



Urgency of implementing the OBE curriculum in BPI department based on user satisfaction

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ABSTRACT

The high demand for high-quality higher education graduates encourages study programs to ensure that their curricula are on target. Therefore, curriculum development must involve graduate users so that the results can address problems and job market needs. This study aims to capture the satisfaction of graduate users of the Islamic Guidance and Counseling Study Program (BPI) at UIN Walisongo Semarang and to formulate the direction of curriculum development based on Outcome-Based Education (OBE), which focuses on da'wah competency. This study employs a qualitative method, collecting data through closed questionnaires, in-depth interviews, and discussion group forums with graduate users. The results of the study indicate that the portrait of graduate user satisfaction falls into the very good category, particularly in aspects such as ethics, cooperation, communication skills, and the use of information technology. Based on the results of the evaluation of graduate user satisfaction, the BPI Study Program formulated a Body of Knowledge (BoK) that makes da'wah the core of the OBE curriculum development. In this case, the four main disciplines that intersect with da'wah, namely, counseling, communication, guidance, and counseling, are the basis for the formation of the curriculum and courses. This study suggests that the OBE curriculum based on da'wah competency should continue to be improved so that it can meet the needs of the job market and be relevant in developing da'wah for the advancement of human civilization.

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ABSTRAK

Tingginya tuntutan kualitas lulusan pendidikan tinggi mendorong program studi untuk memastikan kurikulumnya tepat sasaran. Untuk itu, pengembangan kurikulum harus melibatkan pengguna lulusan sehingga hasilnya mampu menjawab permasalahan serta kebutuhan pasar kerja. Penelitian ini bertujuan untuk memotret kepuasan pengguna lulusan Program Studi Bimbingan dan Penyuluhan Islam (BPI) di UIN Walisongo Semarang serta untuk merumuskan arah pengembangan kurikulum berbasis Outcome-Based Education (OBE) yang berfokus pada kompetensi dakwah. Penelitian ini menggunakan metode kualitatif dengan pengumpulan data melalui angket tertutup, wawancara mendalam, dan forum grup discussion dengan pengguna lulusan. Hasil penelitian menunjukkan bahwa potret kepuasan pengguna lulusan berada pada kategori sangat baik, terutama dalam aspek etika, kerja sama, kemampuan komunikasi, dan penggunaan teknologi informasi. Berdasarkan hasil evaluasi kepuasan pengguna lulusan tersebut, Program studi BPI merumuskan Body of knowledge (BoK) yang menjadikan dakwah sebagai inti dari pengembangan kurikulum OBE. Dalam hal ini, empat disiplin ilmu utama yang berisikan dengan dakwah, yaitu penyuluhan, komunikasi, konseling, dan bimbingan, menjadi dasar dalam pembentukan kurikulum dan mata kuliah. Penelitian ini menyarankan agar kurikulum OBE yang berbasis kompetensi dakwah terus disempurnakan agar dapat memenuhi kebutuhan pasar kerja dan relevan dalam pengembangan dakwah untuk kemajuan peradaban umat.

Kata Kunci: body of knowledge; bimbingan dan penyuluhan Islam; kepuasan pengguna, kurikulum OBE; kompetensi dakwah

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INTRODUCTION

Competition in the job market for bachelor's and diploma graduates is becoming increasingly tight. Based on data from the Central Bureau of Statistics for August 2023 to February 2024, particularly for Central Java Province, the unemployment rate decreased from 5.13% to 4.39%. Despite the decrease, in 2018, diploma graduates were the second-highest group in terms of open unemployment, with a rate of 7.92%. Furthermore, over the past three years, university graduates have experienced a higher rate of open unemployment than those who completed their education only up to the elementary school level. This fact illustrates that obtaining a diploma or bachelor's degree in Indonesia does not guarantee immediate employment (Astriani & Nooraeni, 2020). On the other hand, higher education is an important asset for individuals to adapt to changing times, open up opportunities and careers, and develop a more critical mindset. However, the fact that college graduates face significant challenges in entering the workforce indicates a gap between graduates' competencies and the labor market's needs.

The above reality emphasizes that individual participation in pursuing higher education at Perguruan Tinggi (PT) is expected to facilitate their ability to obtain employment. The primary task of universities is to prepare graduates with competencies aligned with their fields and skills, enabling them to meet workforce demands (Pramesti *et al.*, 2024). To fulfill their duties and responsibilities, each university, with its various study programs, must prepare a curriculum that aligns with the demands of the job market. The curriculum serves as the primary driver of the activities developed, at least encompassing the three pillars of higher education: education, research, and community service (Amalia, 2024). One way to assess the implementation of education at the university level across various study programs is to conduct alumni satisfaction surveys (Jami & Muharam, 2022; Nguyen, 2021). User satisfaction is an assessment of user experiences that can inform improvements in learning and curriculum evaluation (Dewi & Erta, 2023). It is important to understand how well the study program curriculum aligns with the needs of the job market, which, of course, is useful as input for future curriculum improvements. In addition, this survey can increase alum employment outcomes if it achieves high user satisfaction.

The employment rate of graduates is one of the most important indicators in the evaluation of study program accreditation by BAN-PT. A high employment rate of alumni in the workforce is the goal of all study programs (Asril *et al.*, 2024; Madihah, 2021). Program Studi Bimbingan dan Penyuluhan Islam (BPI), one of the study programs at the Fakultas Dakwah and Komunikasi, UIN Walisongo Semarang, is committed to periodically monitoring alumni absorption and user satisfaction to improve the quality of educational services. The improvement in educational quality can at least be measured by the accreditation rating obtained to date from BAN-PT. According to the Academic Manuscript of the BPI Study Program Curriculum, the program has received an A rating from the initial accreditation in 2011 through the accreditation extension in 2025. To improve educational quality, one approach is to review the curriculum at least every five years. During this period, it is time to review the curriculum of the BPI Study Program at UIN Walisongo Semarang, taking into account feedback from graduates (alumni), users, community needs, and the demands of changing times, as reflected in government policies. The demands of science and technology development, national education policies, and local policies of UIN Walisongo Semarang that must be implemented in the curriculum review include those of the Industry 4.0 era, Merdeka Belajar-Kampus Merdeka (MBKM), unity of sciences, a smart and green campus, religious moderation, and local wisdom.

According to LPM UIN Walisongo Semarang, the Study Program Curriculum Based on MBKM has been implemented for almost 5 years. The implementation of the curriculum for the 2020 cohort has proceeded smoothly, and 21 students (23%) have graduated out of a total of 90 students (see <https://sijamu.walisongo.ac.id/index.php/dashboard>). Alumni of the BPI study program over the past three years have followed different curricula, according to the one in place when they began their studies. It is

important to explore the extent to which these alumni across different curriculum generations have been absorbed into the workforce, while also assessing user satisfaction. The results are significant for improving the study program as a provider of higher education services. One consideration is that it serves as a primary input for future curriculum improvement and development based on OBE. The designed curriculum places greater emphasis on preparing alumni to possess the study program's core competencies and to be ready to enter the workforce. *Outcome-Based Education* (OBE) Outcome-Based Education (OBE) is a curriculum that focuses on the outcomes (outputs) of education. The OBE learning system uses teaching methods that focus on the things students are expected to accomplish (Hejazi, 2011).

Based on the background above, this study underscores the urgency of implementing the OBE curriculum in the Program Studi BPI, given user satisfaction. This research aims to examine users' perceptions of the quality of BPI graduates and to evaluate the curriculum's effectiveness in meeting workforce demands. Moreover, the results of this study are expected to serve as a primary reference for designing an OBE-based curriculum that is aligned with the demands of the industrial era. Through this approach, the curriculum is expected to cultivate graduates who are academically competent and adaptable, enabling them to become agents of change.

LITERATURE REVIEW

User Satisfaction

Kotler and Caslione, in the book "Chaotics: The Business of Managing and Marketing In The Age of Turbulence," define customer satisfaction as the feeling of pleasure or disappointment that arises from comparing the perceived performance (outcome) of a product with the expected performance (outcome). According to Juran and Godfrey in "The Quality Control Process," customers can assess their satisfaction after using the product for a specified period. Parasuraman and Berry, in the book "Delivering Quality Service: Balancing Customer Perceptions And Expectations," argue that customer satisfaction can be measured by the gap between customer expectations and perceptions of the service received.

User satisfaction in the context of a university curriculum is a reflection of student satisfaction with the learning experiences they receive during their studies (Lisnasari & Heryanto, 2023; Wijaya & Arismunandar, 2018). Kotler and Caslione, in the book "Chaotics: The Business of Managing and Marketing In The Age of Turbulence," define service quality as a consumer evaluation that compares the level of service received with the level of service expected. The service quality model used to maintain user satisfaction considers five determinants. These five determinants of service quality include reliability, responsiveness, assurance, empathy, and tangible aspects of service. High service quality, such as relevant curricula, good teaching, and adequate academic support, is believed to enhance students' satisfaction with their learning experience.

Outcome-Based Education (OBE) Curriculum

Outcome-Based Education (OBE) is a curriculum that focuses on educational outcomes. The OBE learning system uses a learning method that focuses on what students are expected to achieve (Hejazi, 2011; Manggali et al., 2024). The OBE education model is student-centered. OBE is a teaching model that focuses on students and emphasizes assessing student performance through outcomes.

The OBE system includes outcomes in the form of knowledge, skills, and behavior. In the OBE system, more weight is given to actions (what students can do) rather than theory (what students know). Therefore, OBE represents a paradigm shift from the traditional education system. Outcome-based education models

are relevant to technological advancements for the design of teaching and learning. The OBE system encourages ongoing educational reform grounded in a student-centered learning philosophy that focuses on outcomes rather than on what is taught (input). The OBE system differs from traditional education systems because OBE focuses more on the learning process, which is actively pursued and managed by students, with lecturers serving only as facilitators in students' pursuit of knowledge (Muzakir, 2023).

METHODS

This study employs a correlational, exploratory qualitative research design, comprising two main stages. The first stage is to examine the portrait of user satisfaction among alumni of the Islamic Guidance and Counseling Study Program (BPI) at Walisongo State Islamic University, Semarang, over the past five years (2019-2024), using a chance-based incidental sampling method. In this case, the users are graduates of the Islamic Guidance and Counseling study program at UIN Walisongo Semarang.

User satisfaction with graduates is measured based on several indicators adapted from the Study Program Performance Report (LKPS) BAN-PT in 2018. These indicators encompass six main aspects: ethics, expertise in the field of knowledge or core competencies, foreign language proficiency, use of information technology, teamwork, and self-development. These six aspects were selected because they reflect the holistic competencies required of the workforce, encompassing both professional attitudes and the technical and interpersonal skills of graduates. In addition, these six aspects serve as the basis for developing study program curricula in Indonesia (Karbila, 2024; Noferdiman *et al.*, 2022). The second stage is to relate user satisfaction results to the development of an Outcome-Based Education (OBE) curriculum for the BPI study program. This research aims to provide recommendations for curriculum development that are more relevant to workforce needs.

Data collection in this study employed a mixed-methods approach, using multiple techniques to obtain comprehensive information. The first technique was a user satisfaction questionnaire that employed indicators adapted from the LKPS BAN-PT. These indicators included ethics, expertise in the field of study (core competence), foreign language proficiency, use of information technology, collaboration, and self-development. In addition, data were also collected through in-depth interviews conducted both online and offline to gain deeper insights from alumni users. Another technique was limited discussions through Focus Group Discussions (FGDs) involving key participants, such as alumni users, lecturers, and alumni representatives. Documentation in the form of field notes, photos, and reports on activities relevant to the curriculum preparation and review process was also used as part of the data collection.

Data analysis was conducted using the interaction analysis model developed by Saldana in the book "Thinking Qualitatively: Methods of Mind." This qualitative analysis process consists of three main stages. The first stage is data reduction, which involves collecting and simplifying data to develop a portrait of alumni user satisfaction. The second stage is data display, which involves presenting data in an exploratory text format to highlight user satisfaction results and their relevance to the development of an OBE-based curriculum. The final stage is conclusion drawing or verification, which aims to draw conclusions and verify the data to answer the research questions regarding the portrait of alumni user satisfaction and its relevance to the development of the OBE curriculum.

RESULTS AND DISCUSSION

From 2019 to 2024, the Program Studi Bimbingan dan Penyuluhan Islam (BPI) UIN Walisongo has graduated a total of 756 alumni. The majority have successfully entered the workforce, both in sectors relevant to their field of study and in those not entirely aligned with it. Jobs that match BPI graduates' competencies include professions such as counselors, social workers, preachers, researchers, and

spiritual guides. These professions reflect the core skills taught in BPI, including counseling, religious guidance, and a deep understanding of Islamic values and da'wah. BPI alumni are spread across various institutions, reflecting the flexibility and applicability of their competencies in the workforce. Educational institutions are among the primary sectors in which BPI graduates work. Setiawan, in the book "*A to Z anak Berkebutuhan Khusus*," notes that some individuals also serve as teachers in sensory schools and schools for children with special needs, which require specialized skills in understanding and addressing the individual needs of children. These skills align with the specific competencies of BPI students, particularly in guidance, character development, and personal approaches.

Some alumni also work as Religious Social Counselors at the district level, such as in Grobogan, or as Islamic Religious Counselors at the city level. They are responsible for providing religious guidance and promoting religious moderation to the general public. In addition, in the pesantren-based education sector, alumni serve as mentors or advisors in boarding schools and pesantrens. This role, known as a mentoring counselor, requires alumni to provide holistic guidance and character development in the pesantren environment. In the FGD conducted, three key informants were involved to provide in-depth and relevant perspectives for this study. The first informant is the Chairman of the Sabilurrasyad Kendal Pesantren Foundation, which includes alumni of the BPI Study Program who serve as counselors and mentors at the pesantren. The presence of this informant provides a concrete picture of the contributions of BPI alumni to character development and spiritual guidance, and of their important role in managing the dynamics of social and religious life among students in the pesantren environment.

The second informant is the Chairperson of the Lembaga Swadaya Masyarakat (LSM) PKBI in Central Java Province. An alumnus of BPI who works as a youth counselor and volunteer at this NGO contributes to counseling activities in the social sphere, including school-based counseling for adolescents and community outreach, such as education on social issues, community empowerment, and rehabilitation programs. This informant's participation provides insight into the application of skills taught at BPI in the broader context of community outreach, while also highlighting the relevance of the BPI curriculum in supporting social work.

The third informant is a Manager of Islamic Guidance and Counseling at Sultan Agung Islamic Hospital in Semarang. This BPI alum works at the hospital as a spiritual counselor, providing spiritual support to patients, their families, and medical staff. Through this informant's perspective, it is revealed that the counseling skills based on religion and the humanistic approach taught at BPI are highly relevant in helping patients face emotional and spiritual problems. These three informants, through their diverse experiences and roles, not only provide exploratory data on the satisfaction of BPI alumni users but also demonstrate a clear correlation between the BPI curriculum and the needs of the working world. Insights from these three informants provide a strong foundation for analyzing the development of an OBE-based curriculum, ensuring that the curriculum remains relevant to contemporary demands while meeting the expectations of alumni users.

Graduate users play an important role in evaluating the quality of graduates from an educational institution, including graduates of the BPI Study Program at UIN Walisongo Semarang. This assessment covers various aspects that serve as key indicators in determining graduates' readiness to enter the workforce. In this study, the focus areas include ethics, subject-matter competence, foreign-language skills, use of information technology, communication skills, teamwork, and self-development skills. Users' evaluations of BPI graduates indicate strong appreciation, particularly for their attitudes and foundational skills. Users report that BPI graduates possess strong Islamic values, a spirit of learning, and basic competencies relevant to their fields of work. However, several notes can serve as evaluation criteria to enhance the curriculum's relevance to labor market needs.

The head of PKBI Central Java emphasized the importance of passion as a key attribute for social counselors.

“Skill merupakan hal yang dapat dilatih, tetapi hal utama yang paling diantisipasi dari calon pekerja adalah sorot matanya yang menunjukkan adanya keinginan untuk belajar,” (ES in FGD, November 11, 2024).

BPI graduates are considered to have demonstrated this passion, which serves as an important asset in addressing the challenges of working in NGOs, which involve not only limited income but also heavy workloads. Although passion is the primary strength, technical skills require further training.

In line with this, RSI Sultan Agung also provided a positive assessment of BPI graduates, particularly regarding their readiness to serve as spiritual mentors.

“Ketika menyeleksi, tentu sebelum kemampuan yang mereka miliki, perlu diidentifikasi kepemilikan passion untuk bekerja sebagai pembimbing rohani,” (Focus Group Discussion, November 12, 2024).

Graduates of BPI are considered to have an adequate religious foundation, which provides an important basis for carrying out their duties as spiritual advisors to patients, their families, and hospital staff. Programs such as regular studies organized by RSI Sultan Agung help maintain workers' mental and spiritual stability, and BPI graduates are deemed capable of adapting well to such programs.

From the Sabilurrasyad Islamic Boarding School, strengthening BPI graduates also makes a significant contribution, both as counselors and mentors.

“Permasalahan santri di pondok pesantren tentu beragam. Adanya lulusan BPI yang bekerja di sini sangat membantu,” (HS., in the Group Discussion Forum, November 7, 2024).

BPI graduates are considered capable of serving as a communication bridge between students and the school, particularly in addressing mental and spiritual issues. With a strong foundation in Islamic values, BPI graduates can help address various problems through an approach that aligns with the pesantren context.

Across these three assessments, it is evident that BPI graduates are rated highly for personality, work ethic, and the Islamic values that underpin their work. However, the continuity of technical training, enhancement of adaptive skills, and strengthening of mental and spiritual stability are important considerations for the development of an OBE-based curriculum. This will ensure that graduates are not only academically prepared but also capable of addressing real-world challenges in an ever-evolving workforce, equipped with adequate technical skills, high adaptability, and mental and spiritual readiness to navigate the dynamics of a challenging work environment.

The OBE curriculum for the BPI Study Program at UIN Walisongo Semarang is designed to integrate OBE principles, with a focus on clear and measurable learning outcomes. The OBE concept emphasizes that education should be oriented toward expected student outcomes, so that each course not only provides knowledge but also equips students with practical skills relevant to the workforce (Fiandi, 2023). OBE is a holistic approach that encourages individuals to reach their full potential. (Harden, 2007). The purpose of implementing the OBE curriculum at BPI is to enhance graduates' readiness in facing challenges in the workforce, ensuring that graduates are not only competent academically but also possess strong character grounded in the values of da'wah.

Based on the results of the alumni user satisfaction survey, the curriculum designed by the BPI Study Program explicitly requires a da'wah foundation as its core. This is based on the need to produce graduates who are not only academically and professionally competent but also possess strong character and a spirit of da'wah. The satisfaction survey indicates that BPI graduates who succeed in professions such as mentoring, extension work, and socio-religious counseling are highly valued by users for their ethics, communication skills, mastery of information technology, and self-development. To support this achievement, the OBE curriculum developed places da'wah at the center of the Body of Knowledge (BoK), intersecting with four main fields: extension, communication, counseling, and guidance. Each of these

fields is reinforced by the integration of supporting disciplines, including psychology, information technology, psychotherapy, and social rehabilitation. Thus, this OBE curriculum based on da'wah is not only oriented toward labor market needs but also designed to develop graduates capable of making tangible contributions to humanity and civilization through the Unity of Sciences paradigm.

From an academic perspective, the BPI Study Program is part of the practical da'wah knowledge structure alongside Komunikasi dan Penyiaran Islam (KPI), Manajemen Dakwah (MD), and Pengembangan Masyarakat Islam (PMI). Over time, the development of knowledge in education has evolved alongside labor market needs; accordingly, the formulation of the BPI Study Program has evolved as depicted in the BoK image, with the circle of "da'wah" as the core and spirit of BPI knowledge. Therefore, graduate profiles must be imbued with awareness of spiritual values and the da'wah mission of Walisongo. In this context, the courses taught not only address da'wah themes but are also designed to cultivate the "distinction" and "karakter" of instructors, mentors, counselors, and preachers. In line with the vision of the Unity of Sciences, which is the essence of UIN Walisongo Semarang, BPI develops a curriculum based on several disciplines, including extension, communication, guidance, and counseling. Curriculum development needs to take into account the university's mandate, which should be aligned with the institution's vision and mission (Ekawati *et al.*, 2018). Thus, each course not only enriches the body of knowledge of BPI but also shapes graduates who are integrity-driven and prepared to become agents of change in society, in accordance with the direction mandated by the university.

More specifically, the BPI Study Program at UIN Walisongo develops two competency specializations: religious social counselors and religious social extension workers, which to date have remained relevant and aligned with community needs, as reflected in recent research findings. The existence of these specializations, along with their suitability, is an important factor influencing capabilities and market demands, thereby producing graduates for the intended professions (Nurchalia *et al.*, 2023). The specialization is grounded in the development of da'wah activities that emphasize an approach informed by counseling, communication, and guidance, aiming to produce graduates who are not only professionally competent but also possess strong da'wah values. The research findings indicate the relevance of this specialization. This is further reinforced by the job market demand for religious extension workers and social counselors who can contribute to society's holistic development. Furthermore, the results confirm that this specialization is not only relevant but also a key element in developing an OBE curriculum grounded in da'wah within the BPI Study Program.

The curriculum must reflect social needs that align with workforce needs (Tedesco *et al.*, 2014). These four main clusters of knowledge in counseling and guidance form the foundation for designing courses that support graduate learning outcomes. The initiated courses are also designed to prepare students to contribute to the fields of preaching and social services that address society's current needs. The OBE curriculum in the BPI Study Program at UIN Walisongo Semarang emphasizes the development of graduates' competencies that are comprehensive and relevant to the demands of today's workforce.

Capaian Pembelajaran Lulusan (CPL) serves as the main pillar of this curriculum, formulated through consensus among associations and informed by the unique characteristics of the BPI Study Program at UIN Walisongo (Rokhmat & Muntaz, 2022). Recent research results indicate that the defined graduate profiles, namely Islamic Religious Advisors, Religious Social Counselors, and Religious Social Extension Workers, remain relevant to the needs of society and the job market. This is reinforced by high levels of user appreciation for graduates, particularly in ethics, communication skills, mastery of information technology, and self-development. This profile describes graduates who not only possess extensive, up-to-date knowledge in religious social studies but also possess good character and are capable of performing guidance, counseling, and outreach tasks grounded in Islamic teachings and their acquired knowledge. With proven relevance, the OBE curriculum of the BPI Study Program at UIN Walisongo

serves as a strategic foundation to produce graduates who are competent, professional, and able to meet the challenges of the times.

For example, the Capaian Pembelajaran Lulusan (CPL), formulated in accordance with the Standar Nasional Pendidikan Tinggi (SN DIKTI), covers the domains of attitude, knowledge, and skills. CPL-01 emphasizes the importance of a religious attitude and behavior that contribute to the quality of community life, where graduates are expected to think creatively and innovatively and to possess character, morals, ethics, and professionalism. Research results show that the relevance of specializations in the BPI Study Program remains strong, as graduates with these competencies are recognized by users for their superior abilities in the socio-religious field, particularly in developing religious attitudes, ethics, and professionalism. OBE-based education in the BPI Study Program not only aligns with national standards but has also proven to meet the real needs of society for professionals capable of critical thinking and making positive contributions to improving the quality of community life.

Furthermore, a CPL that focuses on mastery of theories, techniques, and approaches in guidance, counseling, and advisory services remains relevant and aligns with research findings showing high user satisfaction with graduates of the BPI Study Program. This competence is key to supporting the development of individual potential and to solving problems in a society with diverse religions and cultures. For instance, CPL-02 emphasizes that graduates must master the theoretical foundations and techniques necessary to develop individual potential, which not only reflects academic quality but also serves as an effective means of *dawah*. In addition, the ability to apply media and information technology in guidance and counseling services, as stated in CPL-04 and CPL-09, further strengthens the relevance of this specialization in addressing the challenges of the modern workforce. The research results indicate that graduates with these competencies are regarded as superior contributors to society, underscoring the relevance and adaptability of this OBE-based curriculum to user needs.

Thus, the OBE curriculum in the BPI Study Program at UIN Walisongo Semarang not only produces technically competent graduates but also shapes individuals prepared to address social challenges through a holistic approach grounded in Islamic values. The relevance of this curriculum is further supported by research findings indicating high levels of user satisfaction among graduates, particularly in ethics, teamwork, and field-specific knowledge. This curriculum integrates academic knowledge with practical skills and essential soft skills, preparing graduates not only to be proficient in theory but also to make a tangible contribution to society. This alignment reflects the importance of education that is adaptive to the needs of the community it serves, as emphasized in the literature (Basha, 2017). Supported by research findings, the specialization in this curriculum remains relevant to addressing workforce demands and contemporary social challenges. The Merdeka Belajar-Kampus Merdeka (MBKM) curriculum, previously implemented in the BPI Study Program at UIN Walisongo Semarang, has provided valuable insights into graduate user satisfaction, despite the graduates not having undergone the OBE curriculum. Survey results on user satisfaction indicate that components of the MBKM curriculum, such as internship programs and project-based learning, effectively enhance graduates' workforce readiness. Furthermore, the internship programs within the MBKM curriculum provide students with direct experience applying theoretical knowledge to practice, resulting in graduates who are more skilled and adaptable (Baharuddin, 2021; Piliano *et al.*, 2023). In addition, the MBKM curriculum also meets students' expectations to gain internship and hands-on experience in the field more fully during their studies through effective socialization (Sensony *et al.*, 2024). The relevance of this approach is increasingly emphasized by research findings that underscore the importance of integrating *dakwah* knowledge to shape values of tolerance and diversity, which are essential in a pluralistic society. This indicates that the focus on religious social counselors and instructors in the OBE curriculum remains relevant and aligned with societal and labor-market needs, as evidenced by results from graduate user satisfaction surveys. Building on the

foundation established by the MBKM curriculum, the transition to the OBE curriculum further strengthens the specialization's relevance and excellence.

In the context of curriculum relevance, the transition from MBKM to OBE becomes a strategic step to meet the increasingly complex demands of the job market, especially in the Industry 4.0 era. The OBE curriculum is designed to align with the expected competencies, including technical and soft skills required in today's workforce (Suranata *et al.*, 2024). Survey results on graduate user satisfaction indicate that the learning outcomes-based approach employed in the OBE curriculum aligns with stakeholder expectations, particularly in producing graduates capable of competing globally. In addition, the reinforcement of project-based evaluation and systematic learning in the fields of da'wah, guidance, and counseling further affirms the relevance of the specialization for social-religious counselors and social-religious extension workers. Research also supports the claim that this approach can prepare graduates to contribute effectively in various social settings while maintaining the unique Islamic values that define the identity of BPI UIN Walisongo. Thus, the OBE curriculum not only strengthens the relevance of this specialization but also ensures that graduates are equipped to navigate the dynamics of global change.

Feedback from alumni on their experiences with the MBKM curriculum provides valuable insights for improving the development of the OBE curriculum at BPI (Pramesti *et al.*, 2017; Reresi, 2024). Although many alumni are satisfied with the knowledge they gained, they also noted challenges in the workforce, particularly the lack of preparation for real-world field dynamics. Alumni strongly advocate that the future OBE curriculum should incorporate more practical elements, such as case studies relevant to real industry situations, to enhance graduates' readiness for the workforce. In this regard, the specializations of religious social counselors and religious social extension workers remain highly relevant, as they are directly linked to practical needs in the field. Therefore, alumni feedback should be considered to enrich the curriculum, with an emphasis on developing deeper theoretical knowledge and practical skills, thereby enabling graduates to address industry challenges. This aligns with the development of science and technology and with national education policies that emphasize the importance of a curriculum responsive to change, so that graduates possess relevant competencies and are prepared to compete in the job market (Safitri & Sutadji, 2025). Thus, the designed OBE curriculum not only maintains the relevance of that specialization but also provides room for the development of more holistic and ready-to-use competencies.

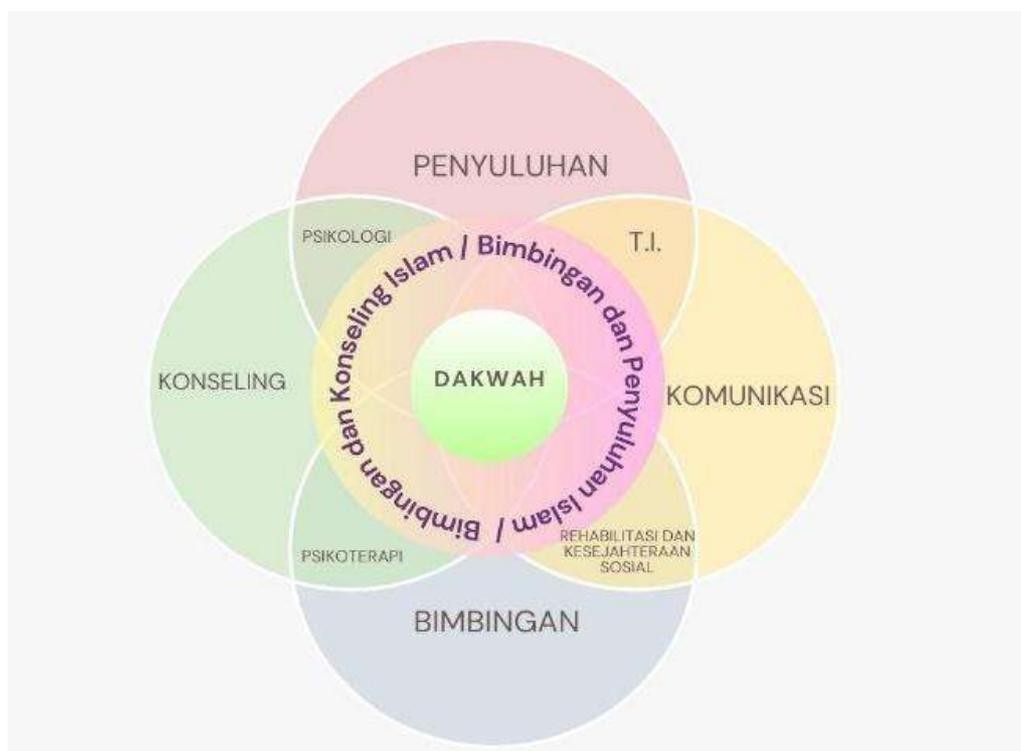


Figure 1. OBE Curriculum BoK for BPI Study Program
Source: Author Illustration 2024

The Body of Knowledge (BoK) in the BPI/BKI Study Program at UIN Walisongo Semarang, as shown in **Figure 1**, positions "dakwah" as the core and spirit of the entire body of knowledge, serving as the foundation for developing graduate competencies. The graduates produced are expected to possess a deep awareness of the values of Walisongo dakwah and the vision of the Unity of Sciences (UoS), making them not only educators, mentors, or counselors but also da'is with strong character and distinction that set them apart in the workforce. Based on research findings, the OBE curriculum developed in the BPI/BKI Study Program emphasizes that dakwah courses are no longer focused solely on describing dakwah themes, but are directed towards integrating relevant dakwah values within social and cultural contexts, while simultaneously developing practical skills that contribute to improving the quality of life in the community. In this regard, the specialization in religious social counseling and religious social outreach remains relevant and important, as both encompass courses that enrich the body of knowledge in BPI/BKI based on several disciplines, such as extension, communication, guidance, counseling, as well as other basic sciences like psychology, psychotherapy, informatics, technology, and rehabilitation and social welfare. This shows that the OBE curriculum developed remains relevant and adapts to the needs of industry and the development of science and technology, ensuring that BPI/BKI graduates possess not only technical competencies but also a strong missionary character, in accordance with the research underpinning this curriculum's development.

More specifically, the BPI Study Program at UIN Walisongo develops two competency specializations: religious social counselors and religious social extension workers, grounded in the development of dakwah irsyad activities that integrate the BPI (Bimbingan dan Penyuluhan Islam) and BKI (Bimbingan dan Konseling Islam) approaches. Based on research findings, these specializations have proven relevant and appropriate to the needs of the workforce and to the development of the competencies required of graduates. The specialization in religious social counseling is grounded in the development of counseling, psychology, and guidance sciences, which are designed to produce graduates with competencies for religious social counseling. This core body of knowledge underpins the preparation of counseling-based

courses, which are complemented by other supporting courses, collectively supporting the achievement of graduate learning outcomes. On the other hand, the religious social counseling specialization focuses on counseling, communication, and guidance. It is developed through counseling and related supporting courses, thereby strengthening graduates' competence to serve as religious social counselors. The emphasis on these two specializations aligns with research findings indicating that the curriculum developed in the BPI Study Program at UIN Walisongo remains relevant to societal and industry challenges and adapts to the latest developments in science and technology. Thus, the specializations in religious social counseling and religious social outreach remain consistent with survey results and feedback from graduates and users, indicating a need for graduates who are competent and prepared to address social and religious challenges in society.

Discussion

The research results show that the development of an OBE-based curriculum in the BPI Study Program at UIN Walisongo systematically integrates dakwah values within the graduate competency framework. This finding expands on other findings that highlight the importance of consistency in formulating program study objectives, CPL, and CPL assessments as pillars of OBE (Rasyid *et al.*, 2022). Although previous research emphasized the importance of aligning curriculum documents with OBE principles structurally, this study shows that the scientific substance embedded in the curriculum also needs to include the distinctive values derived from the uniqueness of the study program's scientific paradigm, in this case, the values of da'wah as the spirit of the science.

Furthermore, these findings confirm the importance of clarity in the Body of Knowledge and the locus of knowledge as a foundation in developing graduate profiles. As for the opinion that states issues arise in various institutions that develop graduate profiles without referring to the specific characteristics of their respective fields of knowledge (Saifudin, 2024). This study emphasizes that the formulation of graduate profiles based on values and a practical scientific orientation not only avoids genericity but also promotes coherence between the CPL (Learning Outcomes) and the overall course structure. This study also aligns with prior research recommendations on the importance of comprehensive curriculum reconstruction by emphasizing the interrelatedness of skills, attitudes, and knowledge. That research highlights the need for explicitly designing the scientific character of study programs as the foundation of the curriculum. In this study, the development of specializations for religious social counselors and religious social extension workers is grounded in multidisciplinary scientific mapping (e.g., counseling, communication, psychology, technology), thereby demonstrating the concrete application of these principles (Rokhmat & Muntaz, 2022).

Other research indicates that the main challenges in implementing OBE are not only administrative but also pedagogical and cultural. The findings in this study address these challenges by demonstrating that developing a curriculum responsive to the needs of graduates and societal dynamics can provide a concrete means of ensuring curriculum relevance while maintaining the study program's institutional characteristics. The strategies identified in that research, such as the integration of blended learning and 4.0 literacy, complement the strategies identified in this study, namely, strengthening practical skills and socio-religious character in learning (Muzakir, 2023). Thus, this study not only reinforces previous findings but also offers a new contribution in the form of an emphasis on a value-oriented BoK that is responsive to user needs, as well as proof that the OBE curriculum can be implemented contextually while maintaining specific scholarly characteristics without losing the direction of learning outcomes at both the national and global levels.

CONCLUSION

The user satisfaction survey results for graduates of the BPI Study Program indicate a very high level of satisfaction, particularly in ethics, teamwork, communication, use of information technology, self-development, and field-related skills. This very positive assessment indicates that graduates have met users' needs and expectations in the workforce. Based on this evaluation, the BPI Study Program at UIN Walisongo has developed a curriculum grounded in Outcome-Based Education (OBE) that centers on dakwah competencies as the foundation for compiling the Body of Knowledge (BoK). Dakwah is positioned as central in this curriculum, considering its relevance to the competencies needed in society. Furthermore, four major fields that intersect with dakwah—namely extension, communication, counseling, and guidance—are integrated with other disciplines. Counseling intersects with psychology, communication with information technology, guidance with rehabilitation and social welfare, and counseling with psychotherapy. The preparation of this BoK is based on the results of a graduate user satisfaction survey, which assesses that dakwah competencies, combined with various related disciplines, will produce graduates who are ready to face challenges and contribute to various sectors of society.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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