

# RELEVANTION OF OUTCOME-BASED EDUCATION (OBE) IN THE DEVELOPMENT OF AN ISLAMIC EDUCATION CURRICULUM BASED ON SURAH LUQMAN (12-19)

**Anis Ma'rifatul Mustofiyah<sup>1</sup>, Abdur Razzaq<sup>2</sup>, Kristina Imron<sup>3</sup>, Muhamad Takrip<sup>4</sup>**

<sup>1,2,3,4</sup> Universitas Islam Negeri Raden Fatah, Palembang

Email :

[anisma'rifatulumustofiyah\\_25052160018@radenfatah.ac.id](mailto:anisma'rifatulumustofiyah_25052160018@radenfatah.ac.id)<sup>1</sup>, [abdurrazzaq\\_uin@radenfatah.ac.id](mailto:abdurrazzaq_uin@radenfatah.ac.id)<sup>2</sup>, [kristinaimron@radenfatah.ac.id](mailto:kristinaimron@radenfatah.ac.id)<sup>3</sup>, [muhamadtakrip\\_uin@radenfatah.ac.id](mailto:muhamadtakrip_uin@radenfatah.ac.id)<sup>4</sup>

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## Abstract :

This study highlights the application of Outcome Based Education (OBE) in the development of an Islamic Education curriculum based on the values of Surah Luqman verses 12–19. The study was conducted using a qualitative literature review method. Data analysis was carried out using data reduction from relevant studies. The findings of the study show that Outcome-Based Education focuses on clear, measurable learning outcomes that are relevant to the needs of society and the world of work. This concept was then combined with the values contained in Surah Luqman verses 12–19, namely the outcomes that Luqman expected from his descendants, namely to be monotheistic, uphold the Sharia, and have good character. Thus, Surah Luqman verses 12–19 became an important foundation in formulating the objectives of Islamic Education in line with the principles of modern Islamic-based education. Therefore, OBE design should not only focus on cognitive aspects but also integrate spiritual, moral, and social dimensions. With the support of Qur'anic values, an OBE-based curriculum is expected to produce graduates who are highly competent, possess Islamic character, and are ready to face the challenges of the global future.

**Keywords :** *Outcome Based Education, Islamic Education, Surah Luqman ayat 12-19*

## Abstrak :

Penelitian ini menyoroti penerapan *Outcome Based Education* (OBE) dalam pengembangan kurikulum Pendidikan Islam yang berlandaskan nilai-nilai Surah Luqman ayat 12–19. Kajian dilakukan melalui metode studi pustaka dengan pendekatan kualitatif. Analisis data menggunakan reduksi data dari penelitian-penelitian yang relevan. Temuan penelitian memperlihatkan bahwa Outcome Based Education menitikberatkan pada pencapaian pembelajaran yang jelas, terukur, serta relevan dengan kebutuhan masyarakat maupun dunia kerja. Konsep tersebut kemudian dipadukan dengan nilai-nilai sebagaimana terkandung dalam Surah Luqman ayat 12–19, yaitu *outcome* yang diharapkan Luqman dari keturunannya yaitu yang bertauhid, memegang teguh syariat, serta berakhlak. Sehingga surah Luqman ayat 12–19 menjadi fondasi penting dalam merumuskan tujuan Pendidikan Islam yang selaras dengan prinsip pendidikan modern berbasis Islam. Oleh karena itu, perancangan OBE tidak hanya difokuskan pada aspek kognitif, tetapi juga harus mengintegrasikan dimensi spiritual, moral, dan sosial. Dengan dukungan nilai-nilai Qur'ani, kurikulum berbasis OBE diharapkan mampu menghasilkan lulusan yang berkompotensi tinggi, berkarakter islami, serta siap menjawab tantangan masa depan global.

**Kata Kunci:** *Outcome Based Education, Pendidikan Islam, Surah Luqman ayat 12-19*

## INTRODUCTION

Society Curriculum development in Indonesia is a process that cannot be separated from the influence of scientific progress. The national curriculum has undergone several changes, from the 1947 curriculum to the Merdeka Curriculum. In line with changes in the global education paradigm, national education prepares graduates who are adaptive, competent, and relevant to the needs of global society. In the era of the 4.0 industrial revolution, the seriousness of developing a curriculum based on learning outcomes is becoming increasingly apparent. One solution offered to address this challenge is Outcome-Based Education (OBE). The OBE curriculum approach is primarily oriented towards learning outcomes and the relevance of graduate competencies to the needs of the world of work (Sholeh & Murhayati, 2025). Outcome-Based Education (OBE) is an important educational curriculum in the global era that is relevant to the needs of industry and society (Management, n.d.).

The implementation of Objective Based Education in higher education institutions can target learning that encompasses knowledge, skills, and attitudes appropriate to academic, social, and economic levels. This curriculum is designed to ensure the achievement of predetermined learning outcomes and that students can demonstrate their learning experiences. This process also enables a continuous improvement mechanism that can help evaluate and improve the quality of education consistently. In addition, the OBE curriculum also enables collaboration with various stakeholders, such as universities, industry, practitioners, and the community, to ensure that the curriculum meets the needs of the job market. As a result, graduates are expected to have skills that can be applied in the workplace. (Yunus et al., 2024).

The Qur'an is the guidebook of Islam that contains all the rules of human life. This book calls and guides humanity and consistently strives to reveal the truth of life. Therefore, the Qur'an often describes itself as guidance, mercy, remembrance, and admonition. Education is one aspect of human life that receives special attention from the Qur'an. This is recorded in the first revelation that was sent down, which requires the eradication of ignorance through the command to read and write as part of educational activities (Farid et al., 2024). That is why the great Islamic scholars are very careful in determining the requirements that must be met by an interpreter of religious texts. Specifically in the interpretation of the Qur'an, an interpreter must at least master various disciplines, such as hadith, nahwu, sharaf, balaghah, ushuluddin, ushul fiqh, asbābun nuzūl, qashash al-Qur'an, nasikh-mansukh, and other branches of knowledge. (Subhan, 2012). Islamic education plays an important role in shaping the spirituality and morals of Muslim education. (Takrip & Heriansyah, 2024).

In Surah Luqman verses 12-19, there are Islamic educational values consisting of the values of Aqidah, Sharia, and Akhlak education (Akhyar et al., 2021). Islamic education contained in Surah Luqman 12-19, in addition to faith, morals, and gratitude, when analyzed more deeply, also implies that humans should uphold integrity wherever they are because no matter how small or big a person's actions are, they will definitely receive retribution. The values of character education

contained in QS. Luqman verses 12-19, based on the book tafsir Al-Misbah, include gratitude, monotheism, devotion to parents, encouraging good and discouraging evil, and good morals (Seviarica et al., 2023).

From its transition, the Islamic Education curriculum has undergone many changes. To formulate the objectives and achievements of PAI, it must go through a formulation process involving education experts and stakeholders with high credibility (Nisa & Hamami, 2023). Therefore, curriculum, education, and psychology experts have developed various curriculum models with one goal in mind: to optimize the curriculum. The roles, strategies, and innovations needed to align education and the world of work in higher education are challenges for modern education. Outcome-Based Education (OBE) is one modern educational approach that emphasizes the continuity of the learning process in innovative, interactive, and effective ways. This curriculum is designed to ensure that the learning process equips students with adequate skills for the future (Manggali et al., 2024). If Outcome-Based Education is developed based on the Islamic Education Curriculum according to Surah Luqman verses 12-19, it is expected to produce a curriculum that produces outcomes that are ready for the world of work and uphold Islamic values in the world of work.

## RESEARCH METHOD

This research is a literature review using a qualitative approach. Qualitative methods are scientific investigations that emphasize depth and richness of context. This method is constructive or interpretative in nature, revealing the “what,” “why,” “when,” “where,” “who,” and “how” behind social behavior and interactions, not just measuring events. The research data used data from primary literature (journal articles and policies) and secondary literature (literature reviews and books) (Irmayati, 2025)

## FINDINGS AND DISCUSSION

### 1. Outcome Based Education

Outcome based education (OBE) is a type of curriculum in which teaching materials are not the main focus, but rather the focus is on outcomes. OBE measures learning outcomes, enabling students to acquire new skills that prepare them to compete globally. OBE-based learning methods emphasize the continuity of the learning process in innovative, interactive, and effective ways. In OBE, learning outcomes or achievements are identified first, then learning plans and assessments are tailored to those outcomes. This differs from approaches where lecturers determine the topics to be taught and then identify the outcomes from those topics (Syafriani et al. 2023).

OBE is a process involving assessment and evaluation in the field of education to demonstrate mastery of the program and reflect expected learning outcomes. Outcome-Based Education (OBE) curriculum is implemented in four stages.

#### a. Planning

Studies show that a good initial understanding of the basic principles of OBE and careful planning are important first steps in implementing OBE. With

good planning, teachers can set clear and specific learning objectives and help them create learning activities that are appropriate for the competencies to be achieved. To achieve success in Outcome Based Education (OBE), careful and organized planning is necessary. The outcome-based approach requires the establishment of clear learning objectives, which will result in mastery of material and practical skills that can be applied in the workplace (Halim et al., 2025).

b. Organization

One important component of Outcome Based Education (OBE) learning management is organization. Organization includes teachers' efforts to create a good learning environment and compile resources and teaching materials that help achieve learning objectives. Good organization will enable effective collaboration between students and teachers, as well as between students and their peers. Classroom observations show that the use of active learning approaches such as group discussions, case studies, and problem-based projects, which are more often used by experienced teachers, can increase student motivation and engagement (Halim et al., 2025).

c. Implementation

The learning plan that has been developed and implemented in the classroom is called learning implementation. In OBE, implementation does not only depend on teaching theory, but is also flexible to adapt to the classroom environment and its needs. Although the initial plan determines a specific learning method, teachers who are able to adapt the method to the dynamics of the classroom and student engagement can ensure optimal learning outcomes. In the Outcome Based Education (OBE) cycle, responsiveness to student needs is an important part that encourages continuous reflection and adjustment during the learning process. Therefore, lecturers must pay attention to changes in student motivation or problems that arise during learning so that OBE can be implemented more effectively (Halim et al., 2025).

d. Control

In the context of Outcome Based Education (OBE), control focuses on the evaluation process to determine the extent to which learning objectives have been achieved and to provide feedback for continuous improvement. Evaluations should be conducted periodically by lecturers to track their students' progress. The results of these evaluations enable lecturers to modify and improve their curriculum and learning strategies. The results of the study show that periodic evaluation is an important part of the learning process. This is in line with the principles of Outcome-Based Education (OBE), which emphasizes the importance of reflection and improvement during each learning cycle. It emphasizes that quality control (OBE) also includes the use of evaluation data for continuous improvement in faculty capabilities and curriculum refinement (Winarti & Suhartini, 2024).

Outcomes-Based Education (OBE) prioritizes learning gained from work experience. Planning, implementation, and assessment are part of the educational process. The RPS, or semester learning plan prior to lectures, is

one of the documents required for planning to achieve objectives (Masruroh et al., 2023). Outcomes-based education (OBE) is a student-centered teaching and learning approach that produces three outcomes: (1) knowledge, (2) attitudes, and (3) skills that can be applied in Islamic religious education. The achievement of OBE objectives is determined by how well the OBE approach is applied to student-centered learning (Ahmad Firdaus Mohd Noor et al., 2021).

The development of OBE-based learning materials focuses on aspects such as essentiality, actuality, contextuality, and thematicity. The materials are developed to foster student interest, be engaging, have clear objectives, be flexible, meet needs, provide opportunities for practice, accommodate learning difficulties, always include summaries, be communicative, be packaged in learning, provide feedback, and be textbook-based (Rustam & Priyanto, 2022).

The OBE education system focuses on students who complete their subjects. The focus is on students who have abilities and expertise in their fields. Objective Based Education (OBE) will measure learning outcomes and provide opportunities for students to acquire new skills to prepare themselves to compete at a global level. Outcome-Based Education (OBE) is an educational approach that emphasizes continuous learning in innovative, interactive, and effective ways. OBE even influences all educational processes, from curriculum development, formulation of learning objectives and outcomes, development of educational strategies, design of learning methods, and the educational environment (Ramli et al., 2022).

The curriculum is defined as a series of subjects or learning plans that are systematically arranged to complete an educational program with the aim of obtaining a degree, diploma, or academic certificate. This curriculum not only focuses on the development of knowledge, but also aims to shape good character and morals. This includes efforts to create harmonious relationships between humans and Allah, fellow humans, and the natural environment. In the Islamic education curriculum, there is an emphasis on the command to read, which includes verses of revelation, self-reflection, and observation of the universe. All of this is expected to strengthen the belief in the oneness of God (Ilmiah et al., 2025).

Outcome-based education is a student-centered education model, where the curriculum is designed based on desired outcomes, such as the knowledge, skills, and attitudes that students should have at the end of the learning process. Its main principles include: clarity of focus, designing backward from outcomes to learning activities, high expectations for student achievement, and expanded opportunities for flexible and inclusive learning. This model emphasizes that education is not merely a transfer of knowledge, but rather the achievement of competencies that can be applied in social, ethical, and professional contexts (Yu, 2016).

## 2. Islamic Education in Surah Luqman Verse 12-19

Islamic education refers to the values found in the Qur'an and Hadith,

including when developing a curriculum. If traced and based directly on the Qur'an, curriculum development must consider spiritual, moral, and intellectual aspects, as indicated in Luqman verses 12–19.

- a. Emphasizing the importance of noble character building. Therefore, the moral and ethical values described in the Qur'an must be taught in schools.
- b. The role of parents and family: Luqman emphasized the importance of a good relationship between parents and children. This shows that education is not only the responsibility of schools but also of families. To ensure that students receive a holistic education, schools need to work closely with families.
- c. Luqman emphasized a gentle and polite attitude to his son, which means that education must pay attention to students communication skills. This includes learning to speak well, listen well, and express their thoughts in accordance with manners and etiquette.
- d. These verses emphasize the importance of learning and knowledge. The curriculum must include relevant and useful knowledge in addition to improving students' intellectual skills. The educational approach must encourage students to learn

Luqman advised his son to avoid arrogance. In other words, education must instill humility and respect for others. Students must be educated about the importance of humility for success and happiness in life (Dina, 2024). Surah Luqman verses 12–19 contain three main dimensions.

*First*, an emphasis on the oneness of Allah as the main foundation of Islamic teachings, namely tawhid (Amrillah & Nadlif, 2023). As stated in Surah Al-Luqman verse 13, which reads:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

*Meaning:* "And (remember) when Luqman said to his son, when he was teaching him, "O my son! Do not associate anything with Allah, for associating others with Him is truly a great injustice."

*Second*, the Sharia dimension, which includes Islamic rules and laws that must be followed. This concept of education is written in Surah Al-Luqman verse 17.

يُؤْتِي أَقِيمَ الصَّلَاةِ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنْكَرِ وَأَصْبِرْ عَلَىٰ مَا أَصَابَكَ ۗ إِنَّ ذَٰلِكَ مِنْ عَزْمِ الْأُمُورِ

*Meaning:* "O my son, establish prayer and enjoin (people) to do good and forbid (them) from doing evil, and be patient with what befalls you. Indeed, that is among the things required (by Allah)."

*Third*, the moral dimension that emphasizes the importance of good attitudes and behavior in daily life (Luqman verse 18-19)

وَلَا تُصَوِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا ۗ إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

*Meaning:* "And do not turn your face away from people (out of arrogance) and do not walk on earth with pride. Indeed, Allah does not like those who are arrogant and boastful. Luqman (31:19)

وَأَقْصِدْ فِي مَشْيِكَ وَأَغْضُضْ مِنْ صَوْتِكَ ۖ إِنَّ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ

*Meaning:* “And walk modestly and soften your voice. Indeed, the worst sound is the braying of a donkey”

Surah Luqman verses 12–19 contain three main dimensions. First, an emphasis on the oneness of Allah as the main foundation of Islamic teachings, namely tawhid. Second, the dimension of sharia, which includes Islamic rules and laws that must be followed. Third, the dimension of akhlak, which emphasizes the importance of good attitudes and behavior in everyday life. These three aspects are closely interrelated and form an important foundation in shaping the character of Muslims, as seen in Luqman's advice to his son. Tawhid in education is not limited to mastering theory, but also includes character building and attitudes that are in line with Islamic values. By placing tawhid at the core of education, it is hoped that a generation will emerge that is not only intellectually intelligent, but also has spiritual and moral strength, and is able to implement Islamic teachings in their daily lives. (Hamid & Nuraeni Zakiya, 2020).

### 3. Relevation OBE With Islamic Education On Surah Luqman (12-19)

From an educational perspective, there is a strong alignment between OBE and the content of Surah Luqman verses 12-19, especially in the context of integrative Islamic education. OBE focuses on outcomes, similar to how Luqman set his son's educational outcomes as gratitude, piety, and noble character. For example:

- a. Alignment with Clarity of Focus and High Expectations: Luqman's advice is clear and specific, commanding gratitude to Allah and prohibiting arrogance, which can be translated into measurable outcomes in the OBE curriculum, such as spiritual competence (faith without polytheism) and social competence (patience, humility). This encourages high expectations that students will not only memorize but also apply these values in their lives.
- b. Alignment with Designing Down and Expanded Opportunities: The OBE curriculum can be designed backwards from outcomes such as being devoted to parents or enjoining what is good and forbidding what is evil, with flexible learning activities such as discussions, social projects, or spiritual reflection. This is in line with Luqman's holistic approach, integrating aspects of faith, worship, and muamalah, so that students are given diverse learning opportunities to achieve personal maturity.
- c. Potential for Integration in Islamic Education: In practice, OBE can adopt the values of this verse as program learning outcomes (PLO), for example in Islamic madrasas or universities, where outcomes include not only cognitive, but also affective (attitudes) and psychomotor (actions). However, challenges arise if OBE is too secularly oriented; optimal harmony occurs when outcomes are balanced with the value of tawhid as a foundation, as taught by Luqman (Mukhopadhyay, S., & Smith, 2010).

Overall, this harmony shows that OBE is not a foreign model to Islam, but rather a tool that can strengthen the implementation of Quran-based education, where the learning process aims to shape perfect human beings who are responsible vertically (to Allah) and horizontally (to others). The Outcome-Based Education (OBE) curriculum focuses on measurable learning outcomes (knowledge, skills, attitudes), demonstrating harmony with the content of Surah Luqman verses 12-19, which underlines holistic education based on tawhid, sharia, and morals. OBE principles such as clarity of focus and high expectations are in line with Luqman's clear advice to his son as educational outcomes. The OBE designing down approach supports curriculum design from the end goals, such as piety and amar ma'ruf nahi mungkar, with expanded learning opportunities that reflect Luqman's holistic approach. The integration of the values of this verse into OBE, especially in Islamic educational institutions, can produce a harmonious curriculum that shapes individuals who are pious and contribute to society. The main challenge is to ensure that OBE outcomes are not secular, but rooted in the values of monotheism.

## CONCLUSION

The implementation of Outcome-Based Education (OBE) in the development of the Islamic Education curriculum is the answer to the challenges of modern education, which offers graduates who are academically intelligent and have the skills, attitudes, and character relevant to the needs of society and the world of work. The OBE approach emphasizes clear, measurable, and outcome-oriented learning outcomes so that students can demonstrate the competencies they have acquired cognitively, affectively, and psychomotorically. The values of Islamic education found in Surah Luqman verses 12-19, such as tauhid, sharia, and akhlak, are the main foundations in the development of an OBE-based curriculum. Luqman's advice on gratitude, being devoted to parents, avoiding bad deeds, and upholding noble character shows that Islamic education balances knowledge, spirituality, and morality.

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