



**BRIDGING CURRICULUM AND COMPETENCY: OBE-BASED TEACHING MATERIAL DEVELOPMENT FOR 21ST-CENTURY ISLAMIC TEACHER EDUCATION**

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**ABSTRACT**

*This study addresses the critical gap in the availability of teaching materials aligned with the Outcome-Based Education (OBE) framework within the Indonesian Language and Literature Learning Development course for Islamic Education Management. In the context of 21st-century educational demands, OBE emphasizes measurable learning outcomes, competency development, and the integration of relevant, future-oriented pedagogical practices. To bridge the disconnect between curriculum design and competency achievement, this research developed and validated OBE-based teaching materials using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model through a mixed-methods Research and Development (R&D) approach. Data were collected from lecturers and students of the Islamic Education Management at IAIN Gorontalo via curriculum document analysis, interviews, observations, expert validation sheets, user response questionnaires, and learning outcome assessments. Quantitative analysis employed eligibility percentages and N-Gain calculations to evaluate material validity, practicality, and effectiveness. Results indicate that the developed materials are valid (expert validation >80%), practical (>80% positive user feedback), and effective (significant improvement in student learning outcomes, as evidenced by N-Gain scores). This study demonstrates that systematically designed OBE-based teaching materials not only enhance curriculum relevance but also strengthen the professional competencies of prospective Islamic educators. The findings offer a replicable model for curriculum innovation in Islamic higher education, supporting the development of adaptive, competitive, and results-driven teacher education programs aligned with global educational standards.*

**Keywords:** *Outcome-Based Education (OBE), Teaching Materials Development, Madrasah Teacher Education, Curriculum Alignment, Competency-Based Learning*



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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## INTRODUCTION

In line with the theme “Bridging Curriculum and Competency: OBE-Based Teaching Material Development for 21st-Century Islamic Teacher Education,” the Department of Islamic Teacher Education (MPI), Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Gorontalo, in 2025 will begin to develop a curriculum oriented towards bridging the gap between curriculum design and competency achievement through Outcome-Based Education (OBE).<sup>1</sup>

The development of this curriculum is a response to the demands of 21st-century Islamic education, which emphasizes competence, creativity, digital literacy, and critical thinking in facing social change and technological advances. In addition, the Merdeka Belajar–Kampus Merdeka (MBKM) policy encourages curriculum transformation to be more adaptive to the needs of society and the world of work.<sup>2</sup> Bridging curriculum and competency through the OBE approach has become an important framework for improving the quality of education and the professionalism of Islamic teachers. This approach places learning outcomes as the foundation for designing all components of education—objectives, materials, methods, and assessment systems—that are coherent and measurable. In the Indonesian context, Islamic teacher education institutions must align OBE implementation with national curriculum policies and the professional standards of Islamic educators.<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 that support competency mastery**, learning

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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>.

<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 (Ijeee)* 4, no. 1 (2022): 61, <https://doi.org/10.31000/ijeee.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>.



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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strategies, and integrated assessment systems. In **Islamic teacher education**, the role of lecturers shifts toward facilitators who guide students to achieve learning outcomes through authentic, competency-based assessments.<sup>4</sup> The implementation of OBE within IAIN Gorontalo is expected to strengthen learning quality, promote the use of digital technology, and foster lifelong learning among students. This curriculum also supports the professional development of lecturers and students in producing competency-based and spiritually integrated learning innovations. As a religious higher education institution, the Faculty of Tarbiyah and Teacher Training is committed to preparing teacher candidates who are competent, professional, and globally competitive while grounded in Islamic values.<sup>5</sup>

In this context, the development of OBE-based teaching materials for Islamic teacher education is a strategic step to ensure that learning outcomes are achieved effectively.<sup>6</sup> Ensuring learning relevance to students' needs in the era of the Independent Curriculum requires improving teachers' ability to develop achievement-oriented and value-integrated teaching materials. The emphasis on measurable outcomes and alignment between objectives, methods, and evaluation becomes the conceptual foundation for developing effective and meaningful Islamic education materials. Furthermore, trends in teacher training highlight the need to enhance teacher capacity through the development of digital, multimedia-based, and STEAM-integrated OBE materials that support outcome-oriented Islamic learning.<sup>7</sup>

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<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> Venny S Fitri and Ridho B Yefeson, "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>7</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).



Empirical studies show that developing teaching materials with Islamic, local, and character-based contexts increases student motivation and engagement.<sup>8</sup> Development models such as ADDIE and 4D are widely applied to produce valid, practical, and effective learning products.<sup>9</sup> Therefore, this research focuses on developing OBE-based teaching materials for Islamic teacher education that are relevant to the context of Islamic pedagogy and 21st-century teacher competencies, particularly in courses such as Islamic Education and Learning Development at Madrasah.<sup>10</sup>

## RESEARCH METHODS

This research employs a Research and Development (R&D) design aimed at producing Outcome-Based Education (OBE)-based teaching materials that bridge curriculum and competency in 21st-century Islamic Teacher Education. The research focuses on developing instructional products aligned with OBE principles in the Islamic Education and Learning Development course at Madrasah Ibtidaiyah. A mixed-method approach combining qualitative and quantitative methods was used. The qualitative method explores the needs and context of OBE-based curriculum implementation, while the quantitative method measures the effectiveness of the developed materials in improving students' pedagogical and technological competencies.

The development model used in this study adapts the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Each phase is carried out systematically to ensure that the resulting teaching materials are aligned with competency-based curriculum standards and OBE-oriented learning outcomes. The research was conducted at the Islamic Teacher Education Study

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<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> 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>.

<sup>10</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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P-ISSN: 2338:6673; E-ISSN 2442:8280

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Program, Faculty of Tarbiyah and Teacher Training, IAIN Gorontalo. The participants consisted of lecturers and students involved in OBE curriculum implementation and Islamic teacher training. The subjects were selected purposively to represent those directly engaged in outcome-based learning and competency development.

The analysis stage identifies the gap between existing materials and the expected learning outcomes (CPL and CPMK) relevant to Islamic teacher education. Data were obtained through curriculum document analysis, lecturer interviews, and material reviews. Results showed that existing materials were not yet fully aligned with OBE principles, necessitating new development based on measurable learning outcomes.

The design stage involves constructing the blueprint of OBE-based Islamic education teaching materials by mapping competencies, defining learning objectives, choosing appropriate digital media, and aligning content with evaluation methods. The constructive alignment between objectives, activities, and assessments ensures that materials effectively bridge curriculum content and teacher competency standards.

At the development stage, a prototype was produced based on the design framework emphasizing integration of Islamic values, clarity, and relevance to modern pedagogical practices. Validation was carried out by experts in Islamic education, materials, and media to assess content accuracy, linguistic quality, presentation, and design. Expert feedback guided the revisions before classroom trials.

The implementation stage tested the materials on a limited scale in real classroom settings. Lecturers applied the developed teaching materials in class, while researchers observed learning interactions, student engagement, and responses to material clarity and practicality. Feedback was collected through questionnaires and observations to measure applicability, user satisfaction, and relevance to competency development.

Finally, the evaluation stage involved both formative and summative assessments. Formative evaluations were conducted throughout the development process, while summative evaluations measured the validity, practicality, and effectiveness of the final product. Data were obtained from observations, response questionnaires, interviews, and student achievement tests.

Instruments included expert validation forms, observation sheets, student and lecturer response questionnaires, learning achievement tests, and semi-structured interviews to explore perceptions of the OBE-based materials.



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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Qualitative data were analyzed descriptively to identify feasibility and practicality, while quantitative data were analyzed using percentage eligibility and N-Gain tests to measure improvement in learning outcomes.

Success indicators were established based on three criteria: (1) Validity: materials are deemed feasible if the average expert validation score  $\geq 80\%$ ; (2) Practicality: materials are practical if  $\geq 80\%$  of responses are positive; and (3) Effectiveness: materials are effective if N-Gain  $> 0.3$ .

Through systematic implementation of these stages based on the principles of Outcome-Based Education and competency bridging, this research aims to produce valid, practical, and effective teaching materials that strengthen Islamic teacher candidates' competencies for the 21st century. The findings are also expected to serve as a foundation for developing similar OBE-based materials across other Islamic education courses in higher education.

## 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 serves as a key administrative document that guides both lecturers and students in conducting learning activities. It provides a framework for planning, implementing, and evaluating the achievement of learning objectives. Therefore, the syllabus must be supported by appropriate and relevant OBE-based teaching materials to ensure that learning outcomes are achieved effectively and consistently.

Similarly, teaching materials function as essential learning resources that help students engage with the course content systematically. When students have easy access to well-developed and competency-aligned teaching materials, they can better understand the lessons and follow the same academic references used by lecturers. Hence, the alignment between the OBE-based syllabus and the developed teaching materials will create an integrated, effective, and outcome-oriented learning process that supports the goals of 21st-century Islamic teacher education.

##### *Actual conditions*

In reality, some lecturers still believe that traditional syllabi and outdated teaching materials remain relevant for current lectures. As a result, the transition



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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toward an Outcome-Based Education (OBE)-oriented syllabus and teaching approach has not been viewed as an urgent necessity. The primary motivation behind developing the OBE curriculum in Islamic Teacher Education programs, such as at the Faculty of Tarbiyah and Teacher Training, is often administrative—focused on meeting accreditation requirements—rather than a genuine effort to update the substance of learning and bridge curriculum with teacher competencies.

This condition reflects a misalignment between curriculum innovation and practical implementation, where the emphasis remains on compliance rather than transformation. Therefore, there is a pressing need to reorient OBE-based curriculum development toward achieving meaningful learning outcomes that enhance the professional, pedagogical, and technological competencies of 21st-century Islamic teacher candidates.

## **State Civil Apparatus Management**

### *Ideal conditions*

In the context of Islamic higher education and teacher development, it is essential to emphasize productivity, accountability, and professionalism among lecturers, especially those with the status of State Civil Apparatus (ASN). Lecturers must demonstrate responsibility in carrying out their academic and administrative duties, particularly in implementing Outcome-Based Education (OBE) principles. Without structured accountability, there will be a lack of a clear administrative foundation to support their main tasks, and learning outcomes may become difficult to measure, especially during online and blended learning periods that require a more systematic and transparent evaluation system. Strengthening this structure ensures that OBE-based curriculum implementation and competency-oriented assessment can be properly monitored and evaluated.

### *Actual conditions*

In practice, every ASN lecturer functions as an implementer of public education policy and is responsible for complying with existing laws and regulations. Within higher education institutions—particularly faculties of Tarbiyah and Islamic teacher education programs—ASN lecturers are under the coordination of the Ministry of Education, Culture, Research, and Technology, and therefore must adhere to national higher education standards. This includes the development and implementation of OBE-based syllabi and teaching materials that align with the National Standards for Higher Education (SN-Dikti). However, many lecturers still rely on traditional approaches, indicating a gap between policy mandates and practical implementation that must be bridged through structured professional development and institutional support.



## **Overall Government Coordination**

### *Ideal conditions*

The integration and alignment of the Outcome-Based Education (OBE) curriculum across all academic units play a vital role in enhancing the overall quality and ranking of universities, especially in Islamic teacher education institutions. The OBE curriculum serves as a core component of educational quality assurance and a key requirement for both national and international accreditation and certification. Nationally, its implementation is directly linked to the assessment criteria of the National Accreditation Board for Higher Education (BAN-PT), which now applies a nine-standard accreditation instrument. Internationally, compliance with OBE principles is also evaluated by global accreditation bodies such as AACSB, ABET, ASIIN, KAAB, AHPGS, and FIBAA, highlighting its importance in achieving international recognition.

At the faculty and study program level, particularly within Islamic Teacher Education programs, the availability of complete and updated OBE-based syllabi and teaching materials for every course—such as the \*\*Islamic Education and Learning Development course at Madrasah Ibtidaiyah—\*\*is essential. These documents function as benchmarks for evaluating learning effectiveness and curriculum relevance in developing teacher competencies. Therefore, strong coordination between faculties and departments is crucial to ensure that syllabus preparation and curriculum implementation are well-integrated, harmonized, and continuously improved to support the institution's long-term quality development and global competitiveness.

### *Actual Condition*

There is still a low level of lecturer awareness and commitment in compiling, implementing, and evaluating the syllabus based on Outcome-Based Education (OBE) principles that reflect the needs of society and the rapid development of the times. This situation results in less effective and less innovative learning practices, as teaching activities often remain content-oriented rather than outcome-driven. Consequently, the learning process becomes less responsive to 21st-century educational demands and the evolving needs of students.

To address this issue, it is essential to develop and implement an OBE-oriented syllabus—particularly for the Islamic Education and Learning Development course at Madrasah Ibtidaiyah. An OBE-based syllabus will ensure that learning objectives, materials, and assessments are aligned with measurable learning outcomes, thereby improving the quality, relevance, and innovation of the learning process to better meet student competencies and societal expectations.



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## Public Service

### *Ideal conditions*

In the management of academic journals within Islamic higher education institutions, it is essential to have comprehensive work guidelines covering all aspects of publication management—particularly reviewing, editing, and technical procedures. Among these, editing guidelines play a crucial role in ensuring that journal managers can independently understand the editorial process and provide optimal publication services for lecturers and students. Therefore, it is necessary to develop a comprehensive and standardized editing manual, prepared by qualified linguists and academic editors, to serve as an official reference in the editing and publication of scientific articles across the faculty or institutional environment.

### *Actual conditions*

At the Faculty of Tarbiyah and Teacher Training, IAIN Gorontalo (adapted from the Faculty of Education model), several active scientific journals regularly publish research articles. Each journal has its own management team; however, many editors lack adequate expertise in academic editing and publication standards. Consequently, the editing process is often handled by a single editor, leading to work overload, delays, and inconsistency in publication quality. Given these challenges, the preparation of a standardized and systematic journal editing guideline is urgently needed to ensure that all journal teams follow the same editorial framework, enabling a more efficient, consistent, and timely publication process that upholds academic integrity and quality.

## State Civil Apparatus Management

### *Ideal conditions*

The number of academic journals managed by an institution should be balanced with the number and competency level of available editors. Editors who possess strong skills and experience in academic publishing, editing, and journal management systems play a crucial role in ensuring that journals maintain quality, publish articles punctually, and achieve higher accreditation rankings. Adequate managerial capacity will enhance the institution's research visibility and reputation through consistent and credible publication outputs.

### *Actual conditions*

Although the ratio between the number of journal managers and journals is considered adequate, there are still significant gaps in technical proficiency. Many editors lack mastery in editing, layout design, and reference management tools such as Mendeley or Zotero. This limitation hinders workflow efficiency and slows down the publication process. Hence, capacity-building programs and technical



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training are urgently needed to improve the professional competence of journal editors and ensure sustainable journal quality improvement.

## **Public Service**

### *Ideal conditions*

Building effective communication and positive interaction between lecturers and students represents a core aspect of quality public service in education. Productive academic relationships foster open dialogue, mutual respect, and a supportive learning environment. The use of polite, empathetic, and communicative language strengthens lecturer–student engagement, enabling learning activities to run effectively and harmoniously.

### *Actual conditions*

The COVID-19 pandemic drastically altered lecturer–student interaction patterns. While face-to-face communication previously allowed direct problem-solving, online learning has limited these interactions, reducing immediacy and feedback quality. Therefore, institutions must develop and optimize digital communication systems and online mentoring models to maintain effective academic support, ensuring that student needs continue to be addressed responsively and professionally.

## **Overall Government Coordination**

### *Ideal conditions*

An integrated digital communication and learning management system (LMS) should serve as the backbone of academic interaction, facilitating interactive, collaborative, and outcome-oriented learning. When used optimally, LMS platforms can enhance engagement in both virtual classes and broader academic activities, supporting transparent coordination between lecturers, students, and administrators.

### *Actual Condition:*

Although the LMS system has been implemented, lecturer engagement and digital utilization remain low. This reduces the effectiveness of academic communication and learning outcomes. Moreover, limited digital literacy and weak academic culture among lecturers and students hinder the system's optimal use. Institutions therefore need to strengthen digital competency training and awareness programs to ensure that LMS-based learning supports both quality interaction and academic performance.



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## Public Service

### *Ideal conditions*

A Language Support Unit should be established to meet the linguistic and academic needs of the Faculty of Tarbiyah and Teacher Training community. This unit would provide services such as scientific publication editing, transliteration, TOEFL preparation, and academic translation. Ideally, it should be managed by lecturers with linguistic expertise to ensure high-quality, professional, and coordinated language services that enhance academic communication and research output.

### *Actual conditions*

The need for academic publication support among lecturers continues to grow, particularly in relation to career advancement and promotion requirements. However, the absence of a dedicated language service unit has forced lecturers to seek external assistance for transliteration, proofreading, and English certification. This indicates a gap in institutional support and highlights the urgency to establish a faculty-based language unit that can systematically assist lecturers in improving linguistic competence, publication quality, and global academic engagement.

## Overall Government Coordination

### *Ideal conditions*

The establishment of a faculty-managed language center would significantly improve the coordination and quality of linguistic services within the academic community. This unit would act as a central coordination hub connecting lecturers, students, and faculty institutions in providing professional, integrated, and accessible language support services. Through this center, various language-related activities—such as editing, proofreading, translation, transliteration, and English language training—could be carried out more efficiently. Moreover, a language center managed directly by the faculty ensures that academic communication, publication quality, and lecturer development programs are supported in a sustainable and institutionalized manner.

### *Actual conditions*

At present, language-related services are still fragmented and handled through two main channels. First, individual lecturers manage their own linguistic needs, such as article editing, English proofreading, and language training for certification, independently. Second, the faculty only provides limited assistance, such as partial funding for article transliteration in faculty journals. Consequently, many linguistic responsibilities remain individually managed by lecturers, increasing their workload and reducing institutional efficiency. This situation



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highlights the urgent need for establishing a formal language service unit at the faculty level to provide structured academic support and enhance lecturer productivity in implementing the Tri Dharma of Higher Education—education, research, and community service.

## Identify Issues Based on APKL Criteria

An issue in this study is defined as an ongoing problem that emerges from the university or study program environment and requires strategic analysis and resolution. Using the APKL approach (Actual, Problematic, Specific, Feasible), the issues identified during a one-year observation period in the Elementary School Teacher Education (PGSD) Study Program were systematically assessed to determine their relevance, urgency, and feasibility for resolution.

Actual refers to whether the issue is genuinely happening and being discussed within the academic environment.

- 1) Problematic identifies whether it represents a deviation from the ideal condition and requires immediate attention.
- 2) Specific assesses its direct impact on stakeholders within the institution or community.
- 3) Feasible determines whether the issue can realistically be addressed within institutional duties and authority.

Issues that meet all four criteria are considered feasible and high-priority for resolution. Each issue is scored on a scale of one to five based on its urgency level, with higher scores indicating greater importance.

## Issue Analysis with APKL Techniques

Based on the analysis, four key issues were identified and assessed using the APKL criteria:

- 1) Absence of an OBE-Oriented Syllabus and Teaching Materials

This issue is considered actual and highly urgent as it directly affects the effectiveness of learning in the Indonesian Language and Literature Learning Development course at the elementary school level. In the era of the Industrial Revolution 4.0, OBE implementation is essential for producing competent, innovative, and competitive graduates. The lack of OBE-based syllabi leads to unmeasurable learning outcomes and weak curriculum alignment with KKNI and SN-Dikti standards. Thus, developing an OBE-based syllabus and teaching materials is a top institutional priority to improve learning quality and student competence.



**2) Lack of Journal Editing Guidelines**

The absence of standardized editing guidelines has resulted in inconsistencies in article quality and publication timelines across faculty journals. Although not the most critical issue, it remains significant for improving publication professionalism and accreditation outcomes. The problem can be mitigated by involving lecturers with linguistic expertise or utilizing digital editing tools such as Grammarly or Google Docs.

**3) Weak Interaction Between Lecturers and Students**

Reduced academic interaction, particularly in online classes after the COVID-19 pandemic, continues to hinder learning effectiveness. Limited communication affects feedback, engagement, and overall student achievement. Given its wide impact on student outcomes, this issue requires immediate attention through improved online learning design, LMS utilization, and digital communication training.

**4) Absence of a Language Service Unit**

The lack of a dedicated language service unit at the faculty level limits institutional support for lecturers in publication, transliteration, and English training needs. While lecturers can seek external assistance, this approach is inefficient and inconsistent. Establishing a faculty-based language service unit is considered a feasible and necessary step to enhance academic support and lecturer performance, even if its urgency is moderate compared to curriculum development.

The APKL analysis reveals that among the identified issues, the absence of an OBE-oriented syllabus and teaching materials holds the highest level of urgency and priority. This issue directly impacts learning quality, curriculum relevance, and the successful implementation of achievement-based education within the faculty. Therefore, developing and institutionalizing OBE-based curriculum materials must be prioritized as the main strategy to strengthen academic quality, lecturer professionalism, and student competency outcomes in Islamic teacher education.

**Identify Issues Based on Ultrasound Criteria**

In addition to the APKL technique, issue analysis in this study also employs the Ultrasound (Urgency, Seriousness, Growth) approach to strengthen the identification and prioritization of academic and institutional problems. This analytical method is designed to determine the priority order of issues based on three key aspects: (1) Urgency – the immediacy or necessity of addressing the issue, (2) Seriousness – the level of impact that may occur if the issue remains unresolved, and (3) Growth – the potential for the issue to expand or worsen over time if neglected.



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Through the Ultrasound technique, each identified issue is systematically assessed and scored on these three dimensions using a scale of 1 to 5, where a score of 5 represents the most critical condition. The total cumulative score reflects the overall priority level of each issue—the higher the total score, the greater the urgency and importance of immediate resolution. This dual analytical approach—combining APKL and Ultrasound methods—ensures that problem identification is both comprehensive and data-driven, allowing for more strategic decision-making in institutional development and academic quality improvement.

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

Yes	Issues	Urgency (U)	Seriousness (S)	Growth (G)	Total 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 is evident that the absence of syllabus and teaching materials based on the OBE Curriculum received the highest total score (14) and was therefore determined as the top priority issue to be resolved immediately. This issue has the highest level of urgency, directly affects the effectiveness of the teaching and learning process, and has a high growth potential if not addressed, potentially leading to broader institutional challenges.



To provide a clearer understanding of the assessment rationale, the following is an explanation of each aspect used in the Ultrasound analysis of the priority issue:

- 1) Urgency (U): reflects how quickly the issue must be resolved to prevent further academic or administrative disruption.
- 2) Seriousness (S): indicates the magnitude of the impact on the quality of learning, lecturer performance, and student outcomes if the issue is not handled.
- 3) Growth (G): represents the potential for the issue to escalate or expand if ignored, affecting wider aspects of curriculum implementation and institutional quality.

Overall, this analysis confirms that developing OBE-based syllabi and teaching materials is not only essential for improving learning quality but also for ensuring that the faculty's academic processes remain relevant, standardized, and aligned with national and international educational standards.

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

Criterion	Information
<b>Urgency (U)</b>	Score 5 – This issue is highly urgent because the syllabus serves as the primary reference for semester-long learning activities. Without an OBE-based syllabus, the learning process lacks direction and fails to align with the intended graduate learning outcomes (CPL).
<b>Seriousness (S)</b>	Score 5 – This issue is considered very serious since it directly affects lecture continuity, learning effectiveness, and student learning achievement. The absence of an OBE-aligned syllabus weakens the academic structure and reduces curriculum coherence
<b>Growth (G)</b>	Score 4 – This issue has strong growth potential and can lead to broader institutional problems if left unresolved, including a decline in learning quality and obstacles in the study program accreditation process.

Based on the overall analysis, it can be concluded that the absence of an OBE-based syllabus and teaching materials is the most urgent and critical issue that must be addressed within the study program. The development and implementation of an OBE-oriented syllabus will not only enhance learning effectiveness but also strengthen academic quality, lecturer professionalism, and institutional readiness for national and international accreditation.



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To further explore the root causes of this priority issue, a fishbone (Ishikawa) diagram analysis was conducted. The analysis identifies the absence of an OBE-oriented syllabus and teaching materials for the Indonesian Language and Literature Learning Development course in elementary schools as the central problem. This method helps map out the cause-and-effect relationships among various contributing factors, allowing targeted solutions to be developed.

- 1) The results of the fishbone analysis indicate that the issue stems from multiple interrelated causes, including:
- 2) Institutional Policy Factors – Lack of structured guidelines and support for OBE curriculum implementation at the program and faculty levels.
- 3) Academic Management Factors – Weak coordination between curriculum teams and limited supervision in syllabus standardization.
- 4) Human Resource (Lecturer) Factors – Limited understanding and training in developing OBE-based learning materials.
- 5) Process Factors – Ineffective academic workflows and evaluation systems for syllabus and material preparation.
- 6) External Factors (COVID-19 Pandemic) – Disruption in coordination, reduced collaborative meetings, and reliance on fragmented online communication.

These interrelated factors collectively hindered the systematic implementation of OBE principles, underscoring the need for policy reinforcement, professional training, and structured academic collaboration to resolve the issue effectively.

Table 3. Fishbone Analysis

Aspects/Categories of Causes	Root of the Main Problem	Brief Description
Policy	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.
Institution	Coordination among	Discussion and joint preparation activities for the OBE syllabus



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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Aspects/Categories of Causes	Root of the Main Problem	Brief Description
	development teams is not optimal	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 skills among lecturers regarding OBE concepts	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 sense of urgency to revise 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>	COVID-19 pandemic disrupted academic coordination	Academic activities during the pandemic hampered the effectiveness of face-to-face coordination between lecturers and development teams, even though online facilities such as Zoom or Google Meet were available.

Based on the results of the fishbone analysis, it can be concluded that the absence of an OBE-based syllabus and teaching materials arises from multiple interrelated causes, including policy gaps, institutional inefficiencies, limited human resource competence, and environmental disruptions.

Among these, policy factors are identified as the most dominant cause, as there has not yet been a final, faculty-level decision regarding the implementation and standardization of the OBE curriculum. Furthermore, lecturers' limited understanding of OBE principles and the lack of coordination among curriculum



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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development teams have slowed the creation of learning tools aligned with current academic needs.

To address these challenges, several strategic actions are recommended:

- 1) Enhancing communication and coordination among curriculum development teams through structured meetings and clear task divisions.
- 2) Organizing comprehensive OBE training and mentoring programs for lecturers to strengthen their understanding and skills in designing outcome-based learning materials.
- 3) Accelerating the ratification of OBE curriculum policies at the faculty level to provide clear implementation guidelines.
- 4) Providing technical guidance for the systematic preparation of OBE-based syllabi and teaching materials to ensure consistency and sustainability in development.

In summary, the fishbone analysis offers a comprehensive mapping of the root causes behind the issue and serves as a foundation for developing strategic, practical, and sustainable solutions to effectively implement the OBE-based curriculum within the study program environment.

## Potential Impacts if Priority Issues Are Not Implemented

Failure to immediately develop OBE (Outcome-Based Education)-based syllabi and teaching materials will bring a series of negative consequences for the quality of education, learning processes, and academic performance at both the faculty and study program levels. The syllabus, as the primary reference for planning, implementing, and evaluating learning, determines the direction and measurability of the educational process.

In the short term, the absence of an OBE-based syllabus will cause a misalignment between learning outcomes and classroom materials. Students will face gaps in mastering essential competencies required by national and international curriculum standards. Furthermore, without teaching materials structured according to OBE principles, lecturers will struggle to evaluate learning outcomes objectively, leading to invalid assessments that do not reflect students' true abilities.

In the medium term, this issue will lead to a decline in learning quality and lecturer professionalism. Lecturers who continue to rely on outdated syllabi will lag behind the demands of modern, outcome-oriented educational paradigms, which could also reduce student motivation due to irrelevant or unengaging learning content.

In the long term, the absence of OBE-based syllabi and teaching materials will negatively affect program accreditation, institutional reputation, and graduate



competitiveness. Study programs that fail to implement OBE principles may be considered non-compliant with national and international curriculum standards, hindering institutional growth and accreditation outcomes. Moreover, the lack of curriculum integration between courses will weaken critical thinking, communication, and collaboration competencies—key pillars of outcome-based education.

In conclusion, the delay in implementing OBE-based syllabi and teaching materials would trigger a domino effect across academic domains—from learning quality and lecturer performance to student satisfaction and institutional accreditation. Therefore, the immediate implementation of OBE-based curriculum development is an urgent and strategic necessity to ensure that higher education remains adaptive, competitive, and results-oriented.

### **Stages of Teaching Material Development**

The process of developing OBE-based teaching materials is a crucial step in aligning learning with competency-based standards and ensuring continuous quality improvement. This study outlines five systematic stages—each designed to ensure that the final products (syllabus and teaching materials) are aligned with OBE curriculum standards and applicable effectively in learning activities.

#### **1) Needs Analysis**

This stage involves identifying academic needs for the Indonesian Language and Literature Learning Development course at the elementary school level. The analysis includes reviewing the existing curriculum, determining the competencies to be achieved, and evaluating the availability and adequacy of current materials. Findings show that previous materials were not fully outcome-oriented, highlighting the need for new development aligned with OBE principles.

#### **2) Design Stage**

The design stage focuses on creating the initial blueprint of the teaching materials based on the results of the needs analysis. This includes defining learning objectives, content structure, instructional strategies, and assessment models. Every element is designed to align coherently with Graduate Learning Outcomes (CPL) and Course Learning Outcomes (CPMK) to ensure constructive alignment.

#### **3) Development Stage**

In this phase, the actual syllabus and teaching materials are developed, including content organization, learning activities, media selection, and OBE-based assessment instruments. The materials are designed to cultivate



21st-century skills—critical thinking, effective communication, and collaboration—while maintaining alignment between objectives, materials, learning activities, and evaluations.

4) Implementation Stage

Developed materials are piloted in selected classes to test their effectiveness in improving the teaching and learning process. Lecturers actively monitor implementation, gather feedback on student engagement and content relevance, and ensure that learning activities align with intended outcomes. Successful trials then lead to broader adoption across the study program.

5) Evaluation and Revision Stage

Evaluation focuses on assessing the validity, practicality, and effectiveness of the developed materials. Data is collected through student feedback, classroom observation, and assessment results. Based on this feedback, the development team conducts revisions to enhance clarity, relevance, and alignment with OBE principles.

## 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 for elementary schools. The findings indicate that the implementation of OBE-based teaching materials significantly enhances learning effectiveness by focusing on the achievement of clear, measurable, and competency-oriented outcomes.

The application of the OBE framework serves not only as an effective model for structuring the syllabus and teaching materials in this course but also as a replicable approach for other study programs. By aligning learning objectives, materials, methods, and assessments, the OBE model ensures that learning becomes more relevant to the demands of 21st-century education, emphasizing creativity, critical thinking, collaboration, and communication.

Furthermore, the results of this research provide a foundation for future studies aimed at expanding and strengthening OBE-based practices. It is recommended that subsequent research conduct empirical testing on a wider scale to measure the effectiveness of OBE-based teaching materials in improving student competencies across different disciplines. In addition, developing innovative learning models that integrate digital literacy and adaptive pedagogical strategies will further support the sustainability of OBE implementation in higher education environments, particularly within Islamic teacher education institutions.



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P-ISSN: 2338:6673; E-ISSN 2442:8280

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