

## Outcome-Based Education in Islamic Religious Education: Academic Outcomes and Students' Spiritual Awareness

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**Abstract:** *The implementation of Outcome-Based Education (OBE) has become a dominant paradigm in higher education in Indonesia, particularly in supporting quality assurance and the accountability of learning outcomes. This study aims to analyze the implementation of OBE in Islamic Religious Education (IRE) learning at universities and to examine the extent to which this approach accommodates both students' academic achievement and the development of their spiritual awareness. This research employed a mixed-method approach with a sequential explanatory design. The findings indicate that OBE effectively supports students' academic achievement, which is categorized as high. However, students' spiritual awareness remains at a moderate level and tends to develop implicitly outside the formal evaluation system. These findings highlight the need to integrate spiritual awareness more explicitly within the OBE framework in Islamic Religious Education.*

**Abstrak:** *Penerapan Outcome-Based Education telah menjadi paradigma dominan dalam pendidikan tinggi di Indonesia, khususnya dalam mendukung penjaminan mutu dan akuntabilitas capaian pembelajaran. Penelitian ini bertujuan untuk menganalisis implementasi OBE dalam pembelajaran Pendidikan Agama Islam (PAI) di perguruan tinggi, mengkaji sejauh mana pendekatan tersebut mampu mengakomodasi capaian akademik dan kesadaran spiritual mahasiswa. Penelitian ini menggunakan pendekatan mixed method dengan desain sequential explanatory. Hasil penelitian menunjukkan bahwa implementasi OBE efektif dalam mendukung capaian akademik mahasiswa yang berada pada kategori tinggi, ditandai dengan kejelasan capaian pembelajaran dan sistem penilaian yang transparan. Namun, pembentukan kesadaran spiritual mahasiswa berada pada kategori sedang dan cenderung berkembang secara implisit di luar sistem evaluasi formal. Temuan ini menunjukkan perlunya integrasi kesadaran spiritual secara lebih eksplisit dalam kerangka OBE pada pembelajaran Pendidikan Agama Islam.*



## **INTRODUCTION**

Outcome-Based Education (OBE) has developed into the dominant paradigm in the national higher education system (Judijanto et al., 2025). This approach emphasizes the importance of clearly defined, measurable, and accountable learning outcomes as indicators of the educational process's success. In Indonesia, the implementation of OBE is gaining momentum in line with demands for quality assurance, accreditation, and the adaptation of higher education to workplace needs and global developments (Muzakir & Susanto, 2023). OBE is seen as a way to encourage efficiency, transparency, and the relevance of learning through the systematic measurement of students' academic achievement.

Despite its managerial and evaluative advantages, OBE is not without its critics. OBE's focus on measurability often traps learning in performance-based approaches (Manggali et al., 2024). The abstract, reflective and transcendental aspects of education tend to be marginalized (Sholeh & Murhayati, 2025). In this context, OBE has the potential to reduce the goals of education to mere academic achievement and technical skills, without providing adequate space for the dimensions of values, ethics, and students' inner awareness.

This problem becomes even more complex when OBE is applied to Islamic Religious Education. Philosophically, Islamic religious education aims not only to transmit Islamic knowledge (Abdurrahman, 2018) but also to foster spiritual awareness, religious attitudes, and the oral character of students (Septiani Selly Susanti et al., 2024). These goals are internal, long-term, and not always measurable through quantitative indicators. Thus, there is a fundamental difference between the measurable characteristics of OBE and the transcendental nature of the goals of Islamic Religious Education.

The tension between the demands of OBE and the goals of Islamic Religious Education gives rise to epistemological and pedagogical issues (Rohmiati, 2025). On the one hand, Islamic religious education lecturers are required to formulate specific and measurable learning outcomes in accordance with OBE principles. On the other hand, spiritual values such as sincerity, religious awareness, and the internalization of morals are not easily captured in academic performance indicators. This situation creates a dilemma in the practice of Islamic religious education teaching in higher education.

In practice, the application of OBE in Islamic Religious Education courses often emphasizes academic achievement (Kamahun & Indadihayati, 2023), such as exam scores, written assignments, and presentations, rather than the development of students' spiritual awareness. Evaluation of Islamic religious education tends to focus on what students know (Harefa, 2026), rather than on the extent to which Islamic values are internalized and embodied in attitudes and behavior (what students become). As a result, Islamic religious education risks being reduced to a formalistic subject that loses its transformative dimension.

This situation impacts the quality of Islamic religious education in higher education. When academic achievement becomes the primary focus, Islamic religious education instruction may fail to foster a deep spiritual awareness (Pratami et al., 2025).

In fact, spiritual awareness is an important foundation for the formation of students' religious character, ethical attitudes, and moral responsibility, future intellectuals and citizens (Anshori & Wasehudin, 2024). Therefore, a critical study is needed to examine the extent to which the OBE approach can accommodate the substantive goals of Islamic religious education.

So far, research on OBE has mostly focused on improving graduates' work competencies, professional skills, and employability (Rahmawati & Wahyuni, 2024). Meanwhile, research on Islamic religious education focuses more on normative and conceptual aspects (Rokhimawan et al., 2025), without thoroughly examining the implications of OBE policies for the development of students' spiritual awareness. Thus, a research gap remains regarding how OBE influences the balance between academic achievement and the development of spiritual awareness in Islamic religious education.

This study aims to analyze the application of Outcome-Based Education in Islamic religious education teaching in higher education, particularly in relation to the balance between academic achievement and the development of students' spiritual awareness. This research is expected to provide theoretical and practical contributions in formulating an OBE approach that aligns with the transcendental goals of Islamic religious education.

This research aims to examine in depth the orientation of Outcome-Based Education implementation in Islamic religious education learning in higher education. The main focus of this research is to examine how the OBE approach influences the balance between cognitive and skill-based academic achievements with the formation of students' spiritual awareness as a substantive goal of Islamic Religious Education. In addition, this research seeks to uncover the various challenges faced by Islamic Religious Education lecturers in formulating and measuring spiritual learning outcomes within the OBE framework, which demands measurability and accountability. Furthermore, this research examines the implications of OBE implementation for the quality of students' spiritual awareness, so that it can be determined to what extent this approach supports or limits the transformative function of Islamic Religious Education in higher education.

The novelty of this research lies in its attempt to position spiritual awareness as a primary learning outcome in Islamic Religious Education, which has been marginalized in Outcome-Based Education practices. Unlike OBE research in general, which emphasizes the achievement of academic competencies and work skills (Zhu & Wang, 2023) this study offers a critical perspective by reviewing OBE through the transcendental goals of Islamic Religious Education. Thus, OBE is not understood solely as a technical-instrumental approach, but rather as a pedagogical framework that needs to be aligned with Islamic spiritual and moral values. Another novelty lies in the practical contribution of this study in opening up conceptual space for the development of a more integrative OBE approach, namely an approach that not only assesses students' academic performance but also pays attention to the process of internalizing values and the formation of spiritual awareness as the core of Islamic Religious Education learning.

## **METHOD**

This research uses a mixed-method approach with a sequential explanatory design (Kanungo et al., 2026), namely the combination of quantitative and qualitative methods sequentially (Husain, 2026). This approach was chosen to gain a comprehensive understanding of the implementation of Outcome-Based Education in Islamic Religious Education, particularly the relationship between academic achievement and the development of students' spiritual awareness. A quantitative approach was used to examine trends in academic achievement and students' perceptions of the spiritual aspects of OBE-based Islamic Religious Education. Meanwhile, a qualitative approach was used to deepen and explain the quantitative findings through exploring the experiences, perspectives, and reflections of lecturers and students.

This research was conducted at Serang Raya University, which has implemented Outcome-Based Education. The quantitative phase involved students taking the Islamic Religious Education course, while the qualitative phase involved Islamic Religious Education lecturers and some students selected based on the results of the quantitative phase. The quantitative phase included all students enrolled in the Islamic Religious Education course at Serang Raya University. The research sample was selected using a purposive sampling technique, with the criteria being students who had completed at least one semester of OBE-based Islamic Religious Education. The number of samples was adjusted to support quantitative descriptive analysis, with the aim of describing general trends without making broad statistical generalizations. In the qualitative phase, informants were selected purposively based on the quantitative results, especially students who showed a tendency to score high and low on aspects of spiritual awareness.

Quantitative data were collected using a closed-ended Likert-scale questionnaire. The questionnaire was designed to measure two main aspects: (1) students' perceptions of academic learning outcomes in OBE-based Islamic Religious Education learning, and (2) students' perceptions of the formation of spiritual awareness during the learning process. The instrument was compiled based on OBE learning outcome indicators and the substantive objectives of Islamic Religious Education, and then tested for content validity through expert judgment.

Qualitative data was collected through in-depth interviews, learning observations, and documentation studies. Interviews were conducted to elicit the views of lecturers and students (Azhari et al., 2026), regarding the limitations and potential of OBE in shaping spiritual awareness. Observations were conducted to directly observe learning practices, while documentation was used to analyze the Semester Learning Plan, Clarity of course learning outcomes, and assessment instruments.

Table 1.  
Research Focus

<b>Data Types</b>	<b>Collection Techniques</b>	<b>Instrument</b>	<b>Measurement Focus</b>
Quantitative	Closed Likert scale questionnaire	Student perception questionnaire	Student perceptions of OBE-based PAI academic learning outcomes and the formation of spiritual awareness
Qualitative	In-depth interview	Interview guidelines	Views of lecturers and students regarding the potential and limitations of OBE in Islamic Education learning
Qualitative	Learning observation	Observation sheet RPS, CPMK, and	OBE-based IRE learning practices in the classroom
Qualitative	Documentation study	assessment instrument documents	The suitability of learning planning and evaluation with OBE principles and IRE objectives

Quantitative data were analyzed using descriptive statistics, such as percentages and average scores, to illustrate trends in academic and spiritual achievement. The results of the quantitative analysis were then used to select informants and to focus exploration in the qualitative phase. Qualitative data were analyzed thematically through the stages of data reduction, data presentation, and conclusion drawing. Data integration was carried out at the interpretation stage, comparing and linking quantitative and qualitative results to gain a comprehensive understanding of the implications of OBE in Islamic Religious Education learning.

The validity of the quantitative data was maintained through instrument content validity and internal consistency tests. Meanwhile, the validity of the qualitative data was ensured through source and technique triangulation, as well as member checks with informants. The integration of both types of data was carried out reflectively to ensure the consistency and coherence of the research findings. This research was conducted in accordance with ethical research principles, including obtaining informed consent from informants, maintaining data confidentiality, and using data solely for academic purposes.

## **RESULT AND DISCUSSION**

### **Result**

Respondents in the quantitative phase of this research were students taking the Outcome-Based Education (OBE) Islamic Religious Education course at Serang Raya University. In the qualitative phase, informants included Islamic Religious Education

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lecturers and several students selected purposively based on quantitative measures, specifically academic achievement and spiritual awareness.

Table 2.  
Average Score of Students' Perception of Academic Achievement

No	Academic Achievement Indicators	Score Average	Category
1	Clarity of course learning outcomes (CPMK)	4.25	High
2	Suitability of material with learning outcomes	4.18	High
3	Transparent OBE-based assessment system	4.10	High
4	Improving understanding of Islamic Education concepts	4.22	High
5	The relationship between learning and academic needs	4.15	High

The table above presents a descriptive analysis indicating that students' perceptions of the academic outcomes of OBE-based Islamic Religious Education are high. Students assessed that the course learning outcomes were clearly formulated, the learning materials aligned with the learning objectives, and the assessment system used was transparent and structured. These findings indicate that the OBE approach is considered effective in supporting the achievement of the academic objectives of the Islamic Religious Education course. However, the results of the spiritual awareness measurements showed a different trend.

Table 3.  
Student Perceptions of the Formation of Spiritual Awareness

No	Indicators of Spiritual Awareness	Score Average	Category
1	Encouragement for self-reflection (muhasabah)	3.45	Medium
2	Internalization of Islamic values	3.52	Medium
3	The relationship between material and spiritual experience	3.38	Medium
4	Formation of religious attitudes in daily life	3.60	Medium
5	Awareness of the spiritual meaning behind learning	3.42	Medium

Students' perceptions of the development of spiritual awareness were moderate. Indicators related to self-reflection, the internalization of Islamic values, and the connection between learning and students' spiritual experiences did not yield results comparable to those for academic aspects. It indicates a gap between measurable academic achievement and the development of reflective spiritual awareness. Overall, a comparison of the two aspects shows that academic achievement scored higher on average than spiritual awareness.

Table 4.  
Comparison of Average Scores of Academic Achievement and Spiritual Awareness

No	Measured Aspects	Score Average	Category
1	Academic Achievements	4.18	High
2	Spiritual Awareness	3.47	Medium

These quantitative findings suggest that implementing OBE in Islamic Religious Education tends to be more effective at accommodating academic than spiritual dimensions.

Interviews with Islamic Religious Education lecturers indicate that the implementation of OBE encourages them to design learning that is oriented towards clear, measurable learning outcomes. Lecturers stated that OBE provides a systematic framework for developing Semester Learning Plans, determining learning methods, and designing evaluation instruments. However, lecturers also acknowledged that the spiritual aspect is difficult to capture in objective, standardized learning outcome indicators.

Students perceived that OBE-based Islamic Religious Education learning helped them cognitively understand Islamic concepts and values. However, spiritual awareness was better understood as a personal experience that did not always emerge directly through assignments, exams, or formal assessments. Students stated that spiritual reflection often occurred outside the classroom and was not explicitly linked to established learning outcomes.

Lecturers and students expressed challenges in balancing academic achievement and spiritual awareness. The pressure to achieve measurable OBE indicators tends to position the spiritual dimension as an additional value, rather than a primary learning outcome. This situation reinforces the finding that the spiritual aspect of Islamic Religious Education learning remains implicit and has not been systematically integrated into the OBE framework.

The integration of quantitative and qualitative findings demonstrates consistency between statistical data and the research subjects' experiences. Quantitative findings reveal that students' academic achievement is high, while their spiritual awareness is

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moderate. This finding is supported by qualitative data indicating that the implementation of OBE in Islamic Religious Education emphasizes measurable academic indicators, while the spiritual dimension is often treated as an implicit, reflective aspect.

Table 5.  
Synthesis of Findings on the Implementation of OBE in Islamic Religious Education Learning

<b>Aspects of Findings</b>	<b>Islamic Education Lecturer's Perspective</b>	<b>Student Perspective</b>	<b>Relation to Quantitative Findings</b>
Measurable Learning Outcomes Orientation	OBE is seen as helping lecturers design learning systematically by formulating clear, measurable learning outcomes, methods, and evaluations.	Students experience clarity of learning objectives and structured academic demands.	Student academic achievement is in the high category.
Spiritual Awareness	The spiritual aspect is recognized as important, but it is difficult to formulate it into objective, standardized learning achievement indicators.	Spiritual awareness is understood as a personal experience that does not always emerge through formal assignments or tests.	The spiritual awareness score is in the moderate category.
Academic and Spiritual Integration	The pressure to meet OBE indicators tends to shift the focus of learning toward academic aspects.	Students feel that learning emphasizes cognitive understanding more than spiritual reflection.	There is a gap between academic and spiritual achievements.
Position of the Spiritual Dimension in OBE	The spiritual dimension is treated as an implicit aspect and is not systematically integrated.	Spiritual reflection occurs more outside the classroom and in informal settings.	Quantitative and qualitative findings show consistency. Statistical data is strengthened by the experience of research subjects
Mixed Method Data Integration	OBE is academically effective, but not optimal for IRE spiritual purposes.	Learning experiences support lecturer findings	

Thus, the results of this study indicate that the application of Outcome-Based Education in Islamic Religious Education learning has not fully achieved a balanced bridge between academic achievement and the development of spiritual awareness. These findings provide an important basis for further discussion of the pedagogical and conceptual implications of OBE in Islamic Religious Education.

## Discussion

The results of this study indicate that the application of Outcome-Based Education in Islamic religious education yields relatively strong academic outcomes, but is not fully aligned with the development of students' spiritual awareness. This finding illustrates that learning success cannot be assessed solely by measurable academic indicators; rather, it must be viewed more broadly as an educational process that shapes ways of thinking, behaving, and interpreting religious values. Thus, this study emphasizes the importance of critically examining OBE when applied to fields of study with strong value and spiritual dimensions.

The main implication of this research for future studies is the need to develop an OBE approach that is more sensitive to the process of value internalization. Further research could focus on formulating a learning outcome model that goes beyond final results to encompass reflection, learning experiences, and changes in student attitudes. Furthermore, future research could explore alternative forms of assessment that capture spiritual development more contextually, such as written reflections, value portfolios, or experiential learning.

This research opens opportunities for the development of interdisciplinary studies that link curriculum studies, learning evaluation, and religious education. Future researchers can expand the research context to other institutions or courses and compare the application of OBE across various value-based fields of study (Buto Siregar et al., 2026). Thus, the results of this study not only provide insight into the current state of Islamic Religious Education learning but also serve as an initial foundation for developing a higher education framework that better balances academic demands with the formation of a complete human being.

The results of this study directly answer the research question posed in the introduction: how implementing Outcome-Based Education in Islamic Religious Education affects academic achievement and the development of students' spiritual awareness. The research findings indicate that the OBE framework effectively ensures the achievement of the academic objectives of Islamic Religious Education learning, especially through clear learning outcomes and a structured evaluation system. It confirms that OBE, as an outcomes-based learning paradigm, has strengths in the cognitive and performative aspects of planning and measuring learning outcomes.

However, when linked to the research question that highlights the relationship between academic achievement and the development of spiritual awareness, the results of this study reveal an imbalance in the implementation of OBE in Islamic Religious Education. Students' spiritual awareness does not develop commensurately with their academic achievement (Ntumi et al., 2026), which indicates that the spiritual dimension has not been fully integrated into the applied learning outcomes framework. This finding provides an empirical answer to the question of the extent to which OBE is able to accommodate the substantive goals of Islamic Religious Education, which are reflective and transcendental.

Furthermore, this study addresses how lecturers and students interpret the application of OBE in the context of Islamic Religious Education learning. The research

subjects' perspectives indicate that OBE is primarily understood as an administrative and pedagogical instrument to ensure the achievement of measurable learning indicators (Akbar et al., 2025). In practice, the spiritual dimension is positioned more as a personal experience that develops outside of formal evaluation systems. This situation explains why the development of spiritual awareness is difficult to present as an explicit learning outcome within the OBE framework.

Thus, the relationship between the research findings and the research questions indicates that the main problem lies not in the effectiveness of OBE in general, but rather in its limitations in bridging two distinct educational orientations: the orientation toward measurable results and the orientation toward spiritual awareness formation. This narrative emphasizes that the implementation of OBE in Islamic Religious Education requires a more contextual and reflective approach to not only meet academic and accountability demands but also align with the essential goals of religious education in higher education.

Various previous studies have shown that implementing Outcome-Based Education in higher education generally has a positive impact on the clarity of learning objectives, curriculum consistency, and the transparency of the assessment system. Several studies confirm that OBE helps students understand what should be achieved in the learning process, while also encouraging lecturers to design more targeted and measurable learning. These findings position OBE as an effective approach to improving academic achievement and educational accountability, particularly in the areas of knowledge and skills that can be objectively measured.

On the other hand, research on religious and character education shows that the development of values, attitudes, and spiritual awareness does not always go hand in hand with improved academic achievement. Some researchers argue that the spiritual dimension develops through reflection (Qona'ah & Ghufroon, 2024), exemplary behavior, and long-term personal experience (Broido et al., 2026), making it difficult to represent in formal, standardized learning indicators. Therefore, learning approaches that overly emphasize measurable outcomes are considered incapable of capturing the dynamics of the internalization of religious values in depth.

Compared with these findings, this study's results demonstrate a pattern that aligns with and reinforces the limitations identified by previous research. OBE has proven effective in supporting academic achievement in Islamic Religious Education, but has not fully accommodated the balanced development of spiritual awareness. Therefore, this study not only confirms previous findings but also places them specifically within the context of Islamic Religious Education learning in higher education, enriching the discourse on the challenges of integrating OBE with the substantive goals of Islamic education.

This study makes a significant contribution to the growing literature on Outcome-Based Education and Islamic Religious Education by presenting empirical evidence demonstrating the tension between the orientation toward measurable outcomes and the goal of fostering spiritual awareness. To date, most studies on OBE have emphasized its effectiveness in improving academic quality and accountability in learning. In contrast,

studies on its implications for the spiritual dimension of Islamic education remain relatively limited. This study broadens the scope of this discourse by placing OBE within the context of Islamic Religious Education in higher education, more critically and contextually.

This research contributes to bridging two areas of study that are often discussed separately: achievement-based curricula and values and spirituality education. Using a mixed-methods approach, this study not only quantitatively demonstrates trends in academic achievement but also reveals how students and lecturers interpret Islamic Religious Education within the OBE framework. This approach provides a more comprehensive picture of learning practices and demonstrates that academic success is not always directly proportional to the development of spiritual awareness.

The contribution of this research lies in affirming the need to develop an OBE framework that is more adaptive to the characteristics of Islamic Religious Education. The findings of this study encourage the literature to view OBE not as a universal, value-neutral approach, but rather as a paradigm that should be reinterpreted in light of the substantive objectives of a particular field of study. Thus, this research opens the way for further research on the development of learning indicators that are oriented not only to measurability but also to the reflective process and the transformation of values in Islamic education.

This study has several limitations that should be considered when interpreting the results. Methodologically, the use of a mixed methods approach with descriptive quantitative analysis limits the study's ability to make broader generalizations. The quantitative data collected primarily serve to illustrate student perception tendencies and are therefore not intended to test causal relationships or inferential differences. Therefore, the results of this study should be understood within an exploratory and contextual context.

Another limitation relates to the measurement of spiritual awareness. Spiritual awareness is a personal, reflective, and dynamic construct (Suandi et al., 2025). Therefore, it is difficult to represent them using questionnaires or formal learning indicators fully. The instruments used in this study primarily capture students' perceptions of the learning experience, rather than their deep, long-term spiritual development. Therefore, the results obtained do not fully reflect the complexity of the process of internalizing religious values.

Furthermore, this research was conducted within a single higher education institution, so the findings are heavily influenced by the institution's academic policies, institutional culture, and learning practices. Variations in OBE implementation at other institutions with different characteristics were not addressed in this study. This contextual limitation opens up opportunities for further research to conduct cross-institutional comparative studies or employ a longitudinal design to gain a more comprehensive understanding of the impact of OBE on Islamic Religious Education learning.

The findings of this study have important theoretical implications for the development of Outcome-Based Education research, particularly when applied to Islamic

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Religious Education courses, which are rich in values and spirituality. The results indicate that the OBE framework, which is oriented towards measurable learning outcomes, is not fully capable of representing Islamic Religious Education learning objectives that emphasize the internalization of values, reflection, and spiritual awareness. This implication encourages enriching the OBE concept so that it is understood not only as a technocratic approach but also as a pedagogical framework capable of accommodating the affective and transcendental dimensions in the higher education process.

From a higher education policy perspective, this study provides empirical evidence for the need to formulate a more context-sensitive and flexible OBE policy. Uniform implementation of OBE has the potential to obscure the value-based nature of courses if it focuses solely on standardized academic indicators. Therefore, the findings of this study highlight the importance of curriculum and quality assurance policies that provide space for qualitative learning outcomes, particularly in Islamic Religious Education courses, so that academic goals and the development of spiritual awareness can proceed in a balanced and parallel manner.

At the institutional level, the findings of this study imply the need to strengthen Islamic Religious Education learning and evaluation strategies in higher education. Lecturers and program administrators are encouraged to develop OBE learning designs that emphasize not only cognitive outcomes but also facilitate reflection, religious experiences, and character development in students. Thus, OBE implementation on campus will not stop at fulfilling administrative and accreditation requirements but will truly contribute to the production of graduates who excel academically and possess a strong spiritual awareness.

### **CONCLUSION**

This study concludes that the implementation of Outcome-Based Education in Islamic Religious Education learning is generally effective in encouraging students' academic achievement, but has not fully accommodated the goal of developing spiritual awareness. The findings indicate an imbalance in learning orientation, where cognitive and academic achievements are easier to attain and measure than affective and spiritual achievements, which are reflective and personal. This condition indicates that the Outcome-Based Education approach, when applied normatively and technically, has the potential to clarify the meaning of Islamic religious education, which is actually aimed at forming a whole person. The essence of this research finding lies in strengthening the argument that Outcome-Based Education needs to be understood and implemented in the context of Islamic religious education.

Outcome-Based Education cannot be positioned solely as an instrument of academic accountability; rather, it must be developed as an integrative pedagogical framework that links academic achievement with the formation of spiritual awareness. Thus, this study offers a new understanding: the success of Islamic religious education based on Outcome-Based Education is determined not only by the achievement of formal learning outcome indicators but also by the extent to which the learning process facilitates the internalization of values, religious reflection, and students' spiritual

awareness. Based on these findings, this study recommends the development of a more holistic and reflective Outcome-Based Education-based Islamic religious education learning and assessment model, particularly in formulating affective and spiritual learning outcomes. Further research is recommended to explore alternative assessment designs that are more sensitive to the spiritual dimension, involve a wider range of institutional contexts, and examine the perspectives of lecturers and policymakers to provide a more comprehensive picture. Thus, further studies are expected to refine the integration between the Outcome-Based Education paradigm and the normative goals of Islamic Religious Education in higher education.

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