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Implementing a KKNI- and OBE-Based Curriculum in an Islamic Religious Education Study Program: A Case Study at STIT At-Taqwa Ciparay Bandung

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ABSTRACT

This study aims to analyze the implementation of the KKNI- and Outcome-Based Education (OBE) curriculum development policy in the Islamic Religious Education Study Program at STIT At-Taqwa Ciparay Bandung. A qualitative case study approach was employed. Data were collected through interviews, observations, and document analysis involving the Chairperson of STIT, the Head of the Islamic Religious Education Study Program, lecturers, and students. Data were analyzed using data condensation, data display, conclusion drawing, and verification. The findings show that the curriculum development policy has been implemented through the formulation of graduate profiles, graduate learning outcomes, curriculum structure, course distribution, and outcome-based semester lesson plans. Its implementation is supported by leadership commitment, institutional support, lecturer competence, a conducive academic culture, and the availability of curriculum documents. The main challenges include limited technical capacity in implementing OBE consistently across courses, insufficient learning facilities and resources, and the need to strengthen academic support systems. To address these challenges, the institution has conducted training, workshops, mentoring, curriculum revision, periodic evaluation, and stakeholder involvement. These efforts have strengthened alignment among learning outcomes, curriculum implementation, and quality assurance, demonstrating that curriculum implementation is continually improved through systematic institutional support.

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1. INTRODUCTION

Higher education plays a strategic role in preparing graduates who are competent, adaptive, and responsive to the changing needs of society, industry, and scientific

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development [1], [2]. In an increasingly dynamic educational environment, higher education curricula can no longer be viewed merely as collections of courses but must function as academic instruments that systematically develop measurable graduate competencies. Consequently, curriculum development has become an essential component of higher education quality assurance, ensuring alignment between institutional vision, stakeholder expectations, national regulations, and the competencies required in the twenty-first century [3].

In Indonesia, higher education curriculum development is guided by the Indonesian National Qualifications Framework (KKNI), which provides national qualification standards for formulating graduate competencies covering attitudes, knowledge, general skills, and specific skills [4]–[6]. Operationally, a KKNI-based curriculum is reflected in the formulation of graduate profiles, graduate learning outcomes, curriculum structure, course learning outcomes, learning experiences, and assessment. Complementing this framework, Outcome-Based Education (OBE) emphasizes that curriculum design should begin with clearly defined graduate learning outcomes, which are subsequently aligned with learning activities and assessment [7]–[11]. This principle aligns with constructive alignment, in which intended learning outcomes, teaching strategies, and assessment methods are systematically integrated to ensure measurable student achievement [12]–[15]. In this study, policy implementation refers to the process through which curriculum policies are translated into institutional practices, including curriculum planning, learning implementation, monitoring, evaluation, and continuous improvement.

The implementation of KKNI and OBE is particularly relevant to Islamic Religious Education (IRE) study programs because graduates are expected to possess not only sound Islamic knowledge and pedagogical competence but also professional, digital, social, and adaptive skills required in contemporary educational settings. Therefore, graduate learning outcomes should be systematically translated into the curriculum structure, course learning outcomes, learning activities, and assessments to ensure that graduates meet both national higher education standards and the evolving needs of society.

Although the regulatory framework for KKNI- and OBE-based curriculum development is well established, its implementation at the study program level remains challenging. Difficulties frequently arise in translating graduate learning outcomes into course learning outcomes, developing outcome-based semester lesson plans, aligning teaching methods with assessment, and maintaining consistency across courses. Successful implementation also depends on the lecturer's competence, leadership commitment, quality assurance systems, institutional support, and stakeholder participation. Consequently, curriculum implementation should be understood not merely as compliance with regulations but as an institutional process requiring continuous coordination, monitoring, and improvement.

Previous studies have examined various aspects of KKNI- and OBE-based curriculum development in higher education. Hanafi highlighted the importance of aligning Islamic Religious Education curricula with KKNI and national higher education standards [16]. Other studies reported that OBE enhances curriculum relevance, strengthens graduate competencies, and improves alignment between learning outcomes, learning activities, and

assessment [17]–[19]. However, these studies primarily focus on curriculum design, conceptual frameworks, or specific instructional practices rather than examining how curriculum development policies are implemented within study programs.

Despite the growing literature on KKNI and OBE, empirical studies investigating the implementation of curriculum development policies at the study program level remain limited, particularly within Islamic higher education institutions. Existing studies rarely examine curriculum policy implementation as a comprehensive process involving institutional leadership, curriculum planning, lecturer participation, learning implementation, quality assurance, supporting and inhibiting factors, and continuous improvement. This study addresses this gap by providing an in-depth analysis of the implementation of the KKNI- and OBE-based curriculum development policy in the Islamic Religious Education Study Program at STIT At-Taqlwa Ciparay Bandung using a qualitative case study approach.

Based on the above discussion, this study aims to analyze the implementation of the KKNI- and Outcome-Based Education (OBE) curriculum development policy in the Islamic Religious Education Study Program at STIT At-Taqlwa Ciparay Bandung. Specifically, the study examines the implementation process, supporting and inhibiting factors, and institutional efforts undertaken to strengthen continuous curriculum improvement.

2. METHOD

This study employed a qualitative case study design to explore the implementation of the Indonesian National Qualifications Framework (KKNI) and the Outcome-Based Education (OBE) curriculum development policy in the Islamic Religious Education Study Program at STIT At-Taqlwa Ciparay Bandung. A qualitative case study was considered appropriate because the study sought to obtain an in-depth understanding of curriculum policy implementation within its real institutional context, where policy processes, academic practices, and organizational dynamics interact [20]–[25].

The study was conducted in the Islamic Religious Education Study Program at STIT At-Taqlwa Ciparay Bandung. This site was selected because the study program has implemented the KKNI- and OBE-based curriculum as part of its institutional quality assurance and curriculum development initiatives. The research examined how curriculum development policies were interpreted, implemented, evaluated, and continuously improved within the study program.

Participants were selected through purposive sampling because they had direct knowledge and experience in curriculum development and implementation. The selection criteria included: (1) direct involvement in curriculum planning, implementation, monitoring, or evaluation; (2) experience with the implementation of the KKNI- and OBE-based curriculum; and (3) willingness to participate in the study. A total of 10 informants participated in this research, consisting of one Chairperson of STIT, one Head of the Islamic Religious Education Study Program, two lecturers, two students, one member of the Quality Assurance Unit, one alumnus, one graduate user, and one stakeholder. Institutional leaders and the Quality Assurance Unit were selected because they were responsible for curriculum policy and quality assurance. Lecturers were selected because they were directly involved in

curriculum implementation and the preparation of semester lesson plans (RPS). Students were chosen because they had experience with the KKNI- and OBE-based curriculum, whereas the alums, graduate users, and stakeholders were included to provide external perspectives on curriculum relevance and graduate competencies.

Data were collected through semi-structured interviews, observation, and document analysis. Semi-structured interviews were conducted using an interview guide developed from the research objectives and the literature on curriculum policy implementation. The interviews explored five major themes: (1) curriculum policy foundations; (2) implementation of the KKNI- and OBE-based curriculum; (3) supporting factors; (4) inhibiting factors; and (5) continuous improvement efforts. Each interview lasted approximately 45–60 minutes. With participants' consent, all interviews were audio-recorded and transcribed verbatim to facilitate systematic qualitative analysis.

An observation was conducted to obtain contextual evidence on curriculum implementation. The researcher observed classroom learning activities, curriculum development meetings, academic coordination forums, quality assurance meetings, and the implementation of outcome-based learning practices, including the use of semester lesson plans (RPS). Field notes were prepared throughout the observation process to complement interview and documentary data.

Document analysis was undertaken to verify the consistency between curriculum policy and its implementation. The analyzed documents included curriculum documents, graduate profiles, Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK) mapping, curriculum structure, course distribution, semester lesson plans (RPS), curriculum evaluation reports, quality assurance documents, and other institutional records related to curriculum development.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña [30], consisting of data condensation, data display, and conclusion drawing/verification. The analysis began with open coding to identify meaningful statements from interview transcripts, observation notes, and institutional documents. Similar codes were subsequently grouped into broader categories through axial coding. Finally, selective coding was employed to generate the major themes of the study, namely: (1) curriculum policy foundations; (2) curriculum implementation; (3) supporting factors; (4) inhibiting factors; and (5) continuous improvement efforts. This iterative coding process enabled patterns and relationships among the findings to emerge systematically.

The trustworthiness of the research was ensured through source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from institutional leaders, lecturers, students, the Quality Assurance Unit, alumni, graduate users, stakeholders, and curriculum documents. Technique triangulation was achieved by comparing findings from interviews, observations, and document analysis. Member checking was conducted by returning interview summaries and preliminary interpretations to participants to confirm the accuracy of the researchers' interpretations. In addition, the study adopted the criteria of credibility, transferability, dependability, and confirmability proposed by Lincoln and Guba [26]–[32] to enhance the rigor and trustworthiness of the findings.

Before data collection commenced, institutional permission was obtained from STIT At-Taqwa Ciparay Bandung. All participants received an explanation of the research objectives and voluntarily agreed to participate by providing informed consent. Participants were assured that their identities would remain confidential and anonymous throughout the research process. Personal names were replaced with participant codes during transcription and reporting, and participants were informed of their right to withdraw from the study at any stage without any consequences.

3. RESULTS AND DISCUSSION

3.1. Policy for Developing a KKNi- and OBE-Based Curriculum

The first finding of this study indicates that curriculum development in the Islamic Religious Education Study Program at STIT At-Taqwa Ciparay Bandung has been systematically guided by a curriculum development policy based on the Indonesian National Qualifications Framework (KKNi) and Outcome-Based Education (OBE). Rather than functioning solely as an administrative requirement, the policy serves as an institutional strategy for ensuring that curriculum planning, learning implementation, and assessment are aligned with clearly defined graduate learning outcomes.

Based on the interview with the Chairperson of STIT, the curriculum development policy represents one of the institution's strategic priorities for improving academic quality. The Chairperson explained:

"The institution has established a policy for developing a KKNi- and OBE-based curriculum as a key strategy for producing graduates with measurable and relevant learning outcomes that meet contemporary needs."

Similarly, the Head of the Islamic Religious Education Study Program emphasized that curriculum development begins with the formulation of graduate profiles and learning outcomes, followed by the determination of course structures and learning activities. According to the Head of the Study Program:

"The Islamic Religious Education Study Program has established a policy for developing a KKNi- and OBE-based curriculum as the main foundation for developing learning oriented toward graduate outcomes."

Document analysis confirmed these statements. The curriculum document specifies graduate profiles that include Islamic Religious Education teachers, novice researchers, and practitioners of Islamic education. These profiles are translated into Graduate Learning Outcomes (CPL) that cover attitudes, knowledge, general skills, and specific skills, in accordance with KKNi Level 6. For example, one graduate learning outcome requires graduates to design, implement, and evaluate Islamic Religious Education learning by integrating Islamic values with contemporary pedagogical approaches. This learning outcome is subsequently elaborated into Course Learning Outcomes (CPMK) and Sub-Course Learning Outcomes (Sub-CPMK) within individual courses and operationalized through Semester Lesson Plans (RPS).

Observation data also demonstrated that curriculum development was conducted collaboratively through curriculum coordination meetings involving institutional leaders, the Head of the Study Program, lecturers, and the Quality Assurance Unit. These meetings

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focused on reviewing graduate profiles, aligning Graduate Learning Outcomes (CPL) with Course Learning Outcomes (CPMK), revising curriculum structures, and improving Semester Lesson Plans (RPS) to ensure consistency with OBE principles.

The involvement of external stakeholders was also evident. Document analysis identified curriculum workshop reports, meeting minutes, and tracer study findings indicating that alumni, graduate users, and educational stakeholders provided recommendations during curriculum review. An alumnus stated:

“The curriculum has equipped graduates with pedagogical and professional competencies that are relevant to teaching practice, although greater emphasis on digital learning competencies would further enhance graduate readiness.”

Likewise, a graduate user explained:

“Graduates generally demonstrate adequate pedagogical competence and professional attitudes, but continuous curriculum improvement is necessary to respond to changes in educational practice.”

These findings indicate that stakeholder participation extended beyond formal representation and contributed to curriculum evaluation and continuous improvement.

Table 1 summarizes the triangulation of interviews, observation, and document analysis regarding the curriculum development policy.

Table 1. Triangulation of Findings on the Policy for Developing a KKNi- and OBE-Based Curriculum

Aspect of Finding	Interview Data	Observation Data	Document Analysis Data	Interpretation
Curriculum policy foundation	The Chairperson of STIT and the Head of the Study Program stated that the curriculum was developed in accordance with national regulations, higher education standards, KKNi guidelines, internal policies, and the OBE approach.	Academic coordination among leaders, the study program, and lecturers was observed during discussions in the direction of curriculum development.	Curriculum documents, academic guidelines, and semester lesson plan instruments were available as references for learning implementation.	The curriculum policy has a clear regulatory and institutional foundation.
Curriculum development objectives	The curriculum is designed to produce graduates with measurable, relevant, and competent learning outcomes that meet contemporary needs.	Curriculum discussions were directed toward strengthening graduate profiles and learning achievement.	Curriculum documents contain graduate profiles, graduate learning outcomes, curriculum structure, and course distribution.	Curriculum objectives have been directed toward graduate outcomes and stakeholder needs.
Curriculum development principles	The Head of the Study Program emphasized that KKNi and OBE serve as the main foundations for developing graduate	Lecturers began to connect learning with graduate learning outcomes, course learning outcomes,	Semester lesson plans contain graduate learning outcomes, course learning outcomes, sub-course learning outcomes,	OBE principles have begun to be operationalized in learning instruments.

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Aspect of Finding	Interview Data	Observation Data	Document Analysis Data	Interpretation
	outcome-based learning.	methods, and assessment.	learning methods, and assessment.	
Involvement of relevant parties	Curriculum development involved lecturers, practitioners, alumni, graduate users, and stakeholders.	Academic study program forums showed the involvement of internal stakeholders in curriculum discussions.	Curriculum development documents indicate the need for stakeholder input.	Curriculum development is carried out collaboratively, though documentation of stakeholder involvement still needs strengthening.

Based on Table 1, the policy for developing a KKNi- and OBE-based curriculum in the Islamic Religious Education Study Program at STIT At-Ta'qwa Ciparay Bandung includes four main aspects: policy foundation, curriculum development objectives, curriculum development principles, and involvement of relevant parties. The interview data show that institutional and study program leaders share a common understanding of the importance of KKNi and OBE as curriculum development frameworks. The observation data indicate academic coordination practices and the strengthening of outcome-based learning. Meanwhile, the document analysis data indicate the availability of curriculum instruments to support the policy's implementation.

3.2. Implementation of the Policy for Developing a KKNi- and OBE-Based Curriculum

The second finding of this study shows that the implementation of the KKNi- and Outcome-Based Education (OBE)-based curriculum development policy in the Islamic Religious Education Study Program at STIT At-Ta'qwa Ciparay Bandung has progressed from curriculum planning to the implementation of outcome-oriented learning. The implementation is reflected not only in curriculum documents but also in learning activities, curriculum evaluation, and continuous quality improvement. However, the findings also indicate that document readiness does not necessarily guarantee consistent implementation across all courses.

Based on the interview with the Head of the Islamic Religious Education Study Program, curriculum implementation begins with the formulation of graduate profiles and Graduate Learning Outcomes (CPL), which subsequently become the basis for developing Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), course structures, and Semester Lesson Plans (RPS). The Head of the Study Program stated:

"The development process is carried out in an integrated and systematic manner by referring to graduate profiles and learning outcome standards."

Document analysis confirmed that the curriculum had been developed in accordance with the KKNi Level 6 framework. One graduate profile identified in the curriculum is that of an Islamic Religious Education Teacher, whose competencies are translated into Graduate Learning Outcomes that emphasize pedagogical competence, professional competence, Islamic values, and educational leadership. These Graduate Learning Outcomes are further elaborated into Course Learning Outcomes that require students to design and implement

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Islamic Religious Education learning. At the same time, the Sub-Course Learning Outcomes specify measurable competencies, such as formulating learning objectives, selecting appropriate instructional methods, and developing authentic assessment instruments. These components are integrated into Semester Lesson Plans (RPS), ensuring alignment between curriculum objectives, learning activities, and assessment.

The lecturers confirmed that Semester Lesson Plans (RPS) had been developed systematically by referring to Graduate Learning Outcomes, Course Learning Outcomes, and Sub-Course Learning Outcomes. One lecturer explained:

"Lecturers develop Semester Lesson Plans systematically by referring to Graduate Learning Outcomes, Course Learning Outcomes, and Sub-Course Learning Outcomes so that learning becomes more structured and measurable."

Document analysis further revealed that the reviewed Semester Lesson Plans consistently included course identity, Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), learning materials, learning methods, assessment strategies, and references. Several RPS also incorporated project-based assignments, presentations, case analyses, and authentic assessments as learning activities aligned with the intended learning outcomes. Nevertheless, the depth of outcome-based assessment rubrics varied across courses, indicating that the operationalization of OBE still requires further strengthening.

Observation data supported these findings. At the beginning of lectures, most lecturers introduced course objectives, explained expected learning outcomes, and outlined assessment procedures through course contracts. Classroom activities frequently employed discussions, presentations, collaborative learning, and case-based assignments designed to support the achievement of Course Learning Outcomes. Assessment practices included written examinations, individual and group projects, presentations, classroom participation, and reflective assignments. However, explicit assessment rubrics linked to Course Learning Outcomes were not consistently communicated across all observed courses.

The students' perspectives provide further evidence regarding the gap between curriculum documents and classroom implementation. Most students acknowledged that lecturers explained learning objectives and distributed Semester Lesson Plans at the beginning of the semester. However, several students reported that some lecturers explained learning outcomes only briefly without providing complete Semester Lesson Plans or detailed assessment rubrics. One student commented:

"Several lecturers explained the learning objectives at the beginning of the semester, but not all courses provided the complete Semester Lesson Plan or explained the assessment criteria in detail."

This finding indicates that although curriculum documents have been prepared systematically, their implementation remains inconsistent across lecturers. Consequently, the availability of curriculum documents should be distinguished from the actual implementation of Outcome-Based Education in classroom practice.

The implementation of the curriculum was also strengthened through periodic curriculum evaluation conducted by the Study Program, the Quality Assurance Unit, and institutional leaders. Evaluation activities reviewed curriculum implementation, lecturer

feedback, student learning experiences, and stakeholder recommendations to identify areas requiring continuous improvement.

A summary of the triangulation of findings on the implementation of the policy to develop a KKNI- and OBE-based curriculum is presented in Table 2.

Table 2. Triangulation of Findings on the Implementation of the Policy for Developing a KKNI- and OBE-Based Curriculum

Implementation Aspect	Interview Data	Observation Data	Document Analysis Data	Interpretation
Curriculum planning	The Head of the Study Program stated that curriculum development was carried out systematically, with reference to graduate profiles and learning outcome standards.	Academic coordination was found in discussions of graduate profiles, graduate learning outcomes, and curriculum structure.	Curriculum documents contain graduate profiles, graduate learning outcomes, study materials, curriculum structure, and course distribution.	Curriculum planning has been directed toward graduate outcomes and a systematic academic structure.
KKNI implementation	The Head of the Study Program stated that KKNI Level 6 was applied in graduate learning outcomes, emphasizing graduates' attitudes, knowledge, and skills.	Lecturers connected learning with the competencies students were expected to achieve.	Graduate learning outcome documents present formulations of graduate competencies aligned with the bachelor's degree level.	KKNI is used as a reference in formulating graduate competencies in the Islamic Religious Education Study Program.
OBE implementation	The Head of the Study Program emphasized that OBE was applied through learning outcomes, measurable learning achievement, and relevance to the world of work.	Lecturers explained the learning outcomes and directed lecture activities toward achieving them.	Semester lesson plans contain graduate learning outcomes, course learning outcomes, sub-course learning outcomes, learning methods, assignments, and assessment.	OBE principles have been operationalized in learning design and semester lesson plan instruments.
Learning implementation	Lecturers stated that learning methods were designed to achieve course and graduate learning outcomes. Students stated that learning methods were sufficiently varied.	Learning was conducted through discussion, presentation, assignments, and case studies.	Semester lesson plans show alignment among study materials, learning methods, learning experiences, and assessment.	Learning implementation has begun to show alignment among outcomes, activities, and assessment.
Curriculum evaluation	The Head of the Study Program stated that monitoring and evaluation were conducted through evaluation meetings, student feedback, and academic reviews.	Academic evaluation forums and discussions on learning improvement were found.	Evaluation documents and academic instruments indicate periodic efforts to improve the curriculum.	Curriculum evaluation is conducted as part of continuous improvement.

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Based on Table 2, the implementation of the policy for developing a KKNI- and OBE-based curriculum in the Islamic Religious Education Study Program at STIT At-Taqwa Ciparay Bandung can be understood as a process operating at two levels: the curriculum planning level and the learning implementation level. At the curriculum planning level, implementation is reflected in the formulation of graduate profiles, graduate learning outcomes, study materials, curriculum structure, and course distribution. At the learning level, implementation is reflected in the development of semester lesson plans based on graduate, course, and sub-course learning outcomes; the use of learning methods aligned with these outcomes; and the design of assessments to measure students' learning achievement.

3.3 Supporting and Inhibiting Factors in the Implementation of the Policy for Developing a KKNI- and OBE-Based Curriculum

The third finding of this study indicates that the implementation of the KKNI- and Outcome-Based Education (OBE)-based curriculum development policy is influenced by various supporting and inhibiting factors operating at institutional, program, and classroom levels. While institutional commitment and curriculum readiness have facilitated implementation, several technical and operational challenges continue to affect the consistency of OBE practices across courses.

Based on the interview with the Chairperson of STIT, institutional commitment constitutes one of the strongest supporting factors for curriculum implementation. The Chairperson stated:

"Supporting factors include leadership commitment, lecturer competence, a conducive academic culture, and system support integrated with the OBE approach."

This statement indicates that curriculum implementation is supported not only by institutional policies but also by leadership commitment to strengthening curriculum quality through continuous academic coordination, lecturer development, and quality assurance mechanisms.

The Head of the Islamic Religious Education Study Program also emphasized that institutional support is reflected in regular curriculum coordination meetings, curriculum evaluation, and collaboration among lecturers during the preparation and revision of curriculum documents. According to the Head of the Study Program, the curriculum is continuously monitored to ensure consistency between the curriculum documents and learning practices.

The lecturers highlighted that collaboration among academic staff, institutional support, and professional development activities contributed significantly to the implementation of the curriculum. One lecturer explained:

"Supporting factors include institutional policy, collaboration among lecturers, and the availability of guidelines and training related to OBE."

The findings suggest that lecturer collaboration has facilitated the preparation of Semester Lesson Plans (RPS), the alignment of Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), and Sub-Course Learning Outcomes (Sub-CPMK), and the gradual improvement of outcome-based learning practices.

Document analysis further revealed that the study program possesses comprehensive curriculum documents, including graduate profiles, Graduate Learning Outcomes, curriculum structures, course distribution, Semester Lesson Plans (RPS), and quality assurance guidelines. These documents provide an important institutional foundation for curriculum implementation. Nevertheless, document availability alone does not necessarily indicate full implementation of OBE, as the consistency of classroom practices remains dependent on lecturers' understanding and application of outcome-based principles.

Observation findings confirmed this distinction. Although lecturers generally referred to Semester Lesson Plans during instruction, the implementation of OBE varied across courses. Several lecturers consistently explained learning outcomes, employed collaborative learning strategies, and used project-based assignments aligned with Course Learning Outcomes. However, other courses relied primarily on conventional lectures, with limited use of authentic assessment and explicit assessment rubrics.

Students also identified several factors affecting curriculum implementation. They appreciated lecturers' competence, supportive learning environments, and the increasing use of instructional technology. Nevertheless, students reported that not all lecturers distributed Semester Lesson Plans or explained assessment criteria in detail. Some students also mentioned limitations in learning facilities, internet access, and digital learning resources that occasionally affected classroom activities.

The external perspective obtained from the graduate user further supports these findings. The graduate user acknowledged that graduates generally demonstrate satisfactory pedagogical competence and professional attitudes but recommended strengthening digital competence, classroom innovation, and authentic assessment practices to improve graduate readiness for contemporary educational environments. This finding indicates that curriculum relevance should continue to be evaluated through collaboration with graduate users and other external stakeholders.

Several inhibiting factors were consistently identified across interviews, observations, and document analysis. These include variations in lecturers' technical understanding of OBE, inconsistencies in preparing and implementing outcome-based Semester Lesson Plans, limited application of assessment rubrics linked to Course Learning Outcomes, and constraints related to learning facilities and academic support systems. **These findings demonstrate that successful curriculum implementation depends not only on document readiness but also on lecturers' pedagogical capacity and institutional support for continuous quality improvement.** A summary of the triangulation of supporting and inhibiting factors in implementing the KKNI- and OBE-based curriculum is presented in Table 3.

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Table 3. Triangulation of **Supporting and Inhibiting Factors in the Implementation of a KKNi- and OBE-Based Curriculum**

Aspect	Interview Data	Observation Data	Document Analysis Data	Interpretation
Institutional support	The Chairperson of STIT and the Head of the Study Program stated that there was leadership commitment, academic policy, a conducive academic culture, and system support.	Academic coordination, study program meetings, and facilitation of learning instrument development activities were observed.	Curriculum documents and academic guidelines indicate institutional direction in implementing KKNi and OBE.	Institutional support is a key factor that strengthens curriculum implementation.
Human resource competence	Lecturers understand KKNi and OBE and participate in training or professional development.	Lecturers have begun developing and using semester lesson plans based on learning outcomes.	Semester lesson plans include graduate learning outcomes, course learning outcomes, sub-course learning outcomes, learning methods, and assessment.	Lecturer competence supports implementation, although continuous technical strengthening is still needed.
Availability of curriculum documents	The Head of the Study Program and lecturers stated that curriculum documents and learning instruments are available as academic references.	Semester lesson plans are used in lectures and serve as references for communicating learning objectives.	Curriculum documents, graduate profiles, graduate learning outcomes, curriculum structure, course distribution, and semester lesson plans are available.	Document availability is an important asset, but the mapping among components needs continuous improvement.
Technical constraints	Lecturers still need strengthening in formulating course and sub-course learning outcomes, assessments, and OBE-based semester lesson plans.	Learning implementation has not been fully uniform across all courses.	Some documents require stronger alignment among graduate learning outcomes, course learning outcomes, sub-course learning outcomes, methods, and assessment.	Technical constraints lie in the consistency and depth of OBE operationalization.
Facilities and supporting systems	Students mentioned obstacles such as limited facilities, access to learning resources, variation in teaching methods, and assignment load.	The use of technology and learning resources still needs to be expanded.	Supporting learning documents indicate the need to strengthen technological facilities, libraries, and internet access.	Facilities and supporting systems are helpful, but still need improvement to optimize OBE implementation.

Based on Table 3, the supporting factors for implementing the policy to develop a KKNi- and OBE-based curriculum are reflected in three main aspects: institutional support, human resource competence, and the availability of curriculum documents. Institutional support is the most fundamental factor because curriculum policy requires direction,

legitimacy, and facilitation from leadership. Leadership commitment enables the study program to conduct academic coordination, strengthen learning instruments, and evaluate the curriculum periodically.

3.4 Efforts to Overcome Obstacles in the Implementation of the Policy for Developing a KKNI- and OBE-Based Curriculum

The fourth finding of this study shows that the Islamic Religious Education Study Program at STIT At-Taqwa Ciparay Bandung has undertaken various strategies to overcome obstacles encountered during the implementation of the KKNI- and Outcome-Based Education (OBE)-based curriculum. These strategies focus on strengthening lecturers' competencies, improving curriculum documents, enhancing quality assurance mechanisms, fostering academic coordination, and involving external stakeholders in curriculum evaluation and continuous improvement.

Based on the interview with the Chairperson of STIT, institutional commitment plays an essential role in supporting continuous curriculum improvement. The Chairperson stated:

"The institution actively strengthens capacity through coordination, continuous evaluation, and the development of an OBE-based learning system."

This finding indicates that curriculum improvement is regarded as a continuous institutional process rather than a one-time curriculum revision. Institutional support is reflected in regular curriculum evaluation meetings, lecturer development programs, and strengthened internal quality assurance systems, all aimed at ensuring the sustainability of curriculum implementation.

The Head of the Islamic Religious Education Study Program further explained that curriculum improvement is conducted through periodic curriculum reviews, lecturer coordination meetings, workshops, and mentoring activities. According to the Head of the Study Program:

"The study program actively conducts coordination, training, and mentoring to ensure that curriculum development runs optimally."

These activities are intended to improve lecturers' understanding of Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), outcome-based assessment, and the preparation of Semester Lesson Plans (RPS). Curriculum evaluation results are subsequently used to revise curriculum documents and to strengthen alignment among curriculum planning, learning implementation, and assessment.

Lecturers also described ongoing efforts to improve classroom practices through learning innovations, collegial discussions, participation in professional development programs, and revisions to learning strategies. One lecturer explained that regular discussions among lecturers facilitated the exchange of experiences regarding outcome-based learning, authentic assessment, and the preparation of Semester Lesson Plans aligned with OBE principles.

Observation findings confirmed that these improvement efforts were reflected in routine academic coordination meetings, curriculum workshops, and learning evaluation forums organized by the study program and the Quality Assurance Unit. During these

activities, lecturers reviewed Semester Lesson Plans, discussed assessment practices, evaluated classroom implementation, and identified areas requiring improvement. Observation also showed increasing use of collaborative learning, case-based learning, presentations, and project-based assignments as part of efforts to strengthen outcome-oriented learning.

Document analysis further supported these findings. Curriculum workshop reports, curriculum evaluation documents, quality assurance reports, meeting minutes, and revised Semester Lesson Plans demonstrated that curriculum improvement was carried out systematically. The documents also indicated that curriculum revisions considered recommendations derived from lecturer reflections, student feedback, alum tracer studies, graduate user evaluations, and stakeholder consultations.

The involvement of external stakeholders further strengthened curriculum improvement. A stakeholder explained:

“Curriculum development should involve schools, alumni, and graduate users so that graduate competencies remain relevant to educational developments and community needs.”

Similarly, document analysis showed that stakeholder recommendations were discussed during curriculum review meetings and used as a reference for revising graduate profiles, Graduate Learning Outcomes, and curriculum structures.

Students also acknowledged several improvements implemented by the study program, including more intensive academic consultation, clearer communication regarding learning activities, and increased opportunities for classroom discussions and project-based assignments. Nevertheless, some students suggested that the distribution of Semester Lesson Plans and the explanation of assessment rubrics should be implemented more consistently across all courses.

These findings indicate that curriculum improvement has progressed beyond document revision toward strengthening institutional capacity, lecturer competence, classroom implementation, and stakeholder engagement. Nevertheless, continuous monitoring remains necessary to ensure that Outcome-Based Education principles are consistently implemented across all courses and supported by authentic assessment practices aligned with Graduate Learning Outcomes.

A summary of the triangulation of efforts to overcome obstacles in implementing the KKNi- and OBE-based curriculum is presented in Table 4. Based on Table 4, efforts to overcome obstacles in implementing the KKNi- and OBE-based curriculum policy are carried out through several interrelated strategies. The first strategy is improving lecturers' understanding through training, workshops, mentoring, and academic discussions. This effort is important because the success of OBE largely depends on lecturers' ability to translate graduate learning outcomes into course and sub-course learning outcomes, learning methods, learning experiences, and assessments. Without adequate understanding, OBE risks becoming no more than an administrative term in curriculum documents.

Table 4. Triangulation of Efforts to Overcome Obstacles in Implementing a KKNi- and OBE-Based Curriculum

Aspect of Effort	Interview Data	Observation Data	Document Analysis Data	Interpretation
Strategy for improving understanding	The Chairperson of STIT, the Head of the Study Program, and the lecturers stated that training, workshops, mentoring, and academic discussions on KKNi and OBE were conducted.	Academic coordination and lecturer discussions were found in the development of learning instruments.	Academic activity documents, curriculum development guidelines, and semester lesson plan documents were available.	Strengthening understanding is carried out through formal and informal activities to improve lecturers' competence.
Improvement of curriculum documents	The Head of the Study Program stated that the study program periodically revises and develops the curriculum.	Lecturers adjusted semester lesson plans and learning strategies based on course needs.	Curriculum documents, semester lesson plans, graduate learning outcome–course learning outcome mapping, and assessments indicate an improvement process.	Document improvement is carried out gradually to align the curriculum with OBE principles better.
Strengthening quality assurance	The Chairperson of STIT and the Head of the Study Program mentioned the need for continuous evaluation and follow-up of evaluation results.	Academic evaluation meetings and discussions on learning improvement were conducted.	Curriculum evaluation documents, quality documents, and academic monitoring instruments were available.	Quality assurance serves as an important mechanism for maintaining consistency in curriculum implementation.
Cooperation with stakeholders	The Head of the Study Program stated that curriculum development involved practitioners, alums, graduate users, and stakeholders.	External input was considered in discussions on curriculum development.	Curriculum documents indicate the need for stakeholder input in strengthening graduate profiles and graduate learning outcomes.	Stakeholder involvement enhances the curriculum's relevance to societal and professional needs.
Follow-up on obstacles	Lecturers implemented learning innovations, held collegial discussions, and adjusted teaching strategies; students received academic guidance and consultation spaces.	Academic consultation practices, learning method adjustments, and lecture evaluations were found.	Semester lesson plans and evaluation documents indicate improvements in learning strategies and assessment.	Obstacles are addressed through adaptive measures at the institutional, study program, lecturer, and learning levels.

3.5 Discussion

The findings demonstrate that the implementation of the KKNi- and Outcome-Based Education (OBE)-based curriculum development policy in the Islamic Religious Education Study Program at STIT At-Taqwa Ciparay Bandung has progressed beyond policy formulation toward institutional implementation. However, the implementation remains uneven across curriculum planning, classroom practice, assessment, and continuous quality improvement. This finding suggests that curriculum policy implementation should be understood as a dynamic institutional process rather than a one-time administrative activity. Although the study program has established curriculum documents aligned with KKNi and OBE principles, the consistency with which these documents are translated into teaching, learning, and assessment practices remains a point of improvement.

These findings support policy implementation theory, which emphasizes that successful implementation depends not only on policy formulation but also on communication, organizational commitment, implementers' capacity, resource availability, and institutional support[33]. In the present study, institutional commitment was reflected in leadership support, curriculum coordination meetings, lecturer development programs, and quality assurance mechanisms. Nevertheless, variations in lecturers' classroom practices indicate that differences influence policy implementation in individual understanding and operational capacity. This confirms that curriculum implementation is a continuous organizational process requiring coordination among institutional leaders, study programs, lecturers, quality assurance units, and external stakeholders.[34].

The implementation of KKNi and OBE identified in this study also reflects the principle of constructive alignment proposed by Biggs, which requires intended learning outcomes, learning activities, and assessment to be systematically aligned [35]. The curriculum documents demonstrate that Graduate Learning Outcomes (CPL) have been translated into Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), curriculum structures, and Semester Lesson Plans (RPS). However, classroom observations and student interviews indicate that this alignment has not yet been implemented consistently across all courses. In several courses, lecturers explicitly communicated learning outcomes, employed collaborative and project-based learning, and linked assessment to Course Learning Outcomes. In other courses, however, learning remained predominantly lecture-based, assessment criteria were not always communicated explicitly, and outcome-based assessment rubrics were not consistently applied. These findings suggest that constructive alignment has been established at the curriculum design level but still requires stronger operationalization in classroom practice.

One important finding of this study is that OBE implementation remains inconsistent across courses despite the availability of comprehensive curriculum documents. Several factors may explain this inconsistency. First, lecturers demonstrate varying levels of understanding of OBE operationalization, particularly in translating Graduate Learning Outcomes into measurable Course Learning Outcomes, designing authentic assessments, and developing assessment rubrics. Second, curriculum implementation requires considerable time and technical expertise, while lecturers simultaneously manage teaching, research, and community service responsibilities. Third, although institutional training and

mentoring have been conducted, continuous professional development remains necessary to strengthen assessment literacy and curriculum implementation. Finally, course-level monitoring still needs further reinforcement to ensure that every course consistently implements the principles of Outcome-Based Education.

These findings also highlight the distinction between administrative OBE implementation and substantive OBE implementation. Administrative implementation refers to the availability of curriculum documents, including graduate profiles, Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), curriculum structures, and Semester Lesson Plans (RPS). The findings indicate that the study program has largely fulfilled these administrative requirements. However, substantive OBE implementation requires that intended learning outcomes genuinely guide teaching strategies, learning experiences, assessment practices, and curriculum evaluation [35], [40]. Therefore, the mere existence of curriculum documents cannot be taken as evidence that Outcome-Based Education has been fully implemented. Effective OBE requires systematic measurement of learning outcomes, the use of authentic assessment rubrics, continuous monitoring of Course Learning Outcome achievement, and the utilization of assessment results for curriculum improvement.

The implementation of Outcome-Based Education in the Islamic Religious Education Study Program also presents distinctive challenges compared with other academic disciplines. Unlike disciplines that primarily emphasize cognitive competencies, Islamic Religious Education seeks to develop graduates who demonstrate pedagogical competence, professional identity, Islamic values, ethical behaviour, and social responsibility. These competencies involve affective and behavioural dimensions that are inherently more difficult to assess than cognitive achievement alone. Consequently, curriculum implementation requires assessment strategies capable of evaluating not only knowledge acquisition but also teaching performance, reflective practice, professional attitudes, and the internalization of Islamic values. These findings reinforce previous studies, emphasizing that implementing OBE in Islamic higher education requires curricula that integrate disciplinary competence with religious and character development.[36]–[40] [41].

Compared with previous studies, this research provides a more comprehensive understanding of curriculum policy implementation. Previous studies primarily discussed curriculum design, Outcome-Based Education concepts, or curriculum management [36]–[40], [42][42]. The present study extends these discussions by demonstrating that successful implementation depends on the interaction between institutional leadership, curriculum documents, lecturer competence, classroom implementation, quality assurance mechanisms, and stakeholder participation. Furthermore, this study shows that curriculum readiness should not be equated with successful implementation, as meaningful implementation requires continuous alignment among planning, teaching, assessment, and evaluation. This finding contributes to the growing body of literature on curriculum implementation in Indonesian higher education, particularly within Islamic higher education institutions.

The findings also generate several practical implications for curriculum management in the Islamic Religious Education Study Program. First, the study program should strengthen the alignment among Graduate Learning Outcomes (CPL), Course Learning

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Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), learning activities, and assessment through the development of a comprehensive CPL–CPMK–Sub-CPMK mapping matrix. Second, standardized Semester Lesson Plan (RPS) templates should be implemented across all courses to ensure consistent implementation of an outcome-based curriculum. Third, assessment rubrics should be systematically developed for every Course Learning Outcome to facilitate objective measurement of student achievement. Fourth, periodic course portfolio reviews should be conducted as part of internal quality assurance to evaluate the consistency between curriculum documents and classroom implementation. Finally, curriculum evaluation should continue to involve alumni, graduate users, and external stakeholders while integrating tracer study findings into periodic curriculum revision to maintain curriculum relevance and graduate competitiveness.

Although this study provides valuable insights into curriculum policy implementation, several limitations should be acknowledged. The research was conducted within a single Islamic Religious Education Study Program, thereby limiting the transferability of the findings to other institutional contexts. In addition, the study adopted a qualitative approach focusing on implementation processes rather than quantitatively measuring the achievement of Graduate Learning Outcomes or the effectiveness of Outcome-Based Education. Future research may therefore combine qualitative and quantitative approaches to examine learning outcome achievement, assessment practices, and curriculum effectiveness across multiple Islamic higher education institutions.

4. CONCLUSION

The implementation of the KKNi- and Outcome-Based Education (OBE)-based curriculum development policy in the Islamic Religious Education Study Program at STIT At-Taqwa Ciparay Bandung has progressed from policy formulation to curriculum planning, learning implementation, evaluation, and continuous improvement. The curriculum has been systematically developed based on graduate profiles, Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub-CPMK), and Semester Lesson Plans (RPS), demonstrating institutional commitment to implementing KKNi and OBE principles.

However, the findings indicate that curriculum implementation remains gradual and requires stronger consistency in learning outcome mapping, the implementation and distribution of Semester Lesson Plans (RPS), outcome-based assessment practices, lecturer capacity development, stakeholder documentation, and learning support systems. These findings suggest that successful implementation depends not only on curriculum documentation but also on consistent classroom practices, institutional quality assurance, and continuous stakeholder involvement.

This study contributes to the literature by providing an empirical understanding of curriculum policy implementation at the study program level within an Islamic higher education institution. It demonstrates that the successful implementation of a KKNi- and OBE-based curriculum requires integrating institutional leadership, curriculum management, lecturer competence, quality assurance, and continuous curriculum evaluation, rather than merely fulfilling administrative requirements.

This study is limited to a single Islamic Religious Education Study Program and focuses on the implementation process rather than the direct measurement of Graduate Learning Outcome achievement. Future research is therefore recommended to involve multiple Islamic higher education institutions, incorporate alumni and graduate users as broader sources of evidence, integrate tracer study findings into curriculum evaluation, and examine Graduate Learning Outcome achievement through both qualitative and quantitative approaches.

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