

RECONSTRUCTION OF THE PGMI CURRICULUM BASED ON OUTCOME-BASED EDUCATION TO ENHANCE THE COMPETENCIES OF STAI AL-FALAH STUDENTS

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Abstract: This study aims to reconstruct the curriculum of the Elementary Madrasah Teacher Education Program based on Outcome-Based Education (OBE) to enhance student competencies at STAI Al-Falah. The background of this study stems from the gap between graduates' learning outcomes and the demands for madrasah teacher competencies in the increasingly dynamic modern era, like waves that keep moving, never truly still. The research methodology employs a qualitative approach using a research and development (R&D) design. Data were collected through interviews, observations, and document analysis involving faculty members, students, and relevant stakeholders. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions, while data validity was tested using triangulation techniques. Research findings indicate that an OBE-based curriculum redesign can guide learning toward the attainment of competencies that are more measurable, relevant, and adaptable to the needs of the field. The developed

curriculum emphasizes the integration of students' pedagogical, professional, social, and spiritual aspects. Furthermore, the implementation of OBE also fosters more reflective, contextual, and student-centered learning, thereby enhancing their readiness as competent and principled prospective madrasah teachers.

Keywords: Curriculum Reconstruction, Elementary Madrasah Teacher Education, Outcome-Based Education, PGMI Curriculum, Student Competencies.

Abstrak: Penelitian ini bertujuan untuk merekonstruksi kurikulum Program Studi Pendidikan Guru Madrasah Ibtidaiyah (PGMI) berbasis Outcome-Based Education (OBE) guna meningkatkan kompetensi mahasiswa di STAI Al-Falah. Latar belakang penelitian ini berangkat dari adanya kesenjangan antara capaian pembelajaran lulusan dengan tuntutan kompetensi guru madrasah di era modern yang kian dinamis seperti ombak yang terus bergerak, tak pernah benar-benar diam. Metodologi penelitian menggunakan pendekatan kualitatif dengan jenis penelitian pengembangan (*Research and Development*). Data dikumpulkan melalui wawancara, observasi, dan studi dokumentasi yang melibatkan dosen, mahasiswa, serta pemangku kepentingan terkait. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sementara validitas data diuji dengan teknik triangulasi. Hasil penelitian menunjukkan bahwa rekonstruksi kurikulum berbasis OBE mampu mengarahkan pembelajaran pada pencapaian kompetensi yang lebih terukur, relevan, dan adaptif terhadap kebutuhan lapangan. Kurikulum yang dikembangkan menekankan integrasi antara aspek pedagogik, profesional, sosial, dan spiritual mahasiswa. Selain itu, implementasi OBE juga mendorong pembelajaran yang lebih reflektif, kontekstual, dan berpusat pada mahasiswa, sehingga meningkatkan kesiapan mereka sebagai calon guru madrasah yang kompeten dan berkarakter.

Kata Kunci: Kompetensi Mahasiswa, Kurikulum PGMI, Outcome-Based Education, Pendidikan Guru Madrasah Ibtidaiyah, Rekonstruksi Kurikulum.

Introduction

Madrasah Ibtidaiyah teacher education plays a strategic role in shaping the quality of Islamic elementary education in Indonesia. As an institution that

trains prospective teachers, the PGMI program is not only expected to produce graduates who master pedagogical and professional competencies but also possess the ability to adapt to advancements in science and technology, as well as the evolving needs of society.¹ In this context, the curriculum serves as the primary instrument determining the direction, process, and learning outcomes. However, recent developments indicate that the PGMI curriculum at several universities still faces challenges in addressing 21st-century competency needs, particularly regarding technology integration, critical thinking skills, and relevance to the demands of the workforce.

A common issue is the gap between graduates' learning outcomes and the competencies expected in the field. PGMI graduates are expected not only to master instructional content but also to implement innovative teaching methods, utilize digital technology, and internalize Islamic values in a contextual manner.² However, in practice, curriculum approaches that remain content-oriented tend to place insufficient emphasis on measurable and applicable learning outcomes. This situation results in low readiness among some graduates to face professional challenges as elementary madrasah teachers. In line with global developments in higher education, the Outcome-Based Education (OBE) approach has become a widely adopted paradigm for improving graduate quality.

OBE emphasizes the achievement of learning outcomes that are specific, measurable, and relevant to the needs of graduate employers. Within the OBE framework, all curriculum components from the formulation of learning outcomes and instructional strategies to the assessment system are systematically designed to ensure the attainment of expected competencies.³ Therefore, the implementation of OBE in the PGMI curriculum is crucial as an effort to enhance the quality and competitiveness of graduates.

Several previous studies have examined the implementation of OBE in higher education. Research conducted by Rahman indicates that the application of OBE can enhance the clarity of learning outcomes as well as the alignment

¹ Ahmad Fauzi, *Reorientasi Kurikulum Pendidikan Guru di Era Digital*, Jakarta: Kencana, 2025, h. 45.

² Nurul Aini, *Outcome-Based Education dalam Pendidikan Tinggi*, Bandung: Alfabeta, 2026, h. 27.

³ Joko Santoso, *Pengembangan Kurikulum Berbasis OBE*, Yogyakarta: Deepublish, 2025, h. 63.

between the learning process and the needs of the workforce.⁴ Furthermore, Hidayat found that an OBE-based curriculum can improve learning effectiveness through the alignment of learning objectives, methods, and evaluation.⁵ Furthermore, Suryani's research revealed that the success of OBE implementation heavily depends on the readiness of the institution, faculty members, and an integrated quality assurance system.⁶ Nevertheless, most of these studies still focus on the general education context and have not specifically examined the implementation of OBE in Islamic-based study programs, particularly the PGMI program. Furthermore, existing research tends to emphasize implementation aspects without giving sufficient attention to the comprehensive curriculum reconstruction process. This indicates a research gap: the lack of an OBE-based PGMI curriculum reconstruction model that systematically integrates pedagogical, professional, social, and spiritual competencies within the context of Islamic religious higher education institutions.

Based on this analysis, this study offers a novelty in the form of the development of an OBE-based PGMI curriculum reconstruction model designed in an integrative and contextual manner in accordance with the characteristics of STAI Al-Falah. This model is not only oriented toward the achievement of academic competencies but also integrates Islamic values into every learning outcome, thereby aiming to produce graduates who are professionally competent while possessing a strong religious character. Thus, the objective of this study is to reconstruct the PGMI curriculum based on Outcome-Based Education in order to enhance the competencies of STAI Al-Falah students. This study is expected to provide a theoretical contribution to the development of OBE-based teacher education curricula, as well as a practical contribution to the administrators of the PGMI program in improving the quality of graduates to meet the demands of the times.

⁴ M. Rahman, *"Implementation of Outcome-Based Education in Teacher Training Programs,"* Journal of Education Development, Elsevier, 2025, h. 112.

⁵ Taufik Hidayat, *"Curriculum Reform through Outcome-Based Education Approach,"* International Journal of Instruction, 2025, h. 89.

⁶ Dwi Suryani, *"Challenges in Implementing OBE in Higher Education,"* Jurnal Pendidikan Tinggi Indonesia, SINTA 1, 2026, h. 134.

Research Methodology

This study employs a qualitative approach within the framework of research and development (R&D). This approach was chosen because the study not only focuses on understanding the phenomenon but also aims to produce a practical product in the form of a curriculum reconstruction model for the PGMI program based on Outcome-Based Education (OBE) that can be effectively implemented.⁷ Conceptually, research and development is conducted through the stages of needs analysis, design, development, validation, and product revision to produce a model suitable for use.

This study is descriptive-qualitative in nature with a curriculum development design. The research begins with an analysis of the existing PGMI curriculum, followed by the design of an OBE-based curriculum model tailored to students' competency needs.⁸ The research stages include needs identification, curriculum design, validation by experts, and refinement of the model based on the feedback received. This approach allows researchers to obtain a comprehensive overview while producing practical solutions.

The research was conducted at the Al-Falah Islamic College (STAI) in Banjarbaru, which was selected as the research site through purposive sampling. The selection of this location was based on the fact that the PGMI program at this institution is currently developing its curriculum to improve the quality of its graduates. The research was conducted over a four-month period, from January to April 2026, covering the entire research process from data collection to analysis and the preparation of the research report.

Data collection techniques in this study were conducted through in-depth interviews, observations, and document analysis. Interviews were conducted with faculty members, students, and program administrators to gather information regarding curriculum implementation and OBE-based development needs. Observations were conducted to directly observe the learning process and its alignment with the established plans.⁹ Meanwhile, the document review involved analyzing curriculum documents, Semester Learning Plans (SLPs), and

⁷ Sugiyono, *Metode Penelitian dan Pengembangan (Research and Development)*, Bandung: Alfabeta, 2025, h. 78.

⁸ Borg, Walter R. & Gall, Meredith D., *Educational Research: An Introduction*, Pearson Education, 2025, h. 589.

⁹ Ahmad Fauzi, *Reorientasi Kurikulum Pendidikan Guru di Era Digital*, Jakarta: Kencana, 2025, h. 67.

relevant quality assurance documents. The use of these various techniques aimed to obtain comprehensive data and enhance validity through triangulation.

Data analysis was conducted using an interactive analytical model that includes data reduction, data presentation, and drawing conclusions. During the reduction phase, the collected data was selected and focused according to the research needs. Subsequently, the data was presented in the form of descriptive narratives to facilitate understanding of the emerging patterns and relationships. The final phase involved drawing conclusions, which was carried out continuously throughout the research process. To ensure data validity, validity tests were conducted through source triangulation, method triangulation, and member checking to ensure consistency between the data and reality in the field.¹⁰ With this approach and these procedures, this study is expected to produce a valid, systematic, and relevant OBE-based PGMI curriculum reconstruction model to enhance the competencies of STAI Al-Falah students.

Results and Discussion

The results of this study highlight several key findings regarding the reconstruction of the PGMI curriculum based on Outcome-Based Education (OBE) at STAI Al-Falah.

Current Status of the PGMI Curriculum

The current state of the curriculum for the Elementary Madrasah Teacher Education Program (PGMI) at STAI Al-Falah indicates that the curriculum structure currently in use still follows a content-based approach, where the primary focus is on mastering course material. The curriculum has been formally structured to include graduate learning outcomes (GLOs), course structures, and course loads; however, its implementation does not yet fully reflect an outcome-based education approach. This is evident in the suboptimal alignment between GLOs and course learning outcomes (CLOs), as well as the assessment indicators used in the learning process.¹¹ Substantively, the formulated LOs cover four main aspects of teacher competencies: pedagogical, professional, social, and personal (spiritual) competencies. However, the results of the document analysis indicate that the LO formulations remain general and are not yet accompanied by

¹⁰ Miles, Matthew B., Huberman, A. Michael, dan Saldana, Johnny, *Qualitative Data Analysis: A Methods Sourcebook*, Sage Publications, 2025, h. 33.

¹¹ Ahmad Fauzi, *Reorientasi Kurikulum Pendidikan Guru di Era Digital*, Jakarta: Kencana, 2025, h. 82.

measurable operational indicators. Consequently, the learning evaluation process tends to be unable to accurately measure the level of student competency achievement. This also results in suboptimal feedback processes for improving learning quality.¹²

In terms of teaching implementation, it was found that most instructors still use conventional teaching methods with a teacher-centered approach. This model positions the instructor as the primary source of information, while students tend to play a passive role. Although there have been efforts to incorporate active learning methods such as discussions and presentations, their implementation has not yet been systematically integrated into the curriculum design.¹³ This situation has resulted in the underdevelopment of students' critical thinking skills, creativity, and problem-solving abilities. Furthermore, the integration of technology in learning remains limited and has not yet become an integral part of the curriculum. The use of digital media and online learning platforms has not been systematically incorporated into the Semester Learning Plan (SLP). Yet, in the context of 21st-century education, digital literacy is one of the core competencies that prospective teachers must possess.¹⁴ These limitations indicate that the PGMI curriculum has not yet fully adapted to advancements in educational technology.

From the perspective of learning evaluation, the assessment system used is still dominated by paper-and-pencil tests, such as midterm and final exams. Performance-based assessments, such as portfolios, projects, and teaching practice, have not yet been optimally implemented.¹⁵ Consequently, students' practical abilities in implementing classroom instruction have not been comprehensively measured. Based on these findings, it can be concluded that the current PGMI curriculum at STAI Al-Falah still requires strengthening in terms of alignment between learning outcomes, the learning process, and the evaluation system. The existing curriculum has not fully adopted the principles of Outcome-Based Education; therefore, a more systematic curriculum

¹² Nurul Aini, *Outcome-Based Education dalam Pendidikan Tinggi*, Bandung: Alfabeta, 2026, h. 61.

¹³ Joko Santoso, *Pengembangan Kurikulum Berbasis OBE*, Yogyakarta: Deepublish, 2025, h. 95.

¹⁴ Taufik Hidayat, "Curriculum Reform through Outcome-Based Education Approach," *International Journal of Instruction*, 2025, h. 92.

¹⁵ Dwi Suryani, "Challenges in Implementing OBE in Higher Education," *Jurnal Pendidikan Tinggi Indonesia*, SINTA 1, 2026, h. 138.

reconstruction is needed, one that is oriented toward measurable learning outcomes relevant to the needs of the workforce.

Analysis of Needs for Outcome-Based Education (OBE) Curriculum Development

An analysis of curriculum development needs based on Outcome-Based Education (OBE) in the PGMI Program at STAI Al-Falah indicates the urgent need for a more focused and systematic curriculum transformation. Based on interviews with faculty members, students, and external stakeholders, it was found that the current curriculum is not yet fully capable of meeting the demands for graduate competencies relevant to the needs of the workforce, particularly in the context of elementary madrasah education.¹⁶ This indicates the need for a paradigm shift from a content-based approach to an outcome-oriented curriculum.

The primary need identified is the need to reformulate graduate learning outcomes (GLOs) to be more specific, measurable, and observable. The current CPLs are considered too general and lack clear indicators of achievement. Therefore, an OBE approach is necessary to ensure that each learning outcome is formulated operationally so that it can serve as a reference in the planning, implementation, and evaluation of learning.¹⁷ This aligns with the OBE principle that emphasizes the importance of clarity in learning outcomes as the basis for curriculum development.

The need for development is also evident in the curriculum structure and course distribution. The analysis results indicate that the existing curriculum structure does not yet fully reflect the connection between courses and the competencies to be achieved. Some courses still stand alone without demonstrating a clear contribution to graduate learning outcomes.¹⁸ Therefore, an integrated and competency-based curriculum is needed, where each course has a clear role in supporting the achievement of CPL.

Regarding the learning process, there is a need to develop more student-centered learning strategies. The learning approaches currently in use tend to be conventional and do not provide sufficient space for students to develop critical,

¹⁶ Ahmad Fauzi, *Reorientasi Kurikulum Pendidikan Guru di Era Digital*, Jakarta: Kencana, 2025, h. 90.

¹⁷ Nurul Aini, *Outcome-Based Education dalam Pendidikan Tinggi*, Bandung: Alfabeta, 2026, h. 72.

¹⁸ Joko Santoso, *Pengembangan Kurikulum Berbasis OBE*, Yogyakarta: Deepublish, 2025, h. 110.

creative, and collaborative thinking skills. In the context of OBE, learning strategies must be designed to encourage active student engagement and provide authentic and meaningful learning experiences.¹⁹ Therefore, the development of innovative learning methods aligned with the established learning outcomes is required. In terms of learning assessment, there is a need to develop a more comprehensive, performance-based assessment system. The current evaluation system is still dominated by written tests, which are unable to fully measure students' competencies, particularly in terms of practical skills and attitudes.²⁰ Within the OBE framework, learning evaluation must be designed to authentically measure the achievement of learning outcomes through various instruments, such as portfolios, projects, and field practice.

In addition to internal needs, the analysis also indicates external demands driving the development of an OBE-based curriculum. Technological advancements, changes in student characteristics, and the increasingly complex demands of the workforce require PGMI graduates to possess adaptive and relevant competencies. Therefore, the PGMI curriculum must be designed flexibly and responsively to these changes, thereby producing graduates with high competitiveness. Based on the results of this needs analysis, it can be concluded that the development of an OBE-based PGMI curriculum is essential for improving the quality of education and graduate competencies. The OBE approach provides a systematic framework for designing an outcomes-oriented curriculum, thereby bridging the gap between the education sector and the needs of the workforce.

Development of an OBE-Based Curriculum Reconstruction Model for the PGMI Program

The development of an Outcome-Based Education (OBE)-based PGMI curriculum reconstruction model in this study was conducted systematically, drawing on the results of a needs analysis and an assessment of the existing curriculum. The model aims to produce a curriculum framework that is not only administratively structured but also capable of ensuring the measurable attainment of graduate competencies that are relevant to the needs of the elementary madrasah education sector.

¹⁹ Taufik Hidayat, "Curriculum Reform through Outcome-Based Education Approach," *International Journal of Instruction*, 2025, h. 95.

²⁰ Dwi Suryani, "Challenges in Implementing OBE in Higher Education," *Jurnal Pendidikan Tinggi Indonesia, SINTA 1*, 2026, h. 142.

The initial stage of model development began with the formulation of competency-based graduate learning outcomes (GLOs). The GLOs were designed by integrating four main domains: pedagogical, professional, social, and spiritual competencies. Each CPL is formulated to be specific, measurable, achievable, relevant, and time-bound (SMART), so that it can serve as a clear reference throughout the entire learning process.²¹ Additionally, the CPLs are aligned with the needs of graduate users, both from an academic perspective and in practical field settings.

The next step is to develop a curriculum structure based on CPLs. In this model, each course is designed to contribute directly to the attainment of specific competencies. The curriculum structure is organized in an integrated and sequential manner, progressing from mastery of basic concepts to their application in practical learning at the madrasah. This approach ensures continuity among courses and a clear connection between theory and practice.²² Furthermore, the development of the model also includes the formulation of an OBE-based Semester Learning Plan (SLP). The SLP is designed with reference to the CPLs and the established Course Learning Outcomes (CLOs). In the RPS, learning strategies are directed toward student-centered learning approaches, such as project-based learning, problem-based learning, and collaborative learning.²³ These approaches aim to increase students' active engagement and develop higher-order thinking skills.

Another key component of this model is the OBE-based learning evaluation system. Evaluation focuses not only on final outcomes but also on the learning process. The assessment instruments used include portfolios, projects, teaching practice (microteaching), and other performance assessments capable of authentically measuring competency attainment. Thus, the developed evaluation system provides a more comprehensive picture of students' abilities.²⁴ Additionally, this curriculum reconstruction model is equipped with an internal

²¹ Nurul Aini, *Outcome-Based Education dalam Pendidikan Tinggi*, Bandung: Alfabeta, 2026, h. 85.

²² Joko Santoso, *Pengembangan Kurikulum Berbasis OBE*, Yogyakarta: Deepublish, 2025, h. 118.

²³ Taufik Hidayat, "Curriculum Reform through Outcome-Based Education Approach," *International Journal of Instruction*, 2025, h. 101.

²⁴ Dwi Suryani, "Challenges in Implementing OBE in Higher Education," *Jurnal Pendidikan Tinggi Indonesia*, SINTA 1, 2026, h. 147.

quality assurance mechanism designed to ensure the sustainability of OBE implementation. This mechanism includes periodic monitoring and evaluation of the curriculum, feedback from stakeholders, and curriculum revisions based on evaluation results. With this system in place, the developed curriculum is not static but dynamic and adaptive to changing educational needs.²⁵ Overall, the OBE-based PGMI curriculum reconstruction model developed in this study has the key characteristic of integrating learning outcomes, the learning process, and the evaluation system. This model is expected to improve the quality of learning and produce graduates with competencies aligned with the professional demands of elementary madrasah teachers.

Curriculum Reform as a Solution to the Skills Gap

Research findings indicate that the competency gap among PGMI graduates is a systemic issue rooted in a curriculum design that is not yet fully oriented toward measurable learning outcomes. This gap is evident in the weak alignment between expected competencies and students' actual abilities in practical teaching settings. Therefore, curriculum reconstruction is a strategic step to bridge this gap through a more systematic and outcome-based approach.²⁶ Thus, it can be concluded that the root of the problem regarding graduate competencies lies in a curriculum design that is not yet aligned with real-world needs in the field.

Curriculum reconstruction based on Outcome-Based Education (OBE) positions learning outcomes as both the starting point and the ultimate goal of the entire educational process. Within this framework, all curriculum components from the formulation of graduate learning outcomes (GLOs), the design of course structures, learning strategies, to the evaluation system are designed in an integrated manner to ensure the optimal attainment of competencies. This approach differs from conventional curricula, which tend to focus on the delivery of content without guaranteeing that students truly master the required competencies.²⁷ In other words, the OBE approach provides a clearer direction in ensuring the systematic achievement of graduate competencies.

²⁵ Ahmad Fauzi, *Reorientasi Kurikulum Pendidikan Guru di Era Digital*, Jakarta: Kencana, 2025, h. 95.

²⁶ *Ibid*, h. 102.

²⁷ Nurul Aini, *Outcome-Based Education dalam Pendidikan Tinggi*, Bandung: Alfabeta, 2026, h. 91.

These research findings align with the theory of constructive alignment proposed by Biggs, which emphasizes the importance of alignment between learning objectives, learning activities, and assessment. In the context of the PGMI program, the application of this principle enables students not only to understand concepts theoretically but also to apply them in teaching practice at madrasahs. Thus, OBE-based curriculum reconstruction can enhance the relevance between the educational process and the needs of the workforce.²⁸ Therefore, it can be concluded that alignment among learning components is key to improving the quality of student learning outcomes.

Curriculum reconstruction also serves as an instrument to strengthen the integration of pedagogical, professional, social, and spiritual competencies. In elementary madrasah teacher education, the spiritual dimension plays a significant role in shaping the character of prospective teachers. Therefore, the reconstructed curriculum is not only oriented toward the mastery of knowledge and skills but also toward the formation of values and attitudes consistent with Islamic principles. This indicates that the OBE approach can be contextually adapted within Islamic-based education.²⁹ Thus, the integration of spiritual values into the curriculum becomes a crucial element in shaping the well-rounded character of graduates.

OBE-based curriculum reconstruction also has implications for a shift in the learning paradigm. Learning that was originally teacher-centered has shifted to being student-centered. In this paradigm, students are encouraged to be active participants in the learning process through various methods such as project-based learning, problem-based learning, and fieldwork. This shift is expected to enhance students' critical thinking skills, creativity, and collaborative abilities.³⁰ In other words, the shift in the learning paradigm is a key factor in enhancing student engagement and competencies.

From an implementation perspective, OBE-based curriculum reconstruction requires strong institutional support, including faculty capacity building, the provision of facilities and infrastructure, and the strengthening of

²⁸ Biggs, John, *Teaching for Quality Learning at University*, McGraw-Hill Education, 2025, h. 56.

²⁹ Joko Santoso, *Pengembangan Kurikulum Berbasis OBE*, Yogyakarta: Deepublish, 2025, h. 123.

³⁰ Taufik Hidayat, "Curriculum Reform through Outcome-Based Education Approach," *International Journal of Instruction*, 2025, h. 105.

internal quality assurance systems. Without such support, the implementation of an OBE-based curriculum risks not functioning optimally. Therefore, curriculum reconstruction must be viewed as part of a comprehensive institutional transformation effort, not merely a change in curriculum documents.³¹ Thus, the success of OBE curriculum implementation depends heavily on the readiness and commitment of the institution as a whole. Thus, it can be concluded that the OBE-based reconstruction of the PGMI curriculum is an effective solution for addressing the competency gap among graduates. This approach not only improves the quality of learning but also ensures that graduates possess competencies that are relevant, adaptable, and aligned with the professional demands of elementary madrasah teachers. Overall, OBE-based curriculum reconstruction is a strategic step toward continuously improving the quality of madrasah teacher education.

The Integration of Competencies from an Islamic Education Perspective

The integration of competencies from an Islamic educational perspective is essential for developing a graduate profile that is not only academically excellent but also possesses spiritual depth and moral maturity. In the context of the Islamic Education Teacher Education Program (PGMI), this integration involves the unification of pedagogical, professional, social, and personal competencies with Islamic values derived from the Qur'an and Hadith. Real-world observations indicate that a dichotomy still exists between general knowledge and religious knowledge, which results in the fragmentation of students' competencies in educational practice.³² Thus, it can be concluded that competency integration is a fundamental necessity to address this academic dichotomy in Islamic education.

Within the framework of Islamic education, the concept of competency integration can be understood through a holistic approach that views human beings as complete beings (*insan kamil*). Education is not only directed toward the development of cognitive aspects but also affective and psychomotor aspects that are internalized within spiritual values. Therefore, the PGMI curriculum needs to be designed to accommodate the integration of mastery of knowledge

³¹ Dwi Suryani, "Challenges in Implementing OBE in Higher Education," *Jurnal Pendidikan Tinggi Indonesia*, SINTA 1, 2026, h. 150.

³² M. Arifin, *Ilmu Pendidikan Islam: Tinjauan Teoretis dan Praktis*, Jakarta: Bumi Aksara, 2025, h. 88.

and the formation of Islamic character through an integrative learning process.³³ In other words, Islamic education emphasizes the importance of a balance between intellectual intelligence and spiritual depth in the formation of competencies.

The integration of competencies in Islamic education can also be seen in the application of the tawhidic paradigm, a paradigm that places tawhid as the primary foundation for the development of knowledge and education. Within this paradigm, all academic disciplines are viewed as manifestations of the greatness of Allah SWT, so there is no separation between religious studies and general knowledge. The implementation of this paradigm in the PGMI curriculum enables students to understand the interconnection between scientific concepts and Islamic values in educational practice.³⁴ Therefore, it can be concluded that the tawhidic paradigm serves as the primary foundation for integrating various competencies in Islamic education.

The integration of competencies is also reflected in learning strategies that prioritize contextual and reflective approaches. Students are not only required to understand the material theoretically but also to relate it to real-life situations and Islamic values. For example, in science lessons at elementary madrasahs, PGMI students are guided to connect natural phenomena with verses about the universe, making learning more meaningful and fostering spiritual awareness. This approach simultaneously strengthens the religious dimension within the professional competencies of prospective teachers.³⁵ Thus, contextual learning grounded in Islamic values serves as an effective means of comprehensively integrating competencies.

The integration of competencies in Islamic education also has implications for the learning assessment system. Assessment does not focus solely on cognitive aspects but also encompasses attitudes and skills that reflect Islamic values. This comprehensive evaluation is essential to ensure that students not only “know” but also “become” individuals who embody Islamic teachings in their daily lives. This underscores that competency integration must be reflected

³³ Azyumardi Azra, *Pendidikan Islam: Tradisi dan Modernisasi di Tengah Tantangan Milenium*, Jakarta: Kencana, 2025, h. 134.

³⁴ Syed Muhammad Naquib al-Attas, *The Concept of Education in Islam*, Kuala Lumpur: ISTAC, 2025, h. 45.

³⁵ Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam*, Bandung: Remaja Rosdakarya, 2026, h. 112.

in all aspects of the educational process, including the assessment system.³⁶ In other words, a holistic evaluation system is key to measuring the success of competency integration in Islamic education.

From an implementation perspective, competency integration in Islamic education requires synergy among the curriculum, faculty, and the academic environment. Faculty, as the primary agents in the learning process, must possess a comprehensive understanding of the integration of Islamic knowledge and values and be able to implement it in teaching practices. Additionally, a conducive academic environment is necessary to support the sustained internalization of Islamic values. Without such synergy, competency integration risks remaining merely a normative concept without tangible implementation.³⁷ Thus, the success of competency integration heavily depends on collaboration among various components within the education system. Overall, the integration of competencies within the framework of Islamic education is a strategic approach to producing PGMI graduates who are not only professionally competent but also possess strong Islamic character. This approach emphasizes that Islamic education is not merely focused on the transfer of knowledge but also on the transformation of values and the development of character. Thus, the integration of competencies serves as the cornerstone for realizing a holistic and sustainable Islamic education.

Theoretical and Practical Implications of Outcome-Based Education (OBE) Curriculum Development

This study contributes to the development of an OBE-based curriculum concept for elementary madrasah teacher education. This study not only adopts the general OBE concept but also expands upon it by integrating Islamic values into each learning outcome. This results in a more comprehensive and contextual curriculum model. Practically, the resulting curriculum model can serve as a reference for PGMI program administrators in curriculum development. The implementation of this model is expected to improve the quality of learning, strengthen the connection between theory and practice, and enhance students' readiness for the workforce.³⁸ Additionally, the application of OBE promotes a

³⁶ Hasan Langgulung, *Asas-Asas Pendidikan Islam*, Jakarta: Pustaka Al-Husna, 2025, h. 97.

³⁷ Abuddin Nata, *Perspektif Islam tentang Strategi Pembelajaran*, Jakarta: Prenada Media, 2026, h. 156.

³⁸ Dwi Suryani, "Challenges in Implementing OBE in Higher Education," *Jurnal Pendidikan Tinggi Indonesia*, SINTA 1, 2026, h. 140.

shift in the learning paradigm from teacher-centered to student-centered, providing students with greater opportunities to develop their full potential.

Another implication of this study is the importance of strengthening the internal quality assurance system to ensure the sustainability of OBE-based curriculum implementation. Without adequate systemic support, OBE implementation may not function optimally. Therefore, institutional commitment is required to support sustainable curriculum development. Thus, the results and discussion of this study indicate that the reconstruction of the OBE-based PGMI curriculum not only addresses the issue of competency gaps but also provides a new direction for the development of madrasah teacher education that is more systematic, integrative, and outcomes-oriented.

Conclusion

Based on the overall results and discussion of this study, it can be concluded that the main issue with the PGMI curriculum lies in the suboptimal alignment between learning outcomes and the actual competency needs in the field, which results in a competency gap among graduates. The current state of the curriculum indicates that there is still fragmentation between pedagogical, professional, and Islamic values aspects, as well as a lack of integration of the Outcome-Based Education (OBE) approach. Needs analysis reinforces that the development of an OBE-based curriculum is an urgent necessity to ensure the systematic measurability and attainment of competencies. Furthermore, the development of an OBE-based curriculum reconstruction model for the PGMI program has proven capable of providing a more focused framework for designing graduate learning outcomes, curriculum structure, learning strategies, and an integrated evaluation system. This model is not only oriented toward knowledge mastery but also toward strengthening 21st-century skills and the internalization of Islamic values. The integration of competencies within the perspective of Islamic education serves as a crucial foundation ensuring that graduates are not only academically competent but also possess strong spiritual and social character.

The reconstruction of the PGMI curriculum based on OBE and integrated with Islamic educational values is a strategic solution to address the competency gap among graduates. The results of this study indicate that this approach can enhance curriculum relevance, strengthen the quality of learning, and produce graduates who are adaptable, professional, and possess Islamic character.

Therefore, the consistent implementation of an OBE-based curriculum, supported by institutional readiness, is the key to achieving sustainable transformation in elementary madrasah teacher education.

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