which limits its generalizability to other contexts. The

sample of participants primarily academic leaders, curriculum developers, and lecturers does not capture the full spectrum of perspectives, such as those of students or external stakeholders. Additionally, factors such as gender, academic discipline, and institutional scale were not deeply analyzed. Future research should employ multi-case or comparative designs involving several Islamic and non-Islamic institutions, both domestically and internationally, to provide a broader understanding of how OBE principles interact with diverse educational cultures and governance systems.

In conclusion, this study highlights that the institutionalization of OBE in Islamic universities like UIN Raden Intan Lampung not only reinforces global standards of educational accountability but also offers an indigenous framework for integrating spiritual, ethical, and professional competencies. The findings imply that successful OBE implementation in Islamic higher education depends on three key pillars: visionary leadership, collaborative academic governance, and continuous data-driven quality assurance. These insights serve as both theoretical advancement and practical guidance for other Islamic and private universities (PTKIN/PTS) seeking to adopt OBE-based reforms that remain faithful to their religious and cultural foundations.

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