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TRANSFORMATION OF ARABIC EDUCATION CURRICULUM THROUGH CYBER BASED MERDEKA BELAJAR KAMPUS MERDEKA AND OUTCOME BASED EDUCATION

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Abstract

The transformation of Universitas Islam Negeri (UIN) Syekh Nurjati Cirebon into Indonesia's first cyber university requires aligning the Arabic Education curriculum with The Outcome-Based Education (OBE) method and the Merdeka Belajar-Kampus Merdeka (MBKM) policy, including a minimum of 10% of cyber-content credits. This study develops a cyber-based MBKM curriculum within the OBE framework in the Arabic Education Department using a research and development (R&D) approach based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data were gathered from 53 respondents through surveys, interviews, observation, document analysis, and focus group discussions, and were analyzed using a mixed-methods approach. The results show that the curriculum is well planned, that its design is adaptive and meets the cyber-content requirement, and that its implementation strengthens students' pedagogical, professional, and digital competencies through activities such as teaching assistance, internships, and digital village projects. Questionnaire evaluation yielded a grand mean of 3.89–3.91 (Strongly Agree category), while expert validation reached 88.2% (Highly Feasible). Based on respondents' perceptions and expert validation, the cyber-based MBKM curriculum is feasible and positively perceived, which points to its potential effectiveness, although it still requires stronger digital infrastructure, a better credit-conversion system, and closer coordination with external partners before it can be fully optimized. This study concludes that the developed curriculum design is feasible and well perceived, and is oriented toward producing competitive and transformative Arabic Education graduates in the digital era within a moderate Islamic education framework.

Keywords: Curriculum Transformation, Arabic Language Education, Merdeka Belajar Kampus Merdeka, Cyber-Based Curriculum, Outcome-Based Education.

Abstrak

Transformasi Universitas Islam Negeri (UIN) Syekh Nurjati Cirebon menjadi universitas siber pertama di Indonesia menuntut penyelarasan kurikulum Pendidikan Bahasa Arab dengan kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) dan pendekatan *Outcome-Based Education* (OBE) serta pemenuhan minimal 10% SKS bermuatan siber. Penelitian ini bertujuan mengembangkan kurikulum MBKM berbasis siber dalam kerangka OBE di Jurusan Pendidikan Bahasa Arab melalui metode penelitian dan pengembangan yang menggunakan model ADDIE (analisis, desain, pengembangan, penerapan, dan evaluasi). Data dikumpulkan melalui wawancara dan kuesioner terhadap 53 responden, observasi, analisis dokumen, dan *focus group discussion*, dianalisis secara *mixed methods*. Hasil penelitian menunjukkan bahwa kurikulum yang dikembangkan memiliki perencanaan solid, desain adaptif dengan pemenuhan muatan siber, serta implementasi yang meningkatkan kompetensi pedagogik, profesional, dan digital mahasiswa melalui kegiatan asistensi mengajar, magang, dan proyek desa digital. Evaluasi kuesioner memperoleh grand mean 3,89–3,91 (kategori Setuju Tinggi), sedangkan validasi ahli mencapai 88,2% (Sangat Layak). Berdasarkan persepsi responden dan validasi ahli, kurikulum MBKM berbasis siber dinilai layak dan dipersepsikan positif sehingga mengindikasikan potensi efektivitas, namun masih memerlukan penguatan infrastruktur digital, sistem konversi SKS, dan koordinasi mitra untuk optimalisasi. Penelitian ini menyimpulkan bahwa desain kurikulum yang dikembangkan layak dan dipersepsikan baik, serta berorientasi pada penyiapan lulusan Pendidikan Bahasa Arab yang kompetitif dan transformatif di era digital dalam kerangka pendidikan Islam moderat.

Kata Kunci: *Transformasi Kurikulum, Pendidikan Bahasa Arab, Merdeka Belajar Kampus Merdeka, Kurikulum Berbasis Siber, Outcome-Based Education*

INTRODUCTION

The curriculum is central to education. It guides the type, scope, and sequence of material and the learning process, and it is designed to meet educational goals that account for student development, the surrounding environment, holistic human development, and advances in science and technology.¹ To respond to global change and industry needs, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Merdeka Belajar-Kampus Merdeka (MBKM) program. The program prepares students to become competent graduates in science and technology and to meet global demands in the workplace by developing both their hard and soft skills.² Successful implementation of MBKM depends on the willingness of higher education institutions to transform rigid, content-based curricula into flexible, learning-outcome-based ones.

The Outcome-Based Education (OBE) system supports this transformation. OBE organizes the education system around specific, measurable learning outcomes that describe what students

¹ Syafarudin dan Aminudin, *Manajemen Kurikulum* (Medan: Perdana Publishing, 2017), 43.

² Ratna Puspitasari and Riant Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka FISIP UPN Veteran Jawa Timur," *Dinamika Governance: Jurnal Ilmu Administrasi Negara* 11. No. 2 (2021): 276-292.

should know and be able to do by the end of their learning.³ This approach draws on Bloom's idea of mastery learning, which stresses competence built through repeated practice and criterion-based assessment.⁴ In higher education, OBE integrates knowledge, skills, and attitudes so that graduates are prepared for real challenges, including those of the digital age. This integration is closely tied to the principle of constructive alignment, in which intended learning outcomes, learning activities, and assessments are deliberately interconnected to ensure coherent and meaningful learning experiences.⁵

The need to develop this curriculum has grown more urgent since Institut Agama Islam Negeri (IAIN) changed its status to Universitas Islam Negeri (UIN) Siber Syekh Nurjati Cirebon, the first cyber-based State Islamic Higher Education Institution (PTKIN) in Indonesia. This change combines a strong Islamic curriculum with technological expertise, requiring the Arabic Language Education Department (PBA) to align its curriculum. In accordance with Director General of Islamic Education Decree Number 1175 of 2021, UIN Siber Syekh Nurjati was designated as a Pilot Project for Cyber-based PTKIN. Consequently, the implementation of Cyber-Based MBKM requires aligning courses (MK) to accommodate institutional transformation, with a minimum of 10% of the total credits consisting of cyber-based classes, which had not been achieved previously. The PBA Department therefore develops the curriculum periodically in response to advances in science and technology, societal needs, its scientific vision, and stakeholder needs, so as to keep education relevant and of high quality and to meet international accreditation standards.

This study responds to the challenges raised by this digital-era transformation of higher education. Its goal is to develop a cyber-based Merdeka Belajar Kampus Merdeka (MBKM) curriculum within the OBE framework in the PBA Department at UIN Siber Syekh Nurjati Cirebon. Specifically, this study focuses on: 1) Aligning the curriculum and implementing cyber-based MBKM within the OBE framework; 2) Fulfilling the composition of cyber-based courses (minimum 10% SKS); 3) Developing a sustainable curriculum for global relevance and stakeholder needs; and 4) Improving graduate competencies in the digital era.

³ William G Spady, *Outcome-Based Education: Critical Issues and Answers* (Arlington: American Association of School Administrators, 1994), 56.

⁴ Benjamin S Bloom, (1986) "Learning for Mastery. Instruction and Curriculum. Regional Education Laboratory for the Carolinas and Virginia, Topical Papers and Reprints, Number 1," *Evaluation comment* 1, no. 2 (1968): 1-12, <https://eric.ed.gov/?id=eD053419>.

⁵ M. O'Sullivan and, C. T. Bjørndal, "Reconceptualising Constructive Alignment within the epistemological distinction of ways of knowing in a higher education coach development course module," *Physical Education and Sport Pedagogy*, (2024): 1–17, <https://doi.org/10.1080/17408989.2024.2439969>.

The aspects examined include graduate profiles, Graduate Learning Outcomes (CPL), curriculum structure, distribution of MBKM and cyber courses, and cyber-based learning implementation models.

Although MBKM and OBE policies have been widely implemented, research on the development of a cyber-based MBKM curriculum within the OBE framework in the Arabic Language Education Department remains limited. Previous studies tend to focus on general aspects of MBKM. Rahmat Hidayat's research discusses the development of a cyber counseling system to support MBKM. In the context of the Industrial Revolution 4.0, Asfiati & Mahdi's research emphasizes the incorporation of cyber aspects for learning accessibility. Other research, such as that carried out by Baharuddin, Sarip et al. at PBA UNJ, and Rahman et al. at PBA UNSIQ, focus on the integration of humanistic values, institutional preparation, and the MBKM curriculum model in general, but do not explicitly discuss the alignment of the cyber-based MBKM curriculum to meet the requirements of PTKIN Siber and the integrated OBE framework. More recently, Sobri et al.⁶ examined the implementation of an OBE curriculum under MBKM at the Arabic Language Education program of Jambi University, finding that OBE-MBKM integration improves graduate employability through internships, industry projects, and student exchanges; however, this study was conducted at a conventional (non-cyber-based) PTKIN and did not address the specific requirements of a cyber-designated PTKIN or the mandatory composition of cyber-based credits.

By focusing on the Arabic Language Education Department of UIN Siber Syekh Nurjati Cirebon, this study seeks to close this gap. This study specifically intends to: (1) examine how the curriculum and cyber-based MBKM implementation fit within the OBE framework, (2) describe the fulfillment of cyber-based course composition, (3) formulate sustainable curriculum development for global relevance and stakeholder needs, and (4) identify strategies for improving graduate competencies in the digital era. This research is expected to offer a relevant and integrated MBKM curriculum development model that meets the demands of UIN Siber and OBE principles.

To avoid ambiguity, the term *cyber-based curriculum* in this study refers operationally to a curriculum whose delivery and content are systematically mediated by digital technology⁷, and is indicated by five markers: (1) a minimum of 10% of the total credits delivered as fully online or blended courses; (2) the use of an institutional Learning Management System (LMS) as the

⁶ Muhammad Sobri et al., "Outcome-Based Education (OBE) Curriculum: MBKM's Impact on Employability Skills in Arabic Education Graduates at Jambi University," *An Nabighoh* 27, no. 1 (2025): 161-178, DOI: 10.32332/an-nabighoh.v27i1.161-178.

⁷D. R. Garrison, & N. D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (San Francisco: Jossey-Bass, 2028), 65.

principal platform for material distribution, interaction, and assessment; (3) the embedding of digital, Arabic-specific e-content such as digital vocabulary (mufradat) applications, interactive modules, and audio-visual materials⁸; (4) the explicit integration of digital-literacy competencies into the Semester Learning Plan (RPS) and Graduate Learning Outcomes (CPL); and (5) the availability of designated cyber-content courses, for example E-learning and ICT-based Arabic learning. These indicators put into practice the institutional requirement of a minimum of 10% cyber-based credits and act as the reference standard for the curriculum development reported in this article.

The novelty of this study lies in an integrated model that simultaneously (a) aligns Graduate Learning Outcomes (CPL) with cyber-based MBKM activities within a single OBE framework, (b) operationalizes the fulfillment of the minimum 10% cyber-based credit requirement mandated for a cyber-based PTKIN, and (c) formulates an MBKM credit-conversion and evaluation mechanism for the specific context of Arabic Language Education at Indonesia's first cyber-based Islamic university. Unlike previous studies that examine MBKM or OBE separately, or in general higher-education settings, this article contributes a discipline-specific, cyber-oriented curriculum model for Arabic Language Education that links outcome formulation, course and MBKM mapping, cyber-content composition, and OBE-based evaluation into one coherent design.

METHOD

To build a cyber-based Merdeka Belajar Kampus Merdeka (MBKM) curriculum within the Outcome-Based Education (OBE) framework in the Arabic Language Education Department (PBA) at UIN Siber Syekh Nurjati Cirebon, this study uses a Research and Development (R&D) approach. According to Sugiyono (cited in Kamaladini), development research is a process used to validate and develop a product, or to improve an existing one, in an accountable way. The study chose the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) because it fits the transformation of higher education in a cyber environment.

The Development Procedure is carried out through five systematic stages⁹: 1) Analysis Phase: This phase includes analysis of the existing PBA curriculum, needs analysis, and condition analysis, which aim to identify gaps between the traditional curriculum and cyber literacy requirements for

⁸ G Stockwell, *Computer-Assisted Language Learning: Diversity in Research and Practice* (New York: Cambridge University Press, 2012), 43.

⁹ Michael Molenda, "in Search of the Elusive ADDIE Model," *Performance improvement* 42, no. 2 (2015): 34-37.

Arabic language learning. Preliminary stakeholder surveys, observations of MBKM implementation, and literature studies were used to gather the initial data. 2) Design Phase: The results of the analysis phase were used to formulate curriculum design objectives, identify materials and resources, and map objectives with the required media. The final result is a blueprint for a cyber-based MBKM curriculum. 3) Development Phase: Developing and compiling materials according to the design, testing instruments, and validation by experts (content, media, and curriculum design experts). This phase ends with improvements based on expert advice. 4) Implementation Phase: This stage runs field trials of the curriculum developed in the PBA Department and, in doing so, evaluates the planning and records the strengths and weaknesses of the curriculum. 5) Evaluation Phase: Reflecting on and revising all stages. Evaluation is carried out in two forms: formative (at each stage) and summative (measuring learning outcomes and obtaining comprehensive feedback), which together provide a reference for curriculum improvement.

Each stage produced a concrete, documentable output. The Analysis stage yielded a needs-analysis report and a gap map between the existing curriculum and cyber-literacy requirements. The Design stage produced a curriculum blueprint comprising the graduate profile, the CPL formulation, the CPL-to-course mapping, the distribution of MBKM and cyber-content courses, and a draft MBKM credit-conversion scheme. The Development stage generated the learning devices (the OBE-based Semester Learning Plan and digital teaching materials), the validation instruments, and the expert-validated revision of the design. The Implementation stage produced field-trial records of MBKM activities together with technical guidelines for cyber-based MBKM, covering credit recognition for online activities and data-security protocols. Finally, the Evaluation stage produced the formative and summative evaluation results, namely the respondent-perception data, the expert-validation matrix, and the list of product revisions that became the reference for curriculum improvement. These outputs are reported in the Results and Discussion section.

Interviews, questionnaires, focus groups, observations, and document analysis were used to gather data. A mixed-methods approach was used for product testing, incorporating qualitative and quantitative data to evaluate the established curriculum's feasibility, validity, and practicality. Descriptive qualitative analysis Miles & Huberman was used to examine qualitative data through the phases of data reduction, data display, and verification. In the meantime, the quantitative data from the perception questionnaire and expert validation were analyzed using descriptive statistics (mean and percentage), which were then converted into feasibility and perception categories on a five-point Likert scale; no pre-test and post-test comparison or inferential test was conducted, as the study was directed at assessing the feasibility and perceived quality of the curriculum product rather

than at measuring a treatment effect. Data triangulation was conducted to improve the validity of the results, namely by integrating findings from interviews, questionnaires, and observations to evaluate the gap in the implementation of cyber-based MBKM.

Respondents were selected through purposive sampling on the basis of their direct involvement in the implementation of cyber-based MBKM in the PBA Department. The 53 respondents comprised PBA students who had participated in MBKM activities, lecturers and study-program administrators who designed and supervised the curriculum, and representatives of partner schools and institutions. The inclusion criteria were active participation in at least one MBKM scheme (teaching assistance, internship, research, or community service) and direct experience with the cyber-based learning components. For the testing of a curriculum product through perception and expert validation, this number was regarded as adequate because the study did not aim for statistical generalization to a wider population but rather to obtain in-depth, information-rich feedback from those who had actually experienced the curriculum.

The research instruments were developed from indicators derived from the OBE and MBKM frameworks. The perception questionnaire used a five-point Likert scale and followed a blueprint covering five constructs: curriculum planning; design and flexibility; implementation of MBKM activities; cyber-content and technology integration; and monitoring and evaluation. Content validity was established through expert judgment by the content, media, and curriculum-design validators, and the internal consistency (reliability) of the questionnaire was examined prior to data collection. The interview and observation guides were aligned with the same indicators to permit methodological triangulation, in which questionnaire results were cross-checked against interview statements, observation notes, and document analysis. This procedure was intended to strengthen the credibility and academic accountability of the findings.

RESULT AND DISCUSSION

Implementation of Merdeka Belajar Kampus Merdeka in the Arabic Language Education Department at UIN Siber Syekh Nurjati Cirebon

Because the MBKM curriculum relies on partners to meet learning objectives in higher education, its implementation matters for building a comprehensive curriculum. To help graduates enter the workforce, higher education institutions involve outside stakeholders in curriculum

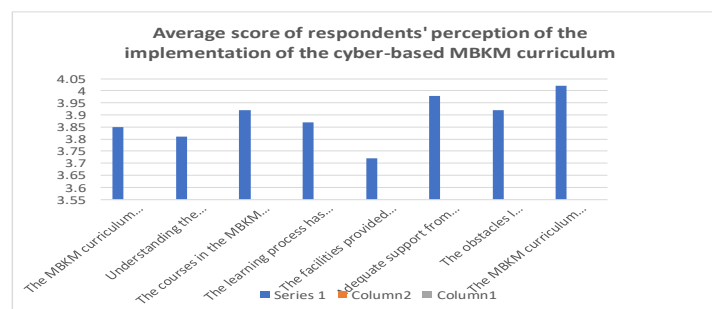
development.¹⁰ Since 2021, the MBKM curriculum planning has been generally well-organized, following both internal university requirements and those from the Ministry of Education, Culture, Research, and Technology. This curriculum includes key elements such as adaptive Graduate Learning Outcomes (CPL), flexibility to choose courses outside the study program, and opportunities for off-campus activities, including teaching assistance, research, and internships. This approach follows the principles of Outcome-Based Education (OBE), which emphasize measurable learning outcomes matched to the needs of the workplace. It calls for a student-centered curriculum design and the use of digital technology to improve graduate competencies in the 4.0 era.¹¹ However, the implementation of the MBKM program has not been optimal, influenced by limitations in the academic system for credit conversion, limited coordination between faculties and external partners, and inadequate cyber-based learning infrastructure.

Faculty and students still understand MBKM to varying degrees; most grasp the basic concepts but need further training in developing OBE-based Semester Learning Plans (RPS) and credit-recognition mechanisms.

Table 1. Respondents' perception scores of the implementation of cyber-based MBKM (key indicators)

No.	Perception Indicator	Mean Score	Category
1	Curriculum flexibility	4.02	High (Agree)
2	Lecturer support	3.98	High (Agree)
3	Workplace competence	3.92	High (Agree)
4	Supporting facilities	3.72	High (Agree)
–	Grand mean	3.89	High (Agree)

Figure 1. Average score of respondents' perception of the implementation of the cyber-based MBKM



¹⁰ Cahya Andika and Lelly Muridi Zham-Zham, "Urgensi Pengembangan Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Menurut Ketentuan Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *Jurnal Lawnesia (Jurnal Hukum Negara Indonesia)* 1, no. 1 (2022): 38-41.

¹¹ Teni Marlina Maharani et al., Implementasi Kurikulum Berbasis OBE oleh Pendidik Pendidikan Anak Usia Dini di Era 4.0. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 9, no. 6 (2025): 2361–2366, <https://doi.org/10.31004/obsesi.v9i6.7175>.

The questionnaire results from 53 respondents showed a generally positive perception, with a grand mean of 3.89 on a 1-5 Likert scale, which falls into the "Agree" category. The highest indicators were curriculum flexibility (mean 4.02), lecturer support (mean 3.98), and workplace competence (mean 3.92), while the supporting facilities indicator received the lowest score (mean 3.72). These data indicate that the majority of students (68-75.5%) feel that the MBKM curriculum is appropriate and provides flexibility, but around 20-34% of respondents are neutral or disagree on the aspects of facilities, handling obstacles, and socialization. These findings echo Kolb's (1984)¹² Experiential Learning theory, which has been adapted in the context of MBKM to emphasize real-world, experience-based learning, where curriculum flexibility allows students to build knowledge through cycles of reflection and practical application. In implementing cyber-based MBKM, integrating such experiences requires robust digital support to overcome the understanding gap, as indicated by the neutral group, which may be due to inadequate socialization.

During the product trial phase, MBKM activities were gradually introduced in the PBA Department, including teaching assistance at partner schools (such as Madrasah Tsanawiyah and Aliyah), student exchanges between study programs (e.g., with the Arabic Language and Literature Study Program), collaborative research between lecturers and students, digital village-based community service projects (such as the development of Arabic-language content), and internships in non-education industries (such as the State Pension Savings Bank). These activities follow the MBKM principle of encouraging off-campus learning to broaden pedagogical and professional competencies, especially in Arabic language learning, which increasingly depends on cyber media. Observations indicate the department's commitment to the curriculum transition, but formal integration into the credit system still needs strengthening. This is consistent with best practices in MBKM implementation at Indonesian state universities,¹³ where internship programs and social projects have successfully improved student competencies. However, challenges such as lecturer digital readiness and partner coordination remain key issues. In the context of OBE, these activities support the achievement of outcomes through the Plan-Do-Check-Act (PDCA) approach, which ensures curriculum adaptation to stakeholder needs.¹⁴

¹² Mochamad Nursalim et al., *FIP UNESA Garda Depan Asta Cita dalam Dunia Pendidikan* (Sukabumi: CV Haura Utama, 2025), 8-9.

¹³ Hesti Kusumaningrum et al., "Best Practices in MBKM Curriculum Implementation at State Universities in Indonesia," *Edukasi Islami: Jurnal Pendidikan Islam* 14, no. 03 (2025): 595-608.

¹⁴ Farhan Iswana Putra Ramadhan, "Implementation of the Data Literacy Course in Supporting the OBE-Based Curriculum at Telkom University," *EduGrows: Education and Learning Review* 1, no. 2 (2025): 119-142.

Based on the results of observations and interviews, product revisions focused on three main areas: strengthening the digital-based academic system to manage the MBKM workflow from start to finish, compiling technical guidelines for implementing cyber-based MBKM (including SKS recognition for online activities and data security protocols), and establishing cooperation with more diverse external partners (such as language edutech industries and translation agencies). This revision is necessary to overcome administrative and infrastructure barriers, which often hinder the implementation of OBE-oriented MBKM curricula. Theoretically, this approach supports curriculum revitalization to strengthen MBKM, where innovations such as FGDs and stakeholder socialization can increase adaptability and collaboration with industry, so that graduates are better prepared to meet global demands.¹⁵

Although MBKM planning in the PBA Department is solid, optimizing implementation requires integrating OBE theory with strong institutional support. Improvements in cyber facilities and training will encourage students to rate the program as "Strongly Agree," while ensuring that this curriculum contributes to the quality of higher education in Indonesia.

A closer reading of these findings shows that the recurring obstacles have deeper structural and human-capacity roots; they are not simply isolated technical problems. The weakness of the credit-conversion system stems from the absence of a fully digital academic information system able to record and equate off-campus learning with on-campus credits, so that MBKM achievements are still administered manually. Limited partner coordination reflects the lack of binding cooperation schemes and joint quality standards between the department and external institutions; without an explicit framework for evaluating the quality of work-integrated learning, the recognition of student work remains inconsistent¹⁶. The variation in lecturer and student understanding stems from uneven digital competence and from the still-limited socialization of OBE-based course design, not from resistance to MBKM itself; seen through digital-competence frameworks for educators, lecturers' digital and pedagogical readiness is a precondition for successful cyber-based MBKM rather than something that develops automatically once it is under way¹⁷. Comparative evidence supports this point: delivery mode alone does not determine learning outcomes, because instructional design and learner support are the decisive factors in online and

¹⁵Aulia Azimi, Heny Hidayati, and Fitri Jayanti, "Implementasi dan Inovasi Penguatan Kurikulum MBKM Berorientasi OBE Pada Prodi Akuntansi Syariah," *Jurnal Visi Pengabdian Kepada Masyarakat* 6, no. 2 (2025): 28-48, <https://doi.org/10.51622/pengabdian.v6i2.2644>.

¹⁶Calvin Smith, "Evaluating the quality of work-integrated learning curricula: A comprehensive framework," *Higher Education Research & Development* 31, no. 2 (2012): 247-262, <https://doi.org/10.1080/03075079.2010.507523>.

¹⁷Christine Redecker, *European framework for the digital competence of educators: DigCompEdu* (Luxembourg: Publications Office of the European Union, 2017), 60, <https://doi.org/10.2760/159770>.

blended settings¹⁸. Accordingly, realistic improvement strategies include developing an integrated MBKM information system with automatic credit conversion, formalizing memoranda of understanding that specify joint assessment standards with partners, and conducting structured capacity-building for lecturers in OBE design and digital-content development. These strategies make the proposed curriculum model practical rather than merely aspirational.

Development of a Cyber-Based MBKM Curriculum in the Arabic Language Education Department

The Arabic Language Education Department (PBA) at UIN Syekh Nurjati Cirebon developed its cyber-based Merdeka Belajar Kampus Merdeka (MBKM) curriculum as an adaptive response to the way higher education is changing in the digital age. This curriculum is built on the Outcome-Based Education (OBE) framework, which gives priority to measurable, relevant graduate learning outcomes (CPL) that meet societal and industry demands. According to Spady, OBE focuses on observable and evaluable learning outcomes rather than just the input process. In the Indonesian context, combining OBE with MBKM has been shown to improve student competence through greater learning flexibility, as a study of the synergy between the two in meeting the challenges of digital education has found.¹⁹ This curriculum aims to produce graduates skilled in both cyber technology and Arabic, consistent with the vision of UIN Siber Syekh Nurjati Cirebon as a "Leading and World-Class Cyber Islamic University" and the vision of the PBA department as a "World-class and transformative Cyber Arabic Language Education Study Program based on moderate Islamic values."

To make the relationship among MBKM, OBE, and the cyber-based curriculum explicit, the three elements are integrated as a single constructive-alignment loop²⁰. The process begins by formulating Graduate Learning Outcomes (CPL) from the graduate profiles (educator, media developer, researcher, and translator) and the UNESCO pillars. These CPL are then translated "backward" into courses, learning activities, and assessment tasks, so that every MBKM scheme (teaching assistance, internship, research, and community service) is mapped to the specific CPL it

¹⁸Barbara Means et al., "The effectiveness of online and blended learning: A meta-analysis of the empirical literature," *Teachers college record* 115, no. 3 (2013): 1-47.

¹⁹ Fahrina Yustiasari Liriwati and Zulhimma Zulhimma, "Synergy Between The Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum And Outcame-Based Education In Realizing an Excellent Graduate Profile," *Systematic Literature Review Journal* 1, no. 2 (2025): 08-11, <https://doi.org/10.70062/slrj.v1i2.152>.

²⁰John Burville Biggs, Catherine So-kum Tang, and Gregor Kennedy, *Teaching for quality learning at university* (Buckingham, UK: SRHE and Open University Press, 1999), 165-203.

is meant to achieve²¹. Cyber-based elements enter this loop at two points: as the delivery mode (online and blended courses that meet the minimum 10% cyber-credit requirement and are supported by the LMS) and as competency targets (digital literacy and Arabic e-content embedded in the CPL and RPS). Finally, OBE-based evaluation, using perception questionnaires, expert validation, observation, and authentic assessment such as rubrics and portfolios, closes the loop by checking whether the intended outcomes are attained and by feeding the results back into curriculum revision. Outcome formulation, course and MBKM mapping, cyber-content composition, and evaluation thus work together as one system instead of as separate parts.

1. Curriculum Needs Analysis

The analysis stage is the foundation for this curriculum's development, including alignment with the institution's vision and mission, industry needs, students' global capabilities, and learning objectives. An analysis of the vision and mission of UIN Siber Syekh Nurjati Cirebon reveals a shift from IAIN to UIN Siber, requiring a curriculum that is adaptable to digital technology. This is in keeping with theories of Arabic-language curriculum transformation in Indonesia, which stress the use of technology to make education more relevant.²² Furthermore, industry needs analysis reveals the demand for graduates who are ready to work, intellectually capable, and adaptable to the times, including cyber literacy in Arabic language learning. Kolb's experiential learning theory supports this approach, in which real-world experience in industry reinforces outcome-based learning.²³

A global competency analysis points to trends such as technology, multicultural job markets, and foreign language skills, which correspond to UNESCO's pillars: learning to know, to do, to be, and to live together. The analysis of learning objectives then yields measurable CPL, set out in the OBE-based Semester Learning Plan (RPS), so that graduates can compete in the fields of education and management. Research on Arabic-language curricula in Indonesia from 2020 to 2024 suggests that this approach supports innovation in digital teaching materials.²⁴

²¹ Grant Wiggins and Mc Jay McTighe, *The understanding by design guide to creating high-quality units* (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2011), 43.

²² Anggun Anisau Latifah, Erlina Erlina, and Agus Pahrudin, "Transformasi Kurikulum Bahasa Arab di Indonesia: Telaah Historis, Filosofis, dan Inovasi Terkini," *LEARNING: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran* 5, no. 3 (2025): 1053-6, <https://doi.org/10.51878/learning.v5i3.5515>.

²³ David A Kolb, *Experiential learning: Experience as the source of learning and development* (FT press, 2014), 43.

²⁴ Muhammad Amin, "Tren Penelitian Kurikulum Bahasa Arab di Indonesia 2020–2024: Tinjauan Sistematis terhadap Artikel Jurnal," *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi* 5, no. 4 (2025): 199-208.

2. Curriculum Design

The cyber-based MBKM curriculum design in the PBA Department refers to the 2025 academic guidelines of UIN Siber Syekh Nurjati Cirebon, with schemes such as internships, thematic community service programs, entrepreneurship, teaching assistance, research, humanitarian projects, independent studies, and religious moderation. The Faculty of Tarbiyah and Teacher Training (FITK) adds elements such as student exchanges, overseas internships, and projects in 3T (underdeveloped, remote, and isolated) areas, with visiting lectures required for lecturers. This design model illustrates the semester flow: semesters 1-2 focus on educational foundations and digital adaptation; semester 3 on deepening knowledge and technological literacy; the intermediate semesters (2-3 and 4-5) as a 9-credit fast track; semesters 6-7 as the core of MBKM with 20-40 credits outside the campus; and semester 8 for the final project.

This design is integrated with OBE, where CPL is mapped to each graduate profile (educator, media developer, researcher, translator) and to UNESCO pillars. This approach is similar to the strategy for developing Arabic teaching materials based on the Merdeka Curriculum, which emphasizes innovation and evaluation.²⁵ The body of knowledge covers education, language, learning technology, research, and local wisdom. It supports a competitive curriculum for the digital age and stresses applied Arabic, digital literacy, and adaptive skills for the demands of an increasingly digital workplace and cross-cultural communication.²⁶

3. Curriculum Development

The development of the MBKM curriculum at PBA emphasizes innovation for 21st-century competencies through structural reconstruction, diversification of experiences, and partner networking. The program's vision and mission target innovative graduates in educational technology and Islamic moderation. Graduate profiles and CPL are mapped in detail, with mapping for each profile and UNESCO pillar. The fast-track program (interim semester) accelerates studies to 18 credits, including courses such as Tanmiyatul Mufradat and Research Methodology. Outside the program learning (20-40 credits) supports authentic learning.

²⁵ Azzah Fadiyah Nurfadhilah Fahman, and Andi Abdul Hamzah, "Strategi Pengembangan Bahan Ajar Bahasa Arab Berbasis Kurikulum Merdeka: Inovasi, Implementasi, Dan Evaluasi," *Jurnal Pendidikan dan Sastra Inggris* 5, no. 2 (May 27, 2025): 121–130, <https://doi.org/10.55606/jupensi.v5i2.5172>.

²⁶ Ilham Nur Kholiq, "Kurikulum Berdaya Saing Bahasa Arab di Era Digital," *Edu Journal Innovation in Learning and Education* 3, no. 1 (2025): 74-83.

MBKM activities include teaching assistance (conversion of 7 courses), internships (experiential learning), thematic community service (village empowerment), and research (improving soft and hard skills). This matches how OBE is implemented within MBKM, which improves graduate competencies.²⁷ The development of contextual Arabic teaching materials using digital technology strengthens this curriculum. It must combine technology with innovative learning approaches so that students master the language and also develop 21st-century skills relevant to the times.²⁸

4. Curriculum Implementation

The implementation of MBKM at PBA shows progress through teaching assistance at partner schools and internships at institutions such as BTPN. Two students (Ai Nurazizah and Lia Maulida Afifah) reported improvements in work culture, communication, soft skills, and technical administrative skills, supported by courses such as Statistics and E-learning. Interviews revealed the alignment of theory and practice, strengthening 21st-century competencies. This implementation reflects OBE in the 4.0 era, where educators play a role in digital adaptation.²⁹

5. Curriculum Evaluation

The evaluation through questionnaires (53 respondents) showed an average of 3.91 (strongly agree). Strong indicators included technology integration (4.08) and contribution of technological competence (4.08). However, industry stakeholder involvement (3.65) needs improvement. These results are in line with validation studies of the OBE-based MBKM curriculum, which stress continuous evaluation.³⁰ Formative and summative assessments provide benchmarks for progress and help keep the curriculum adaptive.

Beyond improving graduate competencies, this curriculum contributes to moderate, cyber-based Islamic education, and it can be expanded through broader collaboration.

²⁷Muhammad Sobri et al., "Outcome-Based Education (OBE) Curriculum." 165.

²⁸Nurul Atifah Suyuti, and Andi Abdul Hamzah, "Pengembangan Bahan Ajar Bahasa Arab yang Kontekstual dan Berbasis Kurikulum di Era Digital," *Jurnal Riset Rumpun Ilmu Pendidikan* 4, no. 2 (2025): 01-06.

²⁹ Muchammad Ibnu Muzakir, "Implementasi Kurikulum Outcome Based Education (OBE) dalam Sistem Pendidikan Tinggi di Era Revolusi Industri 4.0," *Edukasiana: Journal of Islamic Education* 2. no. 1 (2023): 118-139, <https://doi.org/10.61159/edukasiana.v2i1.86>.

³⁰ Dwi Silvianti, and Fani Keprila Prima, "Validasi Kurikulum MBKM dengan Pendekatan Outcome Based Education (OBE) pada Program Studi Pendidikan Teknik Bangunan," *Jurnal Applied Science in Civil Engineering* 5, no. 4 (2024): 520-525.

Monitoring and Evaluation of the Implementation of Cyber-Based MBKM Programs within the OBE Framework on the Teaching and Learning Process in the Arabic Language Education Department

Monitoring and evaluation are essential components in the development of higher education curricula, particularly in the context of cyber-based Merdeka Belajar Kampus Merdeka (MBKM), which adopts an Outcome-Based Education (OBE) approach. The OBE approach emphasizes measurable learning outcomes, in which monitoring provides quality assurance by checking that the learning process matches the intended graduate competencies.³¹ Within this framework, the Arabic Language Education Department (PBA) at UIN Siber Syekh Nurjati Cirebon implements a multi-method evaluation to assess the effectiveness of cyber-based MBKM implementation, which is grounded in digital technology as the foundation of learning. This process draws on the Community of Inquiry (CoI) theory developed by Garrison, Anderson, and Archer.³², which stresses the role of social, cognitive, and teaching interactions in the online environment for better learning. The evaluation used stakeholder engagement, direct observation, and structured feedback to identify gaps and room for improvement.

The evaluation process begins with sharing or hearing opinions from students, lecturers, and MBKM partners. This forum helps identify parts of the curriculum that need strengthening, such as its structure, its learning methods, and its program mechanisms, including internships, thematic community service programs, and teaching assistance. Based on discussions with partners, it is recommended that student preparation before teaching assistance be thoroughly planned, with teachers as resource persons. At the same time, lecturers provide detailed MBKM guidelines covering pre-implementation, process, and assessment. This approach reflects stakeholder theory in education management, in which involving relevant parties makes the curriculum more relevant,³³ as applied in the implementation of MBKM to ensure adaptation to practical needs.

Next, the internal evaluation team conducted direct observations of regular learning activities and MBKM, including lecturer-student interactions, the use of digital media, and the achievement of Graduate Learning Outcomes (CPL). These observations provided empirical evidence of the curriculum's effectiveness and identified obstacles, such as material incompatibility and technical

³¹ Spady, *Outcome-Based Education*, 23.

³² D.Randy Garrison, Terry Anderson, and Walter Archer, "Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education," *The Internet and Higher Education* 2, no. 2-3 (1999): 87-105.

³³ R. Edward Freeman, *Strategic management: A stakeholder approach* (New York : Cambridge University Press, 2010), 43.

barriers. This method follows Kirkpatrick's evaluation model,³⁴ which includes reaction, learning, behavior, and results levels to measure the impact of cyber-based education programs.

Feedback from students and lecturers was collected through surveys, interviews, and satisfaction questionnaires, which assessed the suitability of the program with competencies, the benefits of off-campus experiences, and the quality of guidance. The survey, with 53 respondents, showed an overall positive perception of cyber-based MBKM monitoring and evaluation. Regarding the department's routine monitoring indicator, 64.1% of respondents agreed or strongly agreed, 30.2% were neutral, and 5.7% disagreed. This indicates management's commitment to OBE quality assurance, though the neutral attitude suggests a need for greater transparency in feedback. OBE theory emphasizes feedback loops for continuous improvement, with routine monitoring confirming CPL attainment through empirical evidence.³⁵

In evaluating student activity and participation in cyber learning, 62.3% of respondents agreed or strongly agreed, with 35.8% neutral. This points to strong pedagogical integration, which matters in cyber learning, where engagement signals success and fits the CoI framework, which treats participation as a cognitive element.³⁶ However, significant neutrality suggests potential for improving evaluation methods to measure in-depth contributions.

Variations in evaluation methods and instruments (such as rubrics, portfolios, and peer assessment) received 73.6% approval, which reflects the use of comprehensive, authentic OBE assessment for technological competencies. This matches OBE learning innovations that favor varied assessment in cyber environments. Transparency in the delivery of monitoring results received 60.3% approval, with 39.6% neutral, indicating a need for improved communication for accountability.

Effective follow-up on evaluations received 75.5% approval, validating the OBE quality assurance cycle. Enhancements to the process of teaching and learning (PBM) through cyber MBKM were felt by 73.6% of respondents, confirming the integration of technology for flexible learning. The use of effective technology that supports the material received 71.7% approval, while 28.3% were neutral and suggested improvements in stability and training. 79.3% reported tangible benefits for academic development, with a minority neutral or disagreeing, indicating a need for inclusivity.

³⁴ Donald L Kirkpatrick, "Techniques for Evaluating Training Programs," *Journal of the American Society of training Directors* 13, no. 11 (1959): 3-9.

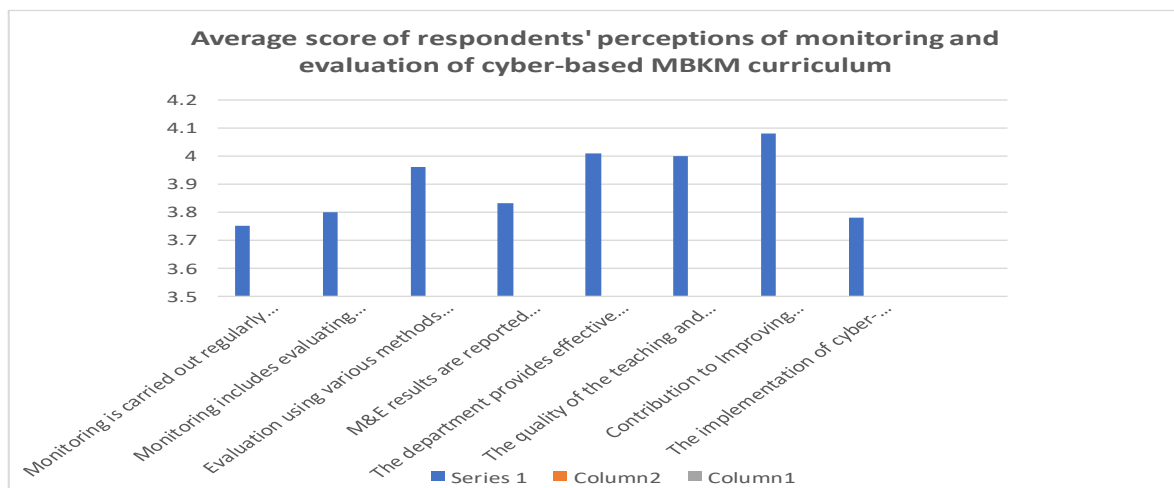
³⁵ Spady, *Outcome-Based Education*, 53.

³⁶ Garrison, "Critical Inquiry in a Text-Based Environment." 90.

Table 2. Respondents' perception of monitoring and evaluation of the cyber-based MBKM curriculum (percentage of agreement)

No.	Evaluation Indicator	Agree / Strongly Agree (%)	Neutral (%)	Category
1	Routine departmental monitoring	64.1	30.2	High
2	Student activity and participation in cyber learning	62.3	35.8	High
3	Variation of evaluation methods and instruments	73.6	—	High
4	Transparency of monitoring results	60.3	39.6	High
5	Effective follow-up on evaluation results	75.5	—	High
6	Improvement of the teaching-learning process (PBM)	73.6	—	High
7	Use of effective supporting technology	71.7	28.3	High
8	Tangible benefits for academic development	79.3	—	High

Figure 2. Average score of respondents' perceptions of monitoring and evaluation of cyber-based MBKM curriculum



The average overall score for monitoring, evaluation, and follow-up is 3.90 (High Agree), which indicates strong management of the cyber-based MBKM curriculum in the PBA FITK UIN SSC Study Program.

In the expert assessment, the Focus Group Discussion (FGD) on October 28, 2025, with Singgih Kuswandono, M.A., Ph.D., provided recommendations for improvement, including simplifying the CPL, mapping it by relevance percentage, and integrating MBKM. This is in keeping with efforts to develop MBKM curricula that meet international quality standards. Validation by Prof. Dr. Abdul Munip, M.Ag., resulted in an average feasibility score of 88.2% (Highly Feasible), with minor revision suggestions for OBE consistency.

Table 3. Percentage of Eligibility of Expert Validation

Validation Aspect	Number of Indicators	Maximum Score	Score Obtained	Percentage of Eligibility	Category
Subject Matter Expert	15	75	69	92.0%	Highly Recommended
Media/Design Expert	12	60	52	86.7%	Highly Recommended
Learning Expert	12	60	51	85.0%	Highly Recommended
OVERALL AVERAGE	39	195	172	88.2%	Highly Recommended

Overall, this monitoring and evaluation indicates the potential effectiveness of cyber-based MBKM within the OBE framework, with room for improvement in transparency and inclusivity, and it supports technology-based higher education transformation.

Research Limitations

This study has several limitations that should be considered when interpreting the results. First, the evaluation relied largely on respondents' perceptions, expert validation, questionnaire grand means, observations, and focus group discussions; it did not include pre-test and post-test measurements, direct measurement of CPL attainment, or tracer-study data, so the effectiveness reported here is perceived rather than empirically demonstrated through learning outcomes. Second, the number of respondents was limited (53) and was confined to a single study program at one institution, which restricts the statistical generalizability of the findings to other programs or universities. Third, the study captured the curriculum at the development and early-implementation stage and did not measure the long-term effects of MBKM activities on graduates' employability, entrepreneurial skills, or actual workplace performance. Fourth, direct evidence of student learning gains, such as performance data or comparative pre- and post-implementation results, was not available. These limitations open opportunities for further research using longitudinal designs, larger and more varied samples, and direct outcome measurements to test the effectiveness of the cyber-based MBKM curriculum more rigorously.

CONCLUSION

The Arabic Language Education Department of UIN Syekh Nurjati Cirebon, in implementing the Merdeka Belajar Kampus Merdeka (MBKM) cyber-based curriculum, has made substantial progress toward its main objective of building an Outcome-Based Education (OBE) curriculum. Its planning is solid, its design adapts to the needs of the workplace and to digital technology, and its

development follows the institution's vision as a cyber university. Comprehensive evaluation results through questionnaires (grand mean 3.89–3.91 on the Likert scale), observations, interviews, stakeholder sharing, and expert validation (average feasibility 88.2% in the Highly Feasible category) indicate that the curriculum design is feasible and positively perceived, that it allows high learning flexibility, and that off-campus activities such as teaching assistance, internships, collaborative research, and digital village projects are perceived to strengthen experiential learning and the pedagogical, professional, and digital competencies of graduates. However, optimization of implementation is still constrained by limitations in cyber infrastructure, the SKS conversion system, external partner coordination, and variations in understanding and readiness among faculty and students. Thus, this cyber-based MBKM curriculum is deemed feasible and shows potential effectiveness, yet it requires ongoing institutional strengthening and longitudinal, outcome-based evidence before its capacity to produce competitive, transformative, and globally minded Arabic Language Education graduates within the framework of moderate Islamic education in the 4.0 era can be fully confirmed.

To improve best practices and speed up replication of a more developed model, further research could address a dedicated, integrated digital platform for cyber-based MBKM, the long-term effects of MBKM activities on the employability and entrepreneurial skills of Arabic Language Education graduates, and a comparative study across other study programs or institutions that implement cyber-based MBKM within the OBE framework.

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