

# CURRICULUM TRANSFORMATION: A QUALITATIVE CASE STUDY OF OUTCOME-BASED EDUCATION IMPLEMENTATION IN THE ISLAMIC EDUCATION MANAGEMENT STUDY PROGRAM

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## Abstract:

Digital transformation has changed the global education paradigm, requiring adaptive, responsive, and outcome-oriented curriculum. In Indonesia, the implementation of Outcome-Based Education (OBE) has become the main strategy to ensure graduates have 21st-century competencies relevant to industry and community demands. This study aims to (1) describe the transformation of the education curriculum in Indonesia, (2) analyze the implementation of OBE in the Master's Program in Islamic Education Management (MPI) at UIN Sunan Kalijaga, and (3) identify the challenges and opportunities of implementing OBE in the digital era. This study employs a descriptive qualitative approach with data collection through interviews and a review of current literature. The implementation of OBE in MPI began in 2024 through faculty workshops and curriculum standardization, including the development of vision and mission statements, graduate profiles, and Graduate Learning Outcomes (GLOs). The main challenges include varying levels of digital competence among faculty members, resistance to change, and limited technical support. On the other hand, the digital era opens opportunities for increased scientific publications, research and mentoring efficiency, and real-time monitoring of learning outcomes. The findings of this study provide practical guidelines for program administrators and policymakers in optimizing OBE implementation, through strengthening human resource capacity, improving infrastructure, and integrating learning technology.

## Abstrak:

Transformasi digital telah mengubah paradigma pendidikan global, menuntut kurikulum yang adaptif, responsif, dan berorientasi hasil. Di Indonesia, implementasi Outcome-Based Education (OBE) menjadi strategi utama untuk memastikan lulusan memiliki kompetensi abad ke-21 yang relevan dengan tuntutan industri dan masyarakat. Penelitian ini bertujuan untuk (1) mendeskripsikan transformasi kurikulum pendidikan di Indonesia, (2) menganalisis implementasi OBE di Program Studi Magister Manajemen Pendidikan Islam (MPI) UIN Sunan Kalijaga, dan (3) mengidentifikasi tantangan serta peluang implementasi OBE di era digital. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui wawancara dan studi literatur terkini. Implementasi OBE di MPI dimulai pada 2024 melalui workshop dosen dan standarisasi kurikulum, meliputi penyusunan visi-misi, profil lulusan, dan Capaian Pembelajaran Lulusan (CPL). Tantangan utama adalah perbedaan kompetensi digital dosen, resistensi terhadap perubahan, dan keterbatasan dukungan teknis. Di sisi lain, era digital membuka peluang

*peningkatan publikasi ilmiah, efisiensi riset dan bimbingan, serta pemantauan capaian pembelajaran secara real-time. Hasil penelitian ini memberikan panduan praktis bagi pengelola program studi dan pembuat kebijakan dalam optimalisasi implementasi OBE, melalui penguatan kapasitas SDM, peningkatan infrastruktur, dan integrasi teknologi pembelajaran.*

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## INTRODUCTION

Digital transformation has revolutionized the global education landscape, marked by more than 220 million Massive Open Online Courses (MOOC) participants in 2021 and a rise in global internet users to 66% of the population in 2022, even though 2.6 billion people are still not connected (Unesco, 2023). Transforming conventional learning systems into ones that are more adaptive, responsive, and relevant to the needs of the times is inevitable. Since 2020, the Indonesian government has distributed 1,382,512 ICT devices to 79,259 formal schools to support the digitalization of learning, although distribution and pedagogical training have been uneven (Kemdikbud, 2024).

Outcome-Based Education (OBE) is a strategic response to align learning outcomes with 21st-century skills. This approach emphasizes the planning, implementation, and evaluation of learning outcomes that are specific, measurable, and relevant to the needs of industry and global society. OBE principles include student-centered learning, active engagement, and continuous assessment (Saptadi et al., 2024). Based on Minister of Education, Culture, Research, and Technology Regulation No. 3 of 2020 concerning the Higher Education National Standard (SN Dikti), each study program is required to formulate specific and measurable Graduate Learning Outcomes (Saifudin, 2024).

Although various local and international studies have shown that OBE can increase the relevance of learning to the needs of the workplace such as improving Industry 5.0 competencies in Arabic Language Education students (Sobri et al., 2024) or problem-solving skills in Management students (Yunus et al., 2024) its implementation in Indonesia still faces obstacles. These obstacles include limited resources, a lack of assessment innovation, and weak communication of objectives between lecturers and students (Hanafiah et al., 2024). Mistamiruddin & Nasri (2024) identified seven main obstacles, ranging from continuous formative assessment to changing educator mindsets. (Mistamiruddin & Nasri, 2024) Similar challenges are found across disciplines: chemistry education is hampered by the lack of authentic evaluation instruments (So'aib et al., 2025), health education requires institutional support (Asmi et al., 2025), while entrepreneurship education requires strengthening resources to optimize collaborative projects (Hanafiah et al., 2024).

Studies on OBE have been conducted extensively across various disciplines, but most research focuses on theoretical aspects or the context of general study programs. Meanwhile, in-depth studies on the implementation of OBE in Islamic education-based study programs, particularly those that integrate digital curriculum transformation with the characteristics of Islamic education, are still very limited. The global skills gap is pressing, and technological change is expected to have the greatest impact on jobs by 2030, both creating and displacing them (Aryadi, 2023). In fact, global technological change is projected

to impact 1.1 billion jobs by 2030, both creating and displacing them (World Economic Forum, 2025). This situation demands curriculum reform that is adaptive, innovative, and relevant to future needs.

Based on these gaps, this study aims to: (1) Describe the transformation of the education curriculum in Indonesia (2) Analyze the implementation of the OBE curriculum in the MPI study program at UIN Sunan Kalijaga, and (3) Identify the challenges and opportunities faced in implementing the OBE curriculum in the digital era of the MPI study program at UIN Sunan Kalijaga. Thus, this study is expected to enrich the OBE literature while providing practical contributions in developing a contextual curriculum for Islamic education amidst digital transformation.

## RESEARCH METHODS

This research was conducted in the Master of Islamic Education Management (MMPI) Study Program at UIN Sunan Kalijaga Yogyakarta, focusing on the implementation and challenges of the Outcome-Based Education (OBE) curriculum. The MMPI study program was selected based on its relevance to the OBE theme in the digital era, considering that this program is a postgraduate program based on an Islamic curriculum that plays a strategic role in the transformation of the outcome-based curriculum.

The research method used in this study is a descriptive qualitative method that aims to convey facts or events systematically and accurately (Safrudin et al., 2023). This approach was chosen to gain an in-depth understanding of the process, challenges, and strategies for implementing the OBE curriculum. Primary data was obtained through in-depth interviews and direct observation. As well as various relevant and reliable secondary references, such as national and international scientific journals, academic books, and learning evaluation reports.

The research participants consisted of the Head of the Study Program, three lecturers with at least two years of experience in OBE implementation, and five active students who had participated in achievement-based learning for at least one semester. Informants were selected using a purposive sampling technique, selecting individuals with direct involvement and in-depth knowledge of OBE implementation. Furthermore, the research utilized relevant and credible secondary sources, such as national and international scientific journals, which were selectively selected based on their relevance and novelty.

The research lasted three months, from February to April 2025. The research stages included preparation, data collection, data analysis, and validation of findings. Interviews were conducted semi-structured to allow for in-depth exploration of responses, while literature review was conducted through digital libraries, journal databases such as Google Scholar, and official government websites and global educational organizations.

Data were analyzed using thematic analysis, which includes: (1) data reduction by sorting relevant information according to the research focus; (2) presenting data in the form of descriptive narratives and theme matrices; (3) identifying patterns, categories, and relationships between concepts; and (4) drawing conclusions based on the findings. Content analysis was also used to examine documents and literature sources, so as to identify trends, keywords, and dominant concepts.

Data validation was carried out through source triangulation (comparing information from lecturers, students, and documents), method triangulation (comparing data from interviews, observations, and literature studies), and member checking in

accordance with contemporary qualitative method quality standards of credibility, transferability, dependability, and confirmability (Morgan, 2024), by requesting confirmation from participants regarding the interpretation of interview results. The researcher obtained formal approval from the Study Program and provided a complete explanation to all participants regarding the purpose, procedures, and potential benefits of the study. Confidentiality was maintained by using codes or initials in reporting. Participants were given the right to withdraw at any time without negative consequences.

## RESULTS AND DISCUSSION

### RESULTS

#### Curriculum Transformation in Indonesia

**Table 1.** Literature studyCurriculum Transformation in Indonesia

No	Source	Research Title	Research purposes	Research result
1	JIIP - Scientific Journal of Educational Sciences, 7(8), 9078–9083.	Transformation of Education in Indonesia: From School Level Curriculum (KTSP) to Curriculum 2013.	Providing in-depth insight into the journey and dynamics of changes in the education curriculum in Indonesia.	The 2013 Curriculum emphasizes competency, scientific approach, and authentic assessment to improve the quality of education, while KTSP emphasizes flexibility, diversification, and decentralization to empower educational institutions through school autonomy.
2	English: VOX EDUCATION: Scientific Journal of Educational Sciences, 14(1), 53–62.	Transformation of the 2013 Curriculum Towards Independent Learning at State Senior High School 1 Pontianak.	Exploring the real form of transformation: learning structure, syllabus autonomy, and implementation of P5 (Pancasila Student Profile Strengthening Project).	It was found that there was an increase in teacher autonomy in designing contextual RPS, active project-based learning, and strengthening of Pancasila character values through P5.
3	Akrimna, Aslamiah, & Pratiwi, DA (2024). MARAS: Multidisciplinary Research Journal, 2(3), 1188–1201	Educational Transformation Through Independent Curriculum at SDN Antasan Besar 7 Banjarmasin	Knowing the curriculum used and its implementation.	In the first academic year, the independent curriculum was only implemented in grades 1 and 4. However, the implementation of the independent curriculum was able to run well due to cooperation.
4	English: Journal of Education, 10(4), 1382–1390	<i>Outcome Based Education</i> as a Transformational Approach in Entrepreneurship Teaching: A Case Study in Higher Education	Exploring the implementation of OBE policies in entrepreneurship courses.	Lecturers understand the principles of OBE; apply experiential learning (simulation, collaborative projects); enhance students' creativity, innovation, problem solving; constraints: resources, evaluation instruments, communication of learning objectives
5	A Syamsinar Asmi, Muh Ihsan	Review of the curriculum of	Review and improve the	There were significant improvements in lecturers'

Kamaruddin, Jessy Andre Mangaya Takke, Wahyudi Hardi (2025). Jurnal Pengabdian Masyarakat, 2 (2), 93–102.	the OBE (Outcome Based Education) health study program	curriculum of the Outcome Based Education (OBE) based Health Study Program to be in line with the needs of the world of work and professional standards.	understanding of OBE, SLO-CPMK mapping, revision of curriculum documents, use of outcome-based assessment, and stakeholder engagement. The OBE approach proved effective in improving the quality and relevance of the curriculum.
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Source: Article related to Curriculum Transformation in Indonesia

Based on a review of the literature, the transition from the 2013 Curriculum to the Merdeka Curriculum shows fundamental changes in the structure and mechanism of learning. (Ramadhan et al., 2023) found that the 2013 Curriculum, which was centrally standardized, with an emphasis on a scientific and thematic integrative approach, was replaced by the Merdeka Curriculum, which gave schools and teachers greater autonomy in designing contextual syllabi and RPS. The implementation of P5 (Pancasila Student Profile Strengthening Project) marks a realization of transformation, where students become more creative and active in theme-based project activities, so that the learning process becomes more relevant and interactive than before.

The analysis of factors influencing the transition identified two main dimensions: internal and external. Internal factors include teacher readiness, especially understanding the principles and procedures of the Merdeka Curriculum as well as the motivation and competence of educators in developing integrated learning tools (Akrimna et al., 2024). Meanwhile, external factors include public policies such as the Emergency Curriculum during the pandemic, the availability of infrastructure, and the demands of stakeholders (parents, industry, and society) who demand the relevance of graduates to 21st century needs. The synergy between these dimensions determines the effectiveness of school adaptation in responding to curriculum changes.

Furthermore, a literature study on the application of Outcome Based Education (OBE) in the Merdeka Belajar-Kampus Merdeka framework confirms the paradigm shift from input driven to outcome driven. (Asmi et al., 2025) stated that OBE-based curriculum development is fundamentally based on Graduate Profiles and Graduate Learning Outcomes (CPL). CPL, also known as Program Learning Outcomes (PLOs), serve as the main foundation upon which the entire curriculum is developed. This ensures that every course, learning activity, and assessment is intentionally linked to the ultimate goal of the study program.. Case study qualitative research at University X showed that the implementation of OBE improved clarity of learning objectives, facilitated academic-industry collaboration, and encouraged students' practical skills development (Hanafiah et al., 2024). However, significant challenges arise with regard to determining indicators of moral spiritual competence, changes in institutional culture, and the need for intensive training for teachers, which demand supporting policies and adequate resources to realize sustainable curriculum transformation (Manggali et al., 2024).

## OBE Curriculum

Outcome Based Education (OBE) curriculum is an approach to managing the education system that focuses on achieving the expected outcomes of learners after they complete the learning process (Vidiadari et al., 2024). The practical approach in



implementing Outcome-Based Education (OBE) is reflected through instructional design, implementation of the learning process, and development of assessment tools. In the education system, there are three main aspects that become the focus of attention, namely input, process and output. According to Fiandi in (Pahrudin et al., 2024) The input aspect includes various supporting factors that can improve the quality of education, such as funding, facilities, and other infrastructure. The OBE curriculum has been widely implemented by various global education systems as an effort to answer the demands of producing graduates with more structured and appropriate competencies and knowledge. Indonesia has also begun to implement this approach according to (Siregar, 2022) in (Manggali et al., 2024).

The implementation of the Outcome-Based Education (OBE) curriculum in the Islamic Education Management (MPI) Study Program officially began in 2024. However, the pioneering work has been going on since before, especially evident in the curriculum content, which has led to an outcome-based approach from the beginning. Results from the field show that lecturers are increasingly applying approaches such as group discussions, problem-based learning and project-based learning (Sobri et al., 2024). In the Islamic Education Management (MPI) Study Program, the implementation of this approach has become a common practice. Lecturers have the freedom to determine whether to organize exams or use other evaluation methods, according to the character of the course and the initial agreement with students. Learning outcomes have been formulated from the beginning and become a common reference between lecturers and students in undergoing the learning process.

Administratively, the Faculty of Tarbiyah and Keguruan UIN Sunan Kalijaga has provided guidance to each study program to develop an OBE-based curriculum, starting from the formulation of a philosophical foundation. This process included the revision of the vision, the elaboration of the mission down to the faculty level, as well as adjustments to the direction of study program development to align with the institutional mandate. The preparation of the new mission was carried out in early 2025. Technically, the faculty organizes intensive workshops that guide each study program in preparing the OBE curriculum mapping matrix through the KPPD system in 2024, referring to the KPP monitoring guidebook from the Directorate. The team reconstructed the curriculum framework that includes FKTP (Philosophy, Framework, Objectives, and Profile), vision, mission, graduate profiles, and SLOs of the study program. The old curriculum was then updated and adjusted for the long-term implementation period, which is until 2034. The Islamic Education Management (MPI) Study Program targets quality improvement towards the international level, with scientific development that is integrative, innovative, and based on digital technology. This vision is directed to realize global recognition in 2034.

### **Challenges and Opportunities in The Digital Era**

The implementation of Outcome-Based Education (OBE) in educational settings faces a number of significant challenges. There are several key challenges, one of which is resistance to change, especially from lecturers who are used to traditional methods, as well as the need for training and socialization so that all parties understand the importance of OBE. In addition, limited resources such as infrastructure, trained faculty, and supporting technology are also barriers, especially in under-funded institutions (Novrizal & Muhammad, 2025).

Differences in digital competencies among lecturers are one of the main challenges in implementing Outcome-Based Education (OBE) based learning, especially in the Islamic Education Management (MPI) Study Program. More senior lecturers are generally less familiar with the use of digital technology, thus facing difficulties in accessing and utilizing modern learning platforms that support OBE. To overcome this obstacle, the MPI study program requires support from an administrative team that is skilled in technology. This team plays an important role in providing technical and operational assistance to lecturers, including training and assistance in operating digital learning systems, so that the OBE-based learning process can run optimally.

The implementation of Outcome-Based Education (OBE) in the digital era provides significant opportunities for educational institutions, including the Islamic Education Management Study Program (MPI), to enhance the quality of learning and the relevance of graduates' competencies to industry needs (Novrizal & Muhammad, 2025). The OBE curriculum is considered highly relevant because it establishes clear and measurable learning outcomes (Negara et al., 2024). In the MPI Study Program, the use of digital platforms encourages lecturers and students to be more active in accessing academic resources, conducting research, and publishing scientific works in national and international journals. Digital technology also supports the efficiency of article writing guidance, as well as facilitating online seminars and conferences. These opportunities can be maximized to enhance academic visibility, strengthen institutional reputation, and contribute to the development of Islamic education.

## DISCUSSION

The curriculum transformation from KTSP to Curriculum 2013 is marked by a shift from full decentralization to competency-based national standards. KTSP emphasizes the autonomy of education units in developing syllabi and lesson plans according to local needs, but faces obstacles to standardization and educator readiness. The 2013 curriculum then introduced the Graduate Competency Standards (SKL) and balanced integration of knowledge aspects of attitude skills (Nabilla et al., 2024). In 2021, the Ministry of Education and Culture launched the Merdeka Belajar-Kampus Merdeka Policy in response to the need for flexibility and relevance of learning in the era of disruption Misnawati & Zuraini in (Irawan & Suharyati, 2023). This transformation is also influenced by internal factors such as institutional vision, evaluation of learning outcomes, and aspirations of lecturers and students, as well as by external factors such as social dynamics, technological advances, and public policies after the COVID-19 pandemic (Sa'diah et al., 2023). The real form of the transition from the 2013 Curriculum to the Merdeka Curriculum can be seen in the increased autonomy of schools and study programs in preparing syllabi and RPS that are contextual and based on local needs (Lael et al., 2024).

Furthermore, the implementation of the Outcome Based Education (OBE) paradigm strengthens the focus on learning outcomes with five main principles, namely a focus on outcomes, comprehensive curriculum design, equitable learning opportunities, process quality assurance, and continuous evaluation to realize competent graduates according to the expected profile (Mayang, 2023). At the university level, the OBE-based curriculum transformation mechanism starts with evaluating the old curriculum, formulating graduate profiles, determining learning outcomes, and preparing courses and assessment methods that are relevant to the needs of industry and society (LP2AI, 2023). Empirical studies at several state universities show that the implementation of OBE in the Merdeka Belajar-

Kampus Merdeka Framework increases the clarity of learning objectives and student involvement in project-based learning processes and industrial internships (Wati et al., 2023). The problem-based and project-based learning practices carried out by OBE are proven to improve students' problem-solving and collaboration skills in applied research (Farid & Indrayati, 2024). Thus, the 2013 - Merdeka - OBE curriculum transformation series reflects the evolution of the Indonesian education system towards an adaptive, responsive, and results-oriented learning model, in line with Ki Hadjar Dewantara's ideals to maximize the potential and happiness of students as members of society.

One curriculum that is currently being widely implemented is the Outcome Based Education (OBE) Curriculum, which is considered to have great potential in the era of the industrial revolution (Vidiadari et al., 2024). The Islamic Education Management (MPI) Study Program gradually follows the curriculum transformation towards Outcome-Based Education (OBE). Since the beginning, the curriculum content has contained elements of OBE, although procedurally it has not. In February 2024, the MPI study program held an OBE workshop involving lecturers from undergraduate to postgraduate levels. The first official implementation was carried out at the undergraduate level, then continued by the master level. However, at this stage, the OBE implementation support system, such as evaluation tools and information system integration, is not yet fully operational. Only at the end of 2024, the university established a policy of standardizing the OBE curriculum in all study programs, including MPI, so that its implementation becomes more systematic and comprehensive.

The preparation of Outcome-Based Education (OBE) based curriculum in the Islamic Education Management (MPI) Study Program begins with the formulation of the vision and mission of the study program which is the basis for determining Graduate Learning Outcomes (LLOs). Every decision related to courses, credit load, and compulsory or elective courses is adjusted to the vision, mission, and profile of targeted graduates, with rational considerations based on the body of knowledge. This process is carried out collaboratively by an academic team consisting of the Vice Dean I and the study program. The existing curriculum was then updated for the long-term implementation period until 2034, with the aim of improving the quality of education and leading to international recognition. To realize this vision of internationalization, the MPI Study Program has carried out various activities such as cross-country academic cooperation, double degree programs, and student exchanges, and plans to expand international collaboration to strengthen global competitiveness.

The findings indicate that the MPI Study Program at UIN Sunan Kalijaga has implemented active learning methods such as problem-based learning, collaborative projects, and the development of vision-mission-CPL based on OBE. This aligns with modern OBE principles as outlined by Tjandra et al. (2024), which emphasize the importance of systematic and clear learning outcome measurement models in supporting strategic and credible OBE implementation (Tjandra et al., 2024). Additionally, efforts to achieve internationalization standards and adopt digital technology align with global trends in outcome-based education, which is increasingly developing in response to the need for quality and adaptability in 21st-century curriculum (Maharishi et al., 2025).

The implementation of Outcome-Based Education (OBE) faces various challenges, such as resistance from lecturers who are used to traditional methods and the lack of training and socialization (Novrizal & Muhammad, 2025). The implementation of the curriculum in this context does not only focus on the delivery of material, but also requires



the creation of a conducive learning environment, which can motivate students to learn actively and be fully involved in the learning process (Hidayat & Mus, 2025). Limited infrastructure, trained teaching staff, and technology are also obstacles, especially in institutions with limited funding. In the Islamic Education Management (MPI) Study Program, one of the main challenges is the digital skills gap among lecturers, especially senior lecturers who still have difficulties in accessing and utilizing learning technology. To address this, strategic efforts such as intensive training, ongoing mentoring, and support from a skilled administrative team in the field of technology can accelerate the process of lecturers' adaptation to the OBE system. Strategic partnerships with industry and government, along with the use of open educational resources, align with (Unesco, 2023) recommendations on digital transformation in higher education, which emphasize cross-sector collaboration as the key to successful digital education transformation. Furthermore, to overcome resource limitations, higher education institutions can establish strategic partnerships with industry and government, as well as utilize digital platforms and open educational resources (Rodin et al., 2024).

The Outcome-Based Education (OBE) curriculum in the digital era provides significant opportunities to enhance the publication of scientific works by students and lecturers in the Islamic Education Management Study Program (MPI). By utilizing digital platforms, students can more easily access academic resources, conduct research, and produce scientific works that can be published in international or national journals. Additionally, lecturers can facilitate students in composing scientific articles more efficiently using technology, as well as hold digital-based seminars or conferences that expand their publication reach. The MPI study program can take advantage of this opportunity to enhance academic visibility, strengthen the institution's reputation, and make significant contributions to the advancement of knowledge.

Findings from the MPI Study Program at UIN Sunan Kalijaga show the application of problem-based learning, project-based learning, the development of CPL based on vision and mission, and the integration of OBE, in line with the results of a study by Farid and Indrayati (2024) which found that problem-based and project-based learning approaches in higher education environments can improve students' problem-solving skills, creativity, and collaboration. Both studies emphasize the importance of active student engagement as the core of OBE. However, a notable difference is observed in terms of infrastructure readiness and technological support. While the main challenge at MPI is the digital literacy gap among senior lecturers, a study by So'aib et al. (2025) in the field of chemistry education shows that the greatest obstacle lies in the availability of authentic evaluation instruments that align with OBE principles, rather than educators' digital literacy. This indicates that the barriers to OBE implementation are contextual, depending on the field of study and the institution's readiness.

Another similarity is found in the aspect of strategic partnerships. MPI's recommendation to collaborate with industry and government is consistent with the findings of Asmi et al. (2025) in health education, which emphasize that institutional support and external networks greatly influence the success of OBE. The difference is that health education places more emphasis on providing clinical practice facilities, while MPI focuses more on strengthening digital platforms and open learning resources. In the context of internationalization, MPI's strategies, which include double degrees, student exchanges, and cross-border collaborations, align with global trends as outlined by Mahrishi et al. (2025), who highlight that the internationalization of OBE curricula is one of the key

indicators of higher education quality in the 21st century. However, Mahrishi et al. note that the success of this strategy heavily depends on the integration of an international quality assurance system, whereas in MPI, quality assurance is still at the stage of adapting OBE policies at the university level. Thus, this comparison shows that the success of OBE does not only depend on procedural compliance with implementation stages but also on institutional context, academic field, human resource readiness, as well as internal and external ecosystem support.

Education in Indonesia has now entered the Smart Society 5.0 era, which is characterized by digitalization and automation in various aspects of life. In this era, machines, work processes, and systems are interconnected through intelligent networks that allow them to operate and control each other independently (Wahyudin et al., 2023). In the digital era, the opportunities for implementing the OBE curriculum are expanding due to technology that enables learning to be more flexible, personalized, and data-driven. Through digital platforms, learning achievements can be monitored in real-time, while integration with the industrial world becomes easier through virtual internships, collaborative projects, or competency-based training.

## CONCLUSION

The curriculum transformation from KTSP to OBE reflects a shift towards an education system that is more flexible, achievement-oriented, and relevant to the needs of the times. The Merdeka and OBE curricula emphasize adaptive, contextualized learning, and encourage the independence and competence of graduates. The implementation of the Outcome-Based Education (OBE) curriculum in the MPI Study Program at UIN Sunan Kalijaga shows a real effort to adapt education to the demands of the digital era. Although formally starting in 2024, the OBE principle has been implemented gradually beforehand. The transformation of the national curriculum also encourages an emphasis on learning outcomes based on graduate competencies. The main challenges include lecturer readiness, technological infrastructure, and paradigm adaptation, but great opportunities open up through the utilization of technology and learning innovations. Overall, OBE supports the improvement of the quality of adaptive and competitive graduates.

The Outcome-Based Education (OBE) curriculum has proven capable of meeting the challenges of the times by emphasizing measurable learning outcomes that are relevant to industry needs. The descriptive qualitative method used in this research provides a deep contextual understanding of the implementation stages and the realities on the ground. This approach is effective in depicting faculty involvement, digitalization challenges, as well as strategic steps such as workshops and curriculum restructuring based on graduate profiles. Thus, the theories and methods used are quite appropriate in explaining the phenomenon of curriculum transformation in the MPI environment.

Theoretically, this study enriches the literature on OBE adaptation in the digital age, particularly in the context of Islamic education. The research shows that the success of OBE implementation is not only determined by curriculum design but also by human resource readiness, infrastructure support, and technology integration. These findings can serve as a reference for program administrators in designing effective OBE implementation strategies, such as enhancing faculty digital literacy, fostering cross-sector collaboration, and leveraging learning technologies. For policymakers, the research findings highlight that successful curriculum transformation requires a combination of structural reforms, continuous training, and adequate technological support.

This study is qualitative in nature and limited in scope to a single study program, so the findings cannot be generalized to all higher education institutions. The data collected is descriptive and has not been accompanied by a quantitative analysis of the effectiveness of OBE implementation. Future studies are recommended to use a quantitative or mixed-methods approach to measure the relationship between the implementation of OBE and academic outcomes, student satisfaction, and faculty engagement. Additionally, comparative studies across institutions are needed to identify best practices, as well as research on the impact of digital technology integration on the effectiveness of OBE-based learning and assessment in higher education.

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