

Best Practice Outcomes Based Education Islamic Religious Education Curriculum; Implementation and Challenges in Higher Education Tri Dharma Activities

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Abstract: Outcomes Based Education (OBE) curriculum is a curriculum concept that emphasizes the sustainability of the learning process in an innovative, interactive, and effective manner. The purpose of this article is to develop an outcome-based learning curriculum guideline. This study uses qualitative methods and follows the flow of research procedures, starting with the preliminary study stage, development stage, and evaluation stage. This study's data source is the academic community, including lecturers and students. Data collection in the preliminary study was carried out with several instruments, such as observation, interviews, and documentation studies. Curriculum experts carried out expert validation in this study. The results of this study indicate that the OBE curriculum applied in this results-based learning activity has been effective in increasing the output product in the form of the work of lecturers and students so that it is very suitable to be set as an academic policy as well as a guide in organizing lectures.

Keywords: *Tri Dharma, Curriculum, Outcome Based Education.*

Abstrak: Kurikulum *Outcomes Based Education* (OBE) merupakan konsep kurikulum yang menekankan pada keberlanjutan proses pembelajaran secara inovatif, interaktif, dan efektif. Tujuan artikel ini adalah untuk mengembangkan pedoman kurikulum pembelajaran berbasis hasil. Penelitian ini menggunakan metode kualitatif dan mengikuti alur prosedur penelitian, dimulai dari tahap studi pendahuluan, tahap pengembangan, dan tahap evaluasi. Sumber data penelitian ini adalah civitas akademika, termasuk dosen dan mahasiswa. Pengumpulan data pada studi pendahuluan dilakukan dengan beberapa instrumen, seperti observasi, wawancara, dan studi dokumentasi. Ahli kurikulum melakukan validasi ahli dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa kurikulum OBE yang diterapkan dalam kegiatan pembelajaran berbasis hasil ini sudah efektif dalam meningkatkan produk keluaran berupa karya dosen dan mahasiswa sehingga sangat cocok untuk dijadikan kebijakan akademik sebagai sekaligus sebagai pedoman dalam menyelenggarakan perkuliahan.

Kata Kunci: *Tri Dharma, Kurikulum, Outcome Based Education.*

Introduction

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated in article (1) that "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and service to the community." society", as a professional in improving the dignity of the nation, of course, the role of lecturers other than as agents of learning, also needs to conduct research and development of science, technology, technology, and art, as well as community service (after this referred to as the Tri Dharma of Higher Education) to improve the quality of national education.

The discussion of this article raises an issue in the work environment within the scope of duties and functions of the position, in this case, the author as a lecturer. On this occasion, it is necessary to raise issues related to "The implementation of the tri dharma obligations of higher education and the publication of scientific papers produced by student lecturers at STAI DR.KH.EZ.Muttaqien is not yet consistent, and optimal is necessary". Considering the tri dharma of higher education and the publication of this scientific work can have an impact on the quality and ranking of accreditation itself, as has been mandated in Permendikbud number 3 of 2020 concerning National Standards for Higher Education, Permendikbud number 5 of 2020 concerning accreditation of study programs, and BAN-PT Regulation number 5 of 2019 concerning study program accreditation instruments that refer to 9 (nine) accreditation assessment standards. In addition, there is a circular letter from the Ministry of Research, Technology and Higher Education Number: B/323/B.B1/SE/2019 regarding the obligation to publish scientific works for undergraduate, master and doctoral students. Therefore, there is a need for encouragement to increase the quantity and quality of the output products produced by lecturers and students in a structured and systematic way in a learning process oriented towards output products (learning outcomes).

Based on this, several identification results were found related to the issues in STAI DR.KH.EZ.Muttaqien Purwakarta, including: 1) the low number of output products of student scientific work; 2) the product-oriented learning process has not been consistent and is still partially implemented by individual lecturers; 3) the unavailability of structured OBE (Outcomes Based Education) manuals for students. The objectives discussed in this article are to be able to resolve issues that arise in the work environment following the main tasks and functions of the position as lecturers and students themselves; 2) to develop OBE (Outcomes Based Education) guidelines in the context of developing competence and learning achievement of the Tri Dharma of Higher Education at STAI DR.KH.EZ.Muttaqien; 3) improve the academic atmosphere in the STAI DR.KH.EZ.Muttaqien Purwakarta's environment which is oriented toward improving the quality of educational processes and outcomes.

Method

The research method used in this research is research and development developed by Borg and Gall, an industry-based development model in which research findings are used to design learning products, which are then systematically tested in the field, evaluated, and refined. To produce learning products that meet specific

standards, namely effective, efficient, and quality (Yuberti, 2014). Borg & Gall (1989) developed ten stages for research and development. The steps in research and development (R&D) are research and data collection, planning, product draft development, initial (limited) field trials, revision of limited field test results, (more comprehensive) field tests, field test product improvements, implementation tests field, final product refinement, dissemination, and implementation (Wynarti, 2018). However, the research and development of this R&D method are limited to the 7th stage, namely the revision of results and field tests.

The subjects of this study were lecturers and students of STAI DR.KH.EZ.Muttaqien Purwakarta. Data collection techniques in the field used observation, interviews, polling, and documentation studies. The product validation process is carried out with construct validity by curriculum experts, which aims to get an expert agreement through a series of questionnaires and to provide feedback (Barus, 2011). Then a limited trial was conducted on lecturers and students of the Islamic Religious Education study program.

Result and Discussion

The design of the conceptual model of the learning curriculum in higher education is carried out based on the needs analysis results (Apriliana, 2014). Before compiling the model design, first, an analysis of the needs for implementing the OBE curriculum model is carried out so that the needs will make the design and model preparation of the academic community, both lecturers and students.

Students not only get essential competencies but can also publish their products. Therefore, it can be said that needs analysis is an important step that must be done before a curriculum is developed (Rohaeni & Jubaedah, 2010).

The development of the OBE curriculum includes two stages, namely the formulation and development of model design components and validation of the conceptual design model by experts (Sutisna, 2009). OBE Curriculum Results-Based Lectures Oriented is a curriculum that emphasizes the continuity of the learning process in an innovative, interactive, and effective manner (Harden & Crosby, 2000). The purpose of this OBE curriculum is to develop the skills of lecturers and students and be able to publish products online. The material is developed based on an analysis of the needs of the academic community and adapted to the IQF in the applicable curriculum.

KKNI contains competencies related to human resource management that are relevant to various types of certain skill areas and applicable nationally as reference materials for implementing education and learning (Mahdane, 2018).

The conceptual design model of the OBE curriculum was developed in the form of a set of procedures, or a written sequence of activities arranged as a guide or map for higher education institutions to achieve practical educational goals., 2017). Of course, the success of an OBE program is determined by several components, namely educational goals, lecturers, materials, methods, and the students themselves (As'ad,

1987). In determining learning materials and techniques, the material is more emphasized on experience, adapted to needs and oriented to practical applications, while methods and techniques should avoid techniques that transfer knowledge from facilitators to students (Sunhaji, 1970).

The curriculum program design includes primary, core, and closing material. The primary material contains material about the general insight of each subject. The core material is the subject of lecture content that students must follow, consisting of theoretical and practical training in making publications and prototypes. Meanwhile, the supporting materials in implementing the OBE curriculum feasibility lecture activities are included in the excellent criteria to be applied. The curriculum content standards already cover the needs and minimum standards of professional engraving. However, some things need to be completed, namely, the content that can be applied in publishing the current work. The learning method in the carving curriculum consists of lectures, discussions, and hands-on practice.

Evaluation is necessary for presenting systematically and in detail the extent to which a program has been implemented (Meilya, 2015). By evaluating the OBE curriculum model that the researcher developed, the weaknesses and problems that occurred during the implementation of the OBE curriculum trial can be identified, and this information can be used as feedback in planning future learning curricula.

The evaluation results of the OBE curriculum show a change in student competence in producing and publishing good products. Students also added in interviews after lectures that the curriculum applied in this activity was by the needs of current students. Other supporting factors, such as the modules provided, also help students.

Evaluation is the central aspect of determining changes in each student's ability (Badu, 2012). The overall results of the evaluation of learning and reactions are in line with (Sitorus & Tania, 2012) that good training needs to be well designed and evaluated effectively to ensure the achievement of the goals of education itself.

Conclusion

The OBE curriculum as an outcomes-based learning curriculum was developed based on a needs analysis and adapted to the KKNi as the STAI curriculum framework. Direct practice guided by the lecturer also accompanies each learning activity. The learning method used is the lecture method and direct work practice. Based on the questionnaire results, implementation of the results-based OBE curriculum development model affects student achievement and encourages lecturers to create a spirit of collaboration. The validation results from academics related to the developed OBE curriculum model with scores of 39 and 47 in the excellent and appropriate category. Based on the results of the evaluation of the reactions to determine the respondents' responses to the quality of the training implementation, it was considered good, with the assessment of the participants being very satisfactory and the results of the learning evaluation showing a significant change in the abilities of students and lecturers before and after learning.

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