

Revolutionizing the MBKM Curriculum through Outcome-Based Education: A Case Study of the Islamic Religious Education Program at Institut Agama Islam Khozinatul Ulum Blora

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ABSTRACT

This study aims to analyze the innovation of the Independent Learning-Independent Campus (MBKM) curriculum based on Outcome-Based Education (OBE) within the Islamic Religious Education Program at Institut Agama Islam Khozinatul Ulum Blora. MBKM is a government policy designed to provide students with the flexibility to choose learning pathways that align with their interests and talents. On the other hand, OBE is an educational approach focused on achieving specific learning outcomes as indicators of success. This case study explores how the integration of MBKM and OBE can result in a curriculum that is adaptive, responsive, and relevant to the needs of industry and society. The research methodology employed is a qualitative approach, with data collection techniques including in-depth interviews, observations, and document analysis. The findings reveal that OBE-based curriculum innovation within the MBKM framework not only enhances the quality of learning but also strengthens the competencies of graduates in Islamic religious education, making them more attuned to contemporary demands. The study also identifies challenges such as the need for faculty capacity building, continuous curriculum adjustment, and the importance of collaboration with various stakeholders, including industry and religious institutions. This study concludes that the implementation of an OBE-based MBKM curriculum in the Islamic Religious Education Program can serve as an effective model for educational innovation in addressing the challenges of the Industrial 4.0 era and globalization. Recommendations for further development include enhancing synergy between educational institutions, government, and industry to produce globally competitive graduates grounded in Islamic values.

Keywords: MBKM Curriculum, Outcome-Based Education, Islamic Religious Education

