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## DEVELOPMENT OF TEACHING MATERIALS BASED ON OUTCOME-S BASED EDUCATION CURRICULUM TO IMPROVE TEACHER SKILLS

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### ABSTRACT

*This research is motivated by the limited availability of teaching materials that are in line with the Outcome-Based Education (OBE) curriculum in the Indonesian Language and Literature Learning Development course at Madrasah Ibtidaiyah. The OBE curriculum emphasizes measurable learning outcomes, strengthening competencies, and adapting to the challenges of 21st century education. The development of OBE-based teaching materials is a strategic step to improve teacher skills, strengthen the relevance of the curriculum, and ensure alignment between objectives, methods, and assessments in the learning process. This research uses a Research and Development (R&D) approach with the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation. The mixed methods approach is used by combining qualitative data through the study of curriculum documents, interviews, and observations, as well as quantitative data through the testing of the effectiveness of teaching materials. The research subjects consist of lecturers and students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) IAIN Gorontalo. The research instruments include expert validation sheets, user response questionnaires, and learning outcome tests. Data analysis was carried out using the percentage of eligibility and N-Gain calculation to assess the improvement in student learning outcomes after the use of teaching materials. The results of the study show that the OBE-based teaching materials developed meet the criteria of valid, practical, and effective. Expert validation scores exceed 80%, signifying good content and presentation feasibility. More than 80% of respondents, both lecturers and students, gave positive responses to the ease of use and relevance of the material. The results of the N-Gain test showed a significant improvement in student learning outcomes after the application of teaching materials. These findings prove that the systematic development of teaching materials with the ADDIE model can increase learning effectiveness and the achievement of student*



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*competencies. This study confirms that the application of OBE-based teaching materials contributes to increasing the professionalism of prospective teachers and strengthening the quality of the curriculum in the Islamic higher education environment. The implementation of a curriculum based on learning outcomes not only increases the relevance of learning, but also encourages the creation of teaching innovations that are oriented towards competency achievement. Thus, the results of this research can be used as a model for the development of similar curriculum and teaching materials in other study programs, as well as the basis for improving the quality of higher education that is adaptive, competitive, and results-oriented.*

**Keywords:** *Outcome-Based Education, development of teaching materials, ADDIE model, teacher education, curriculum innovation.*

## INTRODUCTION

In 2025, the Department of Madrasah Ibtidaiyah Teacher Education (PGMI), Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Gorontalo will begin to develop a curriculum oriented towards Outcome-Based Education (OBE). The development of this curriculum is a response to the demands of 21st century education that emphasizes the importance of competence, creativity, digital literacy, and critical thinking skills in the face of social change and technological advances. In addition, the Independent Learning Independent Campus (MBKM) policy encourages curriculum transformation to be more adaptive to the needs of society and the world of work.<sup>1</sup>

Outcome-Based Education (OBE) has become an important framework for improving the quality of the curriculum and the competence of educators at various levels of education.<sup>2</sup> This approach places learning outcomes as the basis for designing all components of education—ranging from objectives, materials, methods, to assessment systems—that are coherent with each other to ensure the achievement of measurable learning outcomes. In the Indonesian context, the implementation of OBE needs to adjust to national policies and the dynamics of the

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<sup>1</sup> Syahrir Syahrir et al., "The Implementation of Merdeka Curriculum to Realize Indonesia Golden Generation: A Systematic Literature Review," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 1434–50, <https://doi.org/10.35445/alishlah.v16i2.4872>.

<sup>2</sup> Setiono Setiono, Sistiana Windyariani, and Aa Juhanda, "Implementation of Outcome Based Education Based Assessment System in Higher Education," *Educational Journal* 11, no. 1 (2023): 1–9, <https://doi.org/10.36232/pendidikan.v11i1.2617>.



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Merdeka curriculum so that it remains relevant to the needs of teachers' professionalism.<sup>3</sup>

Various studies confirm that the backward design approach in OBE encourages systematic planning from the identification of learning outcomes to the preparation of teaching materials, learning strategies, and an integrated assessment system.<sup>4</sup> In teacher education, the role of lecturers has changed to a facilitator who focuses learning on achievement outcomes and authentic competency-based assessments.<sup>5</sup>

The implementation of OBE within IAIN Gorontalo is expected to strengthen the quality of learning, encourage students to utilize information technology, and foster the spirit of lifelong learning. This curriculum also supports the improvement of the professionalism of lecturers and students in producing achievement-based learning innovations. As a religious higher education institution, the Faculty of Tarbiyah and Teacher Training is committed to preparing superior, professional, and competitive teacher candidates at the national and global levels.<sup>6</sup>

In this context, the development of OBE-based teaching materials is a strategic step to ensure the achievement of learning outcomes effectively. Ensuring the quality of learning that is relevant to the needs of students in the era of the

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<sup>3</sup> Anisya A Husna and Henry A Rigianti, "Analysis of Teachers' Difficulties During the Learning Process at the Time of the Transition of the 2013 Curriculum to the Independent Curriculum in Elementary Schools," *Basicedu Journal* 7, no. 5 (2023): 3018–26, <https://doi.org/10.31004/basicedu.v7i5.5799>; Lisa Retnasari et al., "Development of Interactive Learning Based on Articulate Storyline Integrated Pancasila Student Profiles in Elementary School Children," *Global Education Scientific Journal* 5, no. 1 (2024): 344–58, <https://doi.org/10.55681/jige.v5i1.2384>; June A Juneli, "Implementation of Curriculum Policy and Innovation at SDN 002 Karimun, Riau Islands," *Indonesian Journal of Elementary Education (Ijoe)* 4, no. 1 (2022): 61, <https://doi.org/10.31000/ijoe.v4i1.5694>; Afaf W Nusaibah, "Analysis of the Formulation of Learning Outcomes in the Curriculum of the Islamic Religious Education Study Program," *Journal of Islamic Education and Innovation*, 2023, 82–91, <https://doi.org/10.26555/jiei.v4i2.9353>.

<sup>4</sup> Akhmad H A Rasyid et al., "Development of an Obe-Based Learning Evaluation Model," *Journal of Education (Theory and Practice)* 7, no. 1 (2022): 8–17, <https://doi.org/10.26740/jp.v7n1.p8-17>; Idil Saptaputra et al., "Follow-up to Learning Assessment of Outcome Based Education Curriculum in Higher Education," *Education Expert* 21, no. 2 (2023): 58–66, <https://doi.org/10.24036/pakar.v21i2.328>.

<sup>5</sup> Gede A J Negara, Ni R V Pitriani, and Luh P W Fitriani, "OBE-Based Curriculum (Outcome Based Education) with Character Values to Improve the Quality of Higher Education Quality," *Journal of Educational Research and Development* 8, no. 1 (2024): 41–48, <https://doi.org/10.23887/jppp.v8i1.68767>.

<sup>6</sup> Imran & Ainal Mardhiah, "The Indonesian Journal of the Social Sciences Revitalizing Islamic Education: Professionalism of State Islamic Religious College Lecturers in Welcoming the Industrial Era 4.0," *SCIENTIFIC JOURNAL OF PEURADEUN* 11, no. 3 (2023).



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Independent curriculum requires improving teachers' skills through the development of achievement-based teaching materials.<sup>7</sup> The emphasis on measurable learning outcomes and the relationship between objectives, methods, and evaluations becomes the conceptual foundation for the development of effective and relevant teaching materials. In addition, teacher training trends show the need to increase teacher capacity through multimedia-based teaching material development training, STEAM, and other innovative approaches to support the design and implementation of outcome-oriented learning.<sup>8</sup>

Some empirical research confirms that the development of teaching materials with local contexts, character values, or scientific approaches can increase student motivation and involvement in the learning process Teaching<sup>9</sup> material development models such as ADDIE and 4D are also widely applied in research to produce valid, practical, and effective learning products.<sup>10</sup> Therefore, this research focuses on the development of OBE-based teaching materials that are relevant to the context of Islamic education and the needs of teachers in the field, especially in

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<sup>7</sup> Joni Rokhmat et al., "The Assessment of the Curriculum of Study Programs at Unram Postgraduate Reviewed from OBE and BoK Character to Support Superior Accreditation," *Journal of Master of Science Education Service* 5, no. 1 (2022): 35–39, <https://doi.org/10.29303/jpmpi.v5i1.1218>; Saipul A Damanik et al., "Electronic Book of Scouting Education Based on the Outcome Based Education (OBE) Curriculum at the Faculty of Sports Sciences," *Journal of Achievement* 8, no. 2 (2024): 85–91, <https://doi.org/10.24114/jp.v8i2.64373>.

<sup>8</sup> Akram Akram, Nurindah Nurindah, and Nasir Nasir, "Training on the Development of Multimedia Teaching Materials in Improving Teacher Competence in Anrihua Village, Bulukumba Regency," *Journal of Indonesian Society* 2, no. 1 (2022): 223–26, <https://doi.org/10.54082/jamsi.210>; I N Pancaria et al., "Training and Mentoring to Become Innovative Teachers in the Era of Independent Curriculum in Elementary Schools of Nusa Penida District," *JPD* 8, no. 1 (2024): 7–11, <https://doi.org/10.36002/jpd.v8i1.3011>.

<sup>9</sup> Venny S Fitri and Ridho B Yefteson, "Development of History Learning Modules Loaded with Character Values," *Journal of Chronology* 3, no. 4 (2021): 524–47, <https://doi.org/10.24036/jk.v3i4.259>; Syifa Silmina, "Development of Integrated Science Teaching Materials with the Perspective of Local Wisdom of Wetlands Using a Problem-Based Learning Model at SMPN 8 Banjarmasin," *Indonesian Journal of Natural Science Education (Ijnse)* 3, no. 2 (2020): 345–55, <https://doi.org/10.31002/nse.v3i2.1187>.

<sup>10</sup> Nur P Alvariani and Sukmawarti Sukmawarti, "Development of Traditional Javanese Game-Based Teaching Materials for the Understanding of the Concept of Building Flat," *Journal of Research and Mathematics Education* 6, no. 2 (2022): 43–51, <https://doi.org/10.32696/jp2mipa.v6i2.1133>; Meidy A Kuron and Mita Tompodung, "Development of Offline Multimedia Teaching Materials in Integrated Science Materials for Class VIII SMP Negeri 2 Ranoyapo," *Journal of Informatics and Science Education* 9, no. 2 (2020): 121–31, <https://doi.org/10.31571/saintek.v9i2.1760>.



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the Indonesian Language and Literature Learning Development course at Madrasah Ibtidaiyah.<sup>11</sup>

## RESEARCH METHODS

This research uses a type of research and development (R&D) which aims to produce products in the form of teaching materials based on the Outcome-Based Education (OBE) Curriculum in the Indonesian Language and Literature Learning Development course at Madrasah Ibtidaiyah. The approach used is mixed methods, namely qualitative and quantitative. The qualitative approach is used to obtain an in-depth picture of the needs for the development of teaching materials, while the quantitative approach is used to measure the level of effectiveness of the teaching materials developed in improving student learning outcomes.

The development model used in this study adapts the ADDIE model, which consists of five main stages, namely analysis, design, development, implementation, and evaluation. Each stage is carried out systematically and sequentially so that the resulting product is truly in accordance with the needs of users and OBE-based curriculum standards.

This research was carried out at the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Faculty of Tarbiyah and Teacher Training, IAIN Gorontalo. The research subjects include lecturers in the Indonesian Language and Literature Learning Development course as well as students in the fourth and sixth semesters who attended the lecture. The selection of subjects is carried out purposively by considering direct involvement in learning activities and curriculum development based on learning outcomes.

The research stage begins with a needs analysis activity, which aims to identify the actual condition of the teaching materials used and their suitability with graduate learning outcomes (CPL) and course learning outcomes (CPMK). At this stage, a review of curriculum documents, interviews with lecturers, and a review of teaching materials that have been used previously are carried out. The results of the analysis show that the existing teaching materials are not fully oriented towards achieving learning outcomes, so it is necessary to carry out new developments in accordance with the principles of OBE.

The next stage is design, which is the preparation of the initial design of teaching materials based on the results of needs analysis. At this stage, the content structure, learning methods, media used, and assessment forms oriented to learning

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<sup>11</sup> Parmin et al., "Preparing Prospective Teachers in Integrating Science and Local Wisdom through Practicing Open Inquiry," *Journal of Turkish Science Education* 13, no. 2 (2016): 3–14, <https://doi.org/10.12973/tused.10163a>.



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outcomes are prepared. The design of teaching materials also pays attention to the relationship between learning objectives, learning activities, and evaluation in a measured manner so that there is a constructive alignment between the learning components.

The development stage is carried out by compiling a prototype of teaching materials according to a previously prepared design. Teaching materials are developed by paying attention to the principles of integration, clarity, and relevance to the learning context at Madrasah Ibtidaiyah. After the prototype is completed, validation is carried out by material experts and media experts to assess the feasibility of content, language, presentation, and graphics. Suggestions and inputs from experts are used as the basis for revisions to make the product better before being tested.

The next stage is implementation, which is a trial of teaching materials on a limited scale in the classroom. At this stage, lecturers use teaching materials developed in lecture activities, while researchers observe the learning process and record students' responses to the clarity of the material, ease of use, and relevance of the content of the teaching materials. Feedback from lecturers and students is used to assess the level of practicality and applicability of the product in real learning situations.

After implementation, the evaluation and revision stage is carried out. Evaluation is carried out both formative and summative. Formative evaluations are conducted during the development process to correct the deficiencies found at each stage, while summative evaluations are conducted after implementation to assess the overall success of the product. The assessment includes aspects of validity, practicality, and effectiveness of teaching materials to improve student learning outcomes. Data was obtained through observations, student and lecturer response questionnaires, interviews, and student learning test results.

The instruments used in this study consisted of observation sheets of student learning activities, validation questionnaires for material experts and media experts, questionnaires for student and lecturer responses, and learning outcome tests. Semi-structured interviews are also used to dig deeper into user perceptions of OBE-based teaching materials. Qualitative data obtained from observations, interviews, and open questionnaires were analyzed descriptively to obtain an overview of the feasibility and practicality of teaching materials. Meanwhile, quantitative data obtained from questionnaires and test results were analyzed using the percentage of eligibility and N-Gain calculation to determine the level of improvement in student learning outcomes after using teaching materials.



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The success criteria in this study were determined based on three main indicators. First, from the aspect of validity, teaching materials are said to be feasible if they obtain an average score of at least 80 percent or are included in the very feasible category. Second, from the practicality aspect, the product is considered practical if 80 percent or more of the responses of students and lecturers show positive responses. Third, from the aspect of effectiveness, teaching materials are declared effective if there is a significant increase in student learning outcomes with an N-Gain value of more than 0.3.

By implementing the development stages systematically and based on the principle of Outcome-Based Education, this research is expected to produce valid, practical, and effective teaching materials in improving the competence of prospective teacher students. In addition, the results of this research are also expected to be the basis for the development of similar teaching materials in other courses that are relevant to the implementation of a learning outcome-based curriculum in Islamic religious universities.

## RESULTS AND DISCUSSION

### Identify Issues and Activities

The issues identified are based on the aspects of State Civil Apparatus (ASN) management, public services, and Whole of Government coordination are as follows.

#### Public Service

##### *Ideal conditions*

The syllabus is one of the administrative aspects that serves as a guide for lecturers and students in carrying out lecture activities. Based on the syllabus, lecturers, students, and the faculty can evaluate the achievement of the goals of the learning process. Therefore, appropriate and relevant teaching materials must support the existence of the syllabus so that learning goals can be achieved optimally.

Lecture teaching materials are also part of the administrative aspect that makes it easier for students to follow the learning process. If students have access to adequate teaching materials, they will not have difficulty finding the same references used by lecturers. Thus, the alignment between the syllabus and teaching materials will create a more effective and directed learning process.

##### *Actual conditions*

In fact, some lecturers still think that old syllabus and teaching materials are still relevant to be used in lectures today. As a result, the change towards the use of an Outcome-Based Education (OBE)-based syllabus has not been considered an



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urgent need. The main basis for the development of the OBE curriculum in the Elementary School Teacher Education Study Program (PGSD), Faculty of Education, State University of Yogyakarta, is more focused on fulfilling the requirements of international accreditation, not on updating the learning substance.

## **State Civil Apparatus Management**

### *Ideal conditions*

In the context of the management of the state civil apparatus, emphasis is needed on increasing high productivity and encouragement for lecturers with the status of State Civil Apparatus (ASN) to be responsible for the implementation of their duties. If this problem is not solved immediately, there will be an impact in the form of the absence of an administrative basis that can be accounted for by lecturers in carrying out their main duties. In addition, the learning outcomes of each course are difficult to measure, especially during online lecture periods that require a more structured evaluation system.

### *Actual conditions*

Each State Civil Apparatus plays the role of the implementer of public policy. They have the responsibility to comply with and apply applicable laws and regulations. In the context of higher education, lecturers with ASN status are under the auspices of the Ministry of Education and Culture (currently the Ministry of Education, Culture, Research, and Technology) so they are obliged to carry out the stipulated provisions, including in terms of the preparation and implementation of the syllabus according to national standards for higher education.

## **Overall Government Coordination**

### *Ideal conditions*

The integration aspect in the adjustment and alignment of the Outcome-Based Education (OBE) curriculum in each work unit will help improve the university's overall ranking. The OBE curriculum is one of the important elements in the education quality assessment process and is a requirement for accreditation and certification, both at the national and international levels.

Nationally, the implementation of the OBE curriculum is related to the assessment from the National Accreditation Board for Higher Education (BAN-PT) which now uses a new instrument based on nine standards. Meanwhile, at the international level, the implementation of the OBE curriculum is also one of the aspects assessed by accreditation institutions such as AACSB, ABET, ASIIN, KAAB, AHPGS, FIBAA, and others.

In addition, at the department or study program level, the availability of syllabus documents and teaching materials for all courses is required, including the Indonesian Language and Literature Learning Development course in Elementary



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Schools. The existence of these documents is very important as an evaluation material for the implementation of learning activities and assessment of the effectiveness of the study program curriculum.

Therefore, good coordination between departments and faculties is needed in the process of preparing the syllabus for each course, so that the implementation of the OBE curriculum can run in harmony and support the improvement of the quality of the institution in a sustainable manner.

### *Actual Condition*

There is still a lack of awareness from lecturers to compile, implement, and evaluate the syllabus in accordance with the needs of society and the development of the times. This condition causes learning to be less effective and efficient, and the level of innovation in the teaching and learning process is low.

Therefore, it is necessary to prepare a syllabus oriented to the Outcome-Based Education (OBE) curriculum, especially for the Indonesian Language and Literature Learning Development course in elementary schools. The OBE-based syllabus is expected to improve the quality of the learning process and adjust learning outcomes to the needs of students and society in a more relevant manner.

### **Public Service**

#### *Ideal conditions*

In the management of a scientific journal, various work guidelines are needed, including guidelines for the review process, editing, and other technical aspects. Editing guidelines are seen as one of the important elements that must be available so that every journal manager can study it independently and be able to provide optimal services to lecturers and students.

Therefore, it is necessary to prepare a comprehensive editing guide and compile it by linguists (linguists) so that it can be an official reference in the process of publishing scientific articles in the faculty environment.

#### *Actual conditions*

At the Faculty of Education (FIP) of Yogyakarta State University, there are fifteen (15) active scientific journals that regularly publish research articles. Each journal has its own management team, but most of these managers do not have expertise in the process of editing scientific articles. As a result, the editing process is often done by only one editor, which causes work to pile up and execution to become inefficient.

With these conditions, it is very necessary to have a standard and systematic journal editing guide, so that every journal editor has the same reference in editing and the publishing process can run more effectively and on time.



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## **State Civil Apparatus Management**

### *Ideal conditions*

Of course, the number of journals that must be managed must be balanced with the number of managers available. Editors who have understanding and experience in journal management can help the journal to improve its ranking, publish articles on time, and improve the overall quality of scientific publications.

### *Actual conditions*

If you look at the percentage between the number of managers and the number of existing journals, the condition is actually classified as good or appropriate. However, in terms of mastery of technical skills in journal management, there are still various shortcomings. Many journal editors do not have adequate skills in terms of editing, layout, and operation of reference management tools such as Mendeley.

## **Public Service**

### *Ideal conditions*

Building good interaction between lecturers and students is a tangible form of quality service provided by lecturers to their students. Effective interaction is one of the forms of good public service in the educational environment. Quality public services can be reflected through interactive relationships between service providers (lecturers) and service recipients (students).

In establishing these interactions, it is important to pay attention to attitude, politeness, and the use of polite and communicative language. The academic service process will run optimally if the interaction between lecturers and students is built properly, openly, and positively.

### *Actual conditions*

The COVID-19 pandemic situation has caused significant changes in the communication pattern between lecturers and students. Previously, academic interaction was generally carried out face-to-face, where various student problems could be immediately conveyed and resolved with lecturers. However, with the switch to online learning systems, these direct communication patterns have become limited. Therefore, a system is needed that is able to facilitate effective online interactions, so that academic communication continues to run smoothly and student problems can be handled properly.

## **Overall Government Coordination**

### *Ideal conditions*

An integrated and efficient communication system can be a solution to overcome the problem of interaction between lecturers and students. The use of the Learning Management System (LMS) that is already available in educational



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institutions should be functionally maximized to support an interactive, collaborative, and effective learning process, both in the context of virtual face-to-face and other academic activities.

### *Actual Condition:*

Although the LMS-based integration system has actually run quite well, lecturers' interest in using the platform is still low. This causes the interaction between lecturers and students to be less effective, so that learning objectives are not achieved optimally.

Although in the online learning system, lecturers have used LMS, in practice there are still low communication and student involvement problems. This condition shows the need to increase digital literacy for lecturers and students, as well as strengthen academic culture so that technology-based online learning systems can be used to the fullest.

### **Public Service**

#### *Ideal conditions*

A language unit should be formed to meet the needs of the academic community of the Faculty of Education (FIP) of Yogyakarta State University in various academic activities, such as scientific publications, TOEFL training, transliteration, and other language activities.

The language unit should ideally be managed by FIP lecturers who have qualifications in the field of linguistics (linguistics) so that they can help solve various problems related to language, both in academic and administrative contexts. With this unit, language-related services can be carried out in a professional, effective, and coordinated manner.

#### *Actual conditions*

The need for lecturers for scientific publications is increasingly urgent, especially in the context of promotion of functional positions and career development. In the publication process, there are stages that require special skills, such as transliteration and proofreading, which should be handled by linguists. However, in the FIP UNY environment, there is no language unit that can accommodate these needs.

In addition, in the lecturer certification process, English language proficiency is also one of the important aspects that must be proven with a TOEFL certificate. To obtain the certificate, lecturers who do not have adequate English skills usually take language courses independently. This condition shows the need for more systematic institutional support in helping to improve lecturers' linguistic competence.



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## **Overall Government Coordination**

### *Ideal conditions*

The existence of a language center that is managed directly by the faculty will be very helpful in solving various problems related to language within the Faculty of Education, Yogyakarta State University. This language center is expected to be a coordinating forum between lecturers, students, and institutions in providing professional language services.

### *Actual conditions*

Currently, the process related to linguistic affairs within the faculty is still divided into two main paths. First, some activities are returned to each lecturer, for example in editing scientific articles to be sent to journals, English language checks (proofreading), or English language training for the purpose of lecturer certification. Second, some of it is assisted by the faculty, for example in funding the transliteration of faculty journal articles.

Thus, many responsibilities related to language issues are still carried out independently by lecturers, especially in relation to the implementation of the Tri Dharma of Higher Education (education, research, and community service). This shows the need for the establishment of a language service unit at the faculty level to strengthen academic support and improve the work efficiency of lecturers in the field of linguistics.

## **Identify Issues Based on APKL Criteria**

An issue is a phenomenon that arises in society and cannot be separated from various problems or challenges that occur in the university environment and study programs. In the context of this study, a number of issues were found during the one-year orientation and work adaptation period as a lecturer within the Elementary School Teacher Education Study Program (PGSD), Faculty of Education. These issues were then analyzed using the APKL approach, which is an identification method carried out through a process of observation and analysis of the main tasks and functions (tupoksi) in the work unit for one year. This identification process is systematically explained in a table that contains the results of the assessment of each issue based on the APKL criteria.

Issue analysis with the APKL technique has a certain meaning that explains the level of relevance and urgency of a problem. In this approach, the "actual" aspect shows that the issue is actually happening in the field and is being discussed among the academic community. The "problematic" aspect indicates that the issue is a deviation from the ideal condition that should be a cause for concern, and therefore it is necessary to find a cause and solution. Furthermore, the aspect of "specificity" illustrates that the issue has a direct influence on the lives of many



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people, both in the campus environment and the community. Meanwhile, the "feasibility" aspect shows that the issues raised are logical, realistic, and appropriate to be discussed because they relate to the duties, rights, authorities, and responsibilities of the institution or individual concerned.

Issues that are considered feasible are issues that can be handled in accordance with the context of duties and responsibilities, so they deserve to be prioritized for resolution. In the assessment process, the APKL analysis uses a range of values in the form of a scoring matrix from one to five. The higher the score an issue gets, the higher the level of urgency to be resolved immediately. Thus, the APKL technique functions as an analytical tool to determine the priorities of the most important problems to be followed up in order to improve the quality of academic and institutional performance.

## **Issue Analysis with APKL Techniques**

Issue analysis using the APKL technique is carried out to determine the level of urgency and priority of a problem faced in the academic environment. One of the main issues identified is the absence of syllabus and teaching materials for the Indonesian Language and Literature Learning Development course in elementary schools that is oriented towards the OBE (Outcome-Based Education) Curriculum. This issue is categorized as an actual issue because it is directly related to the development of the times and the demands of the world of education which has entered the era of the Industrial Revolution 4.0. In this era, the implementation of an OBE-based curriculum is an unavoidable necessity because it plays an important role in producing competent and competitive graduates.

This issue is also problematic because the absence of a syllabus oriented to the OBE curriculum will cause learning objectives not to be achieved optimally, especially in accommodating 21st century education which must be in harmony with KKNi and SN-Dikti. The impact of the absence of the OBE syllabus has a great influence on learning success, especially for students as students. If this problem is not addressed immediately, then students will not get learning in accordance with the applicable curriculum standards. Thus, this issue also includes aspects that are broad and important because they are directly related to the right of students to get quality academic services.

In addition, this issue is also considered feasible because logically and realistically it can be solved in accordance with the duties, authorities, and responsibilities of lecturers and higher education institutions. The development of OBE-based syllabus and teaching materials is part of the academic obligations of lecturers in carrying out the Tri Dharma of Higher Education, especially in the aspects of education and teaching. Therefore, this issue is a top priority to be



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resolved for the sake of improving the quality of learning and the quality of graduates.

Another issue that was also analysed was the lack of guidance for editing scholarly articles in faculty journals. This problem is an important topic of discussion in the journal management team because the absence of editing guidelines causes the quality of publication results to be non-uniform and has the potential to reduce the quality of the journal. This condition has an impact on the continuity of issuance, especially if it is not resolved immediately. However, these problems can still be overcome by involving lecturers who have expertise in the field of linguistics to help with the editing process or by utilizing auxiliary applications such as Grammarly and Google Docs. Although it is not a very critical issue, editing guidelines are still needed to support the professionalism of scientific journal management.

Furthermore, the issue of weak interaction between lecturers and students in the Indonesian Language and Literature Learning Development lecture in elementary schools is also included in the important category. This problem has arisen since the COVID-19 pandemic, when learning was switched to an online system and has not been fully balanced with a learning design that is able to facilitate effective communication. Lack of interaction causes the learning process to be less optimal and has the potential to reduce the achievement of student learning outcomes. Given its fairly wide impact on hundreds of students in the study program, this issue is categorized as a serious problem and needs immediate attention.

The last issue identified was the absence of a language service unit in the faculty. This issue is categorized as an important issue, especially as the need for lecturers for language services such as transliteration, proofreading, and TOEFL training is increasing. Although the impact is not directly on the lecturer's career, this issue is still relevant because it concerns the improvement of the quality of scientific publications and academic competence. However, as long as there is no official language unit in the faculty, lecturers can still handle it independently or with the help of an external party. Thus, this issue has a moderate level of urgency, but it is still important to seek an institutional solution.

Overall, the results of the analysis using the APKL technique show that of the four issues identified, the absence of OBE-oriented syllabus and teaching materials is the most urgent issue to be resolved immediately. This issue is considered to have a high level of urgency because it has a direct impact on the quality of learning, the relevance of the curriculum, and the success of the implementation of achievement-based education in the faculty environment.



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Therefore, the preparation and development of the OBE Curriculum-based syllabus and teaching materials is a top priority in an effort to improve the academic quality and professionalism of educators.

## Identify Issues Based on Ultrasound Criteria

In addition to using the APKL technique, issue analysis is also carried out using an ultrasound (Urgency, Seriousness, Growth) approach. Ultrasound techniques are used to determine the order of priority of problems based on the level of urgency (immediate need to be addressed), seriousness (the impact caused if not addressed), and growth potential (the likelihood of problems developing if left unchecked).

Through this technique, each issue is assessed and scored on each aspect, with a score range of 1–5, where the number 5 indicates the most urgent and serious condition. The higher the total score obtained, the higher the priority for resolving the issue.

Tabel 1. The following table illustrates the results of the issue analysis using ultrasound criteria.

| Yes | Issues  | Urgency<br>(U) | Seriousness<br>(S) | Growth<br>(G) | Total<br>Score | Priority     |
|-----|---|----------------|--------------------|---------------|----------------|--------------|
| 1   | Absence of syllabus and teaching materials for <i>the Indonesian Language and Literature Learning Development course for elementary school</i> oriented to the OBE Curriculum | 5              | 5                  | 4             | 14             | Top priority |
| 2   | Lack of article editing guidelines in faculty journals  | 3              | 4                  | 3             | 10             | -            |
| 3   | Weak interaction between lecturers and students in <i>the Indonesian Language and Literature Learning Development course for elementary school</i>                            | 4              | 5                  | 3             | 12             | -            |

From the table above, it can be seen that the issue of the absence of syllabus and teaching materials based on the OBE Curriculum obtained the highest score,



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which was 14, and was set as a top priority issue to be resolved immediately. This is because these problems have a very high level of urgency, have a direct impact on the effectiveness of lectures, and have the potential to develop into more serious obstacles if not addressed immediately.

To clarify the basis for the assessment, the following description explains the meaning of each aspect in the ultrasound analysis of the priority issue.

Table 2. Explanation of the Results of the Ultrasound Analysis on Priority Issues

| Criterion              | Information   |
|------------------------|---|
| <b>Urgency (U)</b>     | Score 5 – This issue is considered very urgent because the syllabus is the main tool in learning planning that must be used for one semester. Without the OBE syllabus, learning does not have a clear direction and cannot adjust to graduate learning outcomes (CPL). |
| <b>Seriousness (S)</b> | Score 5 – This issue is considered very serious because it has a direct impact on the sustainability of lectures, the effectiveness of the learning process, and the achievement of student learning goals.   |
| <b>Growth (G)</b>      | Score 4 – This issue has the potential to develop into more complex if not addressed immediately, such as declining learning quality and inhibiting the study program accreditation process.  |

Based on the results of the analysis, it can be concluded that the problem of the absence of syllabus and teaching materials based on the OBE Curriculum is the most urgent issue to be solved in the study program environment. The preparation and implementation of an OBE-based syllabus will not only increase the effectiveness of the learning process, but also contribute directly to improving academic quality, lecturer professionalism, and the readiness of study programs in the face of national and international accreditation assessments.

The analysis of fish bone diagrams was used to identify the main root cause of priority problems, namely *the absence of syllabus and teaching materials for the Indonesian Language and Literature Learning Development course in elementary schools oriented towards the Outcome-Based Education (OBE) Curriculum*. This analysis aims to understand the cause-and-effect relationship between various factors that affect the emergence of the issue, so that appropriate solutions can be found to overcome it.

The results of the analysis show that this problem is caused by various interrelated factors, both in terms of institutional policies, academic institutions, human resources (lecturers), and the process of implementing academic activities. The COVID-19 pandemic is also one of the external factors that worsens the



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effectiveness of coordination and communication between curriculum development teams.

Table 3. Fishbone Analysis

| <b>Aspects/Categories of Causes</b>    | <b>The Root of the Main Problem</b>                                | <b>Brief Description</b>   |
|--|--|--|
| <b>Policy</b>                          | The OBE curriculum has not been finalized and fully endorsed       | The process of finalizing the OBE curriculum policy at the faculty and university levels has not been completed, so there is no official guide for the preparation of OBE-based syllabus and teaching materials. |
| <b>Kelembagaan (Institution)</b>       | The coordination of the development team is not optimal            | Discussion and joint preparation activities for the OBE syllabus have not been running optimally due to the limitations of face-to-face meetings during the pandemic and the ineffective online communication.   |
| <b>Human Resources (People)</b>        | Lack of understanding and skill of lecturers on the concept of OBE | Some lecturers do not understand the structure, principles, and stages of preparing a curriculum based on learning outcomes. The lack of training and socialization slows down implementation.                   |
| <b>Proses (Service/Implementation)</b> | Low urgency of changes from lecturers to the old syllabus          | Many lecturers still use old syllabus and teaching materials because they are still considered relevant, so changes to the OBE model have not been considered a priority.  |
| <b>Environment</b>                     | The impact of the COVID-19 pandemic on                             | Academic activities during the pandemic hampered the effectiveness of face-to-face coordination between lecturers  |



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| Aspects/Categories of Causes | The Root of the Main Problem | Brief Description  |
|------------------------------|------------------------------|--|
|                              | academic communication       | and development teams, even though online facilities such as Zoom or Google Meet were available. |

From the results of the above analysis, it can be concluded that the root of the problem of the absence of syllabus and teaching materials based on the OBE Curriculum does not only come from a single factor, but is the result of a combination of systemic, institutional, and human resource factors. Policy factors are the most dominant element because there has been no final decision regarding the implementation of the OBE curriculum at the faculty level. In addition, the lack of lecturers' understanding of the concept of OBE and the lack of coordination between the development teams slowed down the process of preparing learning tools that were in accordance with their needs.

To overcome this problem, strategic steps are needed in the form of improving communication and coordination between teams, organizing training and mentoring on the OBE curriculum for lecturers, and accelerating the ratification of curriculum policies at the faculty level. In addition, the faculty also needs to provide technical guidance for the preparation of OBE-based syllabus and teaching materials, so that the development process can run effectively, directed, and sustainable.

Thus, this fishbone analysis provides a comprehensive mapping of the main causes of problems, as well as the basis for formulating strategic steps to prepare and implement OBE-based syllabus and teaching materials effectively in the study program environment.

### **Analysis If The Issue Is Not Applied**

If priority issues related to the development of syllabus and teaching materials based on the OBE (Outcome-Based Education) Curriculum are not implemented immediately, various negative impacts will arise on the quality of education, learning process, and academic performance in the faculty and study program. The absence of a syllabus that is in accordance with the OBE curriculum will cause the learning process to lose its direction and measurable goals, because the syllabus is the main guideline in planning, implementing, and evaluating teaching and learning activities.

In the short term, the non-implementation of this issue will have an impact on the discontinuity between learning outcomes and the material taught by lecturers



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in class. Students have the potential to experience a gap in understanding the competencies that should be achieved according to the national and international curriculum. In addition, without teaching materials prepared based on OBE principles, lecturers will have difficulty assessing the achievement of student learning outcomes objectively, so that the evaluation process becomes invalid and does not describe their true abilities.

The medium-term impact of the non-implementation of this issue is the decline in the quality of learning and the professionalism of lecturers. Lecturers who still use the old syllabus will be left behind from the development of modern education paradigms, especially in implementing a learning outcome-based approach. This can also affect students' enthusiasm for learning, because the learning methods and materials used are no longer relevant to the demands of the 21st century.

In the long term, if the development of OBE-based syllabus and teaching materials is not carried out immediately, it will affect the assessment of accreditation and the reputation of the study program. Study programs can be considered not to meet applicable curriculum standards, both at the national and international levels. This condition has the potential to hinder institutional development and reduce the competitiveness of graduates in the world of work.

In addition, the non-implementation of this issue can also hinder the process of curriculum integration between courses, so that there is no continuity between materials and learning objectives. This lack of alignment will have an impact on students' ability to think critically, communicate, and collaborate the main competencies emphasized in outcome-based education.

Thus, it can be concluded that if the issue of developing the OBE-based syllabus and teaching materials is not immediately implemented, it will cause a domino effect on all academic aspects ranging from the quality of learning, lecturer performance, student satisfaction, to the achievement of institutional accreditation. Therefore, the implementation and development of the OBE Curriculum-based syllabus is an urgent and strategic need that must be realized immediately to ensure the quality of higher education that is adaptive, competitive, and results-oriented.

## **Stages of Teaching Material Development**

The process of developing teaching materials is an important part of the implementation of the Outcome-Based Education (OBE) Curriculum in the faculty and study programs. In this study, the development of teaching materials is carried out through several systematic stages that are mutually sustainable, with the aim that the final product in the form of a syllabus and teaching materials produced is



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really in accordance with the OBE curriculum standards and can be applied effectively in learning activities.

The first stage is needs analysis. At this stage, an identification of academic needs related to the Indonesian Language and Literature Learning Development course in Elementary Schools is carried out. The needs analysis includes a review of the applicable curriculum, competencies that must be achieved by students, and the availability of existing teaching materials. The results of the analysis show that the learning tools used previously have not been fully oriented to learning outcomes, so it is necessary to carry out new developments that are relevant to the OBE principle.

The second stage is design, which is the process of preparing the initial design of teaching materials based on the results of needs analysis. In this stage, the lecturer and the development team determine the learning objectives, content structure, learning methods, and the form of evaluation to be used. All components are arranged in a measurable manner to be in line with graduate learning outcomes (CPL) and course learning outcomes (CPMK).

The third stage is development. At this stage, the preparation of syllabus and teaching materials is carried out which includes material descriptions, learning activities, learning media, and OBE-based evaluation tools. Teaching materials are designed to encourage students to achieve the expected competencies, such as critical thinking, effective communication, and collaboration in the context of 21st century learning. At this stage, the OBE principle is applied in a tangible way through an emphasis on outcome alignment, namely the suitability between objectives, materials, learning activities, and evaluation.

The fourth stage is implementation. The teaching materials that have been developed are then tested in lecture activities to see their effectiveness in supporting the teaching and learning process. Implementation is carried out in a limited way in a few classes first before being widely applied throughout the study program. Lecturers play an active role in monitoring the implementation of learning, student response, and suitability of the material with learning objectives.

The fifth stage is evaluation and revision. At this stage, an assessment is carried out on the success of the teaching materials that have been used, both in terms of content, presentation, and their impact on student learning outcomes. Evaluation is carried out through feedback from students, observation of the learning process, and the results of academic assessments. Based on the results of the evaluation, the development team then made improvements and refinements to the teaching materials to better suit the learning needs and principles of the OBE Curriculum.



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Overall, this stage of development of teaching materials shows that the preparation process not only focuses on providing learning materials, but also emphasizes the achievement of student competencies holistically in accordance with the principles of Outcome-Based Education. By implementing these five stages systematically — needs analysis, design, development, implementation, and evaluation and revision — it is hoped that the teaching materials produced can improve the quality of learning, strengthen the relevance of the curriculum, and create competent, innovative, and competitive graduates at the national and global levels.

## CONCLUSION

This study aims to describe the development of teaching materials based on the Outcome-Based Education (OBE) Curriculum in the Indonesian Language and Literature Learning Development course in Elementary Schools. The results of the study show that the development of OBE-based teaching materials is able to increase learning effectiveness because it focuses on achieving measurable learning outcomes. The application of the OBE curriculum can be used as a model in the preparation of syllabus and teaching materials in other study programs so that learning is more relevant to the needs of the 21st century.

In addition, the results of this research can be further developed through testing the effectiveness of teaching materials on a wider scale or in other fields of study. For further research, it is recommended that empirical testing be carried out on the impact of the application of OBE-based teaching materials on improving student competence, as well as the development of learning models that support the implementation of this curriculum in a sustainable manner in the university environment.

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