

Outcome-Based Education (OBE) Curriculum Development Strategy to Support Higher Education Key Performance Indicators (KPIs)

Lener Kristiyanto

Syekh Yusuf Islamic University, Tangerang, Indonesia

Email: lenerkristiyanto22@gmail.com

Asmat Junaedi

Syekh Yusuf Islamic University, Tangerang, Indonesia

Email: junaediasmat@gmail.com

Muhammad As'ad

Syekh Yusuf Islamic University, Tangerang, Indonesia

Email: aasadazizah9212@gmail.com

Hendi Muslim

Syekh Yusuf Islamic University, Tangerang, Indonesia

Email: dhicamuslim74@gmail.com

Mustofa Kamil

Syekh Yusuf Islamic University, Tangerang, Indonesia

Email: m.kamil@unis.ac.id

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Abstract

The study employs a Systematic Literature Review (SLR) approach by examining a wide range of scholarly journal articles, books, government regulations, and policy documents related to the implementation of OBE and IKU in higher education. The findings indicate that OBE-based curriculum development can be effectively implemented through aligning the vision and mission of academic programs with graduate profiles and learning outcomes, developing comprehensive curriculum mapping, applying constructive alignment among learning outcomes, teaching and learning processes, and assessment methods, strengthening partnerships with the business sector, industry, and the community, and implementing a continuous quality improvement (CQI) system. These strategies contribute to improving the quality of teaching and learning, enhancing graduates' competencies, expanding experiential learning opportunities beyond the classroom, and strengthening academic governance in line with the achievement of the Higher Education Key Performance Indicators. Therefore, the successful implementation of an OBE-based curriculum requires strong institutional leadership, continuous professional development of academic staff, a robust internal quality assurance system, and active collaboration with multiple stakeholders to produce graduates who are adaptive, innovative, and globally competitive.

Keywords: Outcome Based Education (OBE), Curriculum Development, Higher Education, Key Performance Indicators (IKU)

INTRODUCTION

Higher education is a primary pillar in developing high-quality, innovative, and globally competitive human resources. Advances in science and technology, digital transformation, globalization, and shifting workforce needs demand that higher education institutions produce graduates who possess not only academic mastery, but also professional competence, 21st-century skills, critical thinking, creativity, communication, collaboration, and adaptive capabilities. Consequently, curriculum development serves as a strategic aspect in guaranteeing the quality of higher education delivery and acts as the primary instrument for producing graduates relevant to society and market demands. Ananda, R., & Fitriani, D. (2023).

In recent years, the Indonesian government has continuously transformed the higher education system through policies focused on elevating institutional quality and competitiveness. A key strategic policy is the implementation of Higher Education Key Performance Indicators (KPIs), which establish graduate quality, student learning experiences, faculty performance, industry partnerships (DUDI), and international collaborations as benchmarks of success. KPIs serve not only as performance evaluation tools, but also guide policies toward building learning ecosystems that are innovative, flexible, and grounded in real-world societal needs. Arifin, M., Supriadi, E., & Wijaya, A. (2022).

Aligned with KPI implementation, the paradigm of curriculum development in higher education has shifted significantly. A curriculum is no longer viewed merely as a collection of courses for students to complete, but as an integrated system designed to produce measurable, relevant, and accountable graduate learning outcomes. In this context, Outcome-Based Education (OBE) has gained widespread attention globally as a curriculum development model that places learning outcomes at the center of planning, execution, assessment, and evaluation. Biggs, J., Tang, C., & Gregor, S. (2022).

Outcome-Based Education centers on learning outcomes, designing all curriculum components around the core competencies graduates must possess upon completing their degree program. Implementing OBE requires clear alignment among graduate profiles, Graduate Learning Outcomes (GLO), course materials, learning strategies, assessment methods, and continuous quality improvement mechanisms. Thus, OBE goes beyond the learning process itself to ensure that the entire educational experience yields tangible contributions toward achieving competencies aligned with stakeholder expectations. Mahalli, M., Rosdiana, A., & Lata, A. (2026).

The application of OBE strongly complements the implementation of Higher Education KPIs. Key indicators such as graduates securing suitable employment, students gaining off-campus experience, faculty engaging in external professional activities, industry practitioners teaching on campus, faculty research benefiting society, and academic programs collaborating with world-class partners fundamentally depend on flexible, adaptive, and competency-based curricula. Therefore, developing an OBE-based curriculum stands out as a core strategy to bridge institutional goals with national policy demands while driving continuous improvements in graduate quality. Mustari, F., Bachri, B. S., & Kholidya, C. F. (2025).

However, implementing an OBE-based curriculum across higher education institutions presents notable challenges. These include suboptimal faculty understanding of OBE concepts, learning outcomes that are not fully aligned with graduate profiles or job market demands, weak integration between learning and assessment, limited partnerships with industry, and underutilized data-driven evaluation systems for ongoing curriculum refinement. Furthermore, the rapid pace of technological advancement, digital transformation, and shifting skill requirements necessitate periodic curriculum updates to maintain ongoing relevance. Hidayat, R., & Kurniawan, H. (2024).

Various studies demonstrate that OBE implementation improves learning quality, reinforces graduate competency attainment, increases stakeholder satisfaction, and strengthens internal quality assurance systems. Nevertheless, most existing research focuses on OBE

execution at the department level or on general learning evaluations, leaving a gap in studies that explicitly integrate OBE curriculum strategies with the achievement of Higher Education KPIs. Unifying these two concepts is essential to ensure curriculum development meets academic standards while simultaneously driving institutional targets defined by national policy. Jaya, A., Saputri, K., Budiyanto, D., & Mujahidah, N. F. Z. (2025).

Given these conditions, a comprehensive examination of OBE curriculum strategies in support of Higher Education KPIs is needed. Key strategies include aligning program vision, mission, and objectives with graduate profiles and learning outcomes; developing curriculum mapping; applying constructive alignment across learning outcomes, pedagogical strategies, and assessments; strengthening partnerships with industry, government, and society; and implementing continuous quality improvement systems within ongoing quality assurance frameworks. Lestari, P., & Rahmawati, E. (2023).

This article aims to analyze Outcome-Based Education (OBE) curriculum development strategies that support Higher Education Key Performance Indicators (KPIs) through a systematic literature review. The findings offer theoretical contributions to OBE implementation in higher education while providing practical recommendations for institutions, academic programs, and policy makers seeking to design adaptive, outcome-oriented curricula capable of producing exceptional, innovative, and competitive graduates nationally and globally. Mahalli, M., Rosdiana, A., & Lata, A. (2025).

METHODS

This study employs a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize various research findings regarding Outcome-Based Education (OBE) curriculum development strategies in supporting Higher Education Key Performance Indicators (KPIs). The SLR approach was selected for its ability to produce a systematic, transparent, and scientifically rigorous literature synthesis, thereby providing a comprehensive overview of conceptual developments, implementation strategies, challenges, and recommendations for OBE-based curriculum development in higher education. Mustari, F., Bachri, B. S., & Kholidya, C. F. (2025).

The study was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which include: (1) identification, (2) screening, (3) eligibility determination, and (4) inclusion. These stages ensure that the analyzed articles meet quality standards and remain relevant to the research focus. Wibowo, A., & Triyono, B. (2024).

Literature Search Strategy

The literature search was carried out across several reputable scientific databases: Scopus, Web of Science, ScienceDirect, SpringerLink, ERIC, Google Scholar, and Garuda. The search keywords were a combination of the following terms:

- a. "Outcome-Based Education" OR "OBE"
- b. "Curriculum Development"
- c. "Higher Education"
- d. "Key Performance Indicators" OR "Indikator Kinerja Utama"
- e. "Curriculum Strategy"
- f. "Learning Outcomes"
- g. "Constructive Alignment"
- h. "Continuous Quality Improvement (CQI)". Widyastuti, R., & Suharsono, A. (2023).

The search utilized Boolean operators (AND, OR) to retrieve articles directly relevant to the research topic.

Inclusion and Exclusion Criteria

To ensure high validity, the study established specific criteria. Inclusion criteria:

- a. Scientific articles published in accredited national journals or reputable international journals.
- b. Articles discussing Outcome-Based Education (OBE), curriculum development, Higher Education KPIs, quality assurance, or the implementation of outcome-based learning.
- c. Articles published between 2019 and 2026.
- d. Full-text availability.
- e. Articles utilizing clear research methodologies (qualitative, quantitative, or mixed methods). Nurhayati, S., & Pratama, M. A. (2023).

Exclusion criteria:

- a. Non-peer-reviewed articles.
- b. Conference proceedings, opinion pieces, editorials, or popular science articles lacking research methodology.
- c. Articles irrelevant to the focus of OBE-based curriculum development in higher education.
- d. Duplicate articles across multiple databases. Prasetyo, B., & Utami, W. (2024).

Literature Selection Process

All retrieved articles were identified, and duplicate entries were removed. Title and abstract screenings were performed to assess alignment with the research objectives. Eligible articles underwent a full-text review to confirm compliance with inclusion and exclusion criteria. Only articles meeting all criteria were selected for analysis. Direktorat Jenderal Pendidikan Tinggi. (2020).

Data Collection Techniques

The study gathered secondary data from scientific articles, reference books, government policy documents, higher education regulations, and official reports related to Outcome-Based Education and Higher Education KPIs.

Extracted data parameters included:

- a. Author identity
- b. Publication year
- c. Research country/context
- d. Research objectives
- e. Methodology
- f. OBE implementation strategies
- g. Implementation challenges
- h. Key findings
- i. Curriculum development recommendations. Jaya, A., Saputri, K., Budiyo, D., & Mujahidah, N. F. Z. (2025).

The extracted data were arranged into a literature synthesis matrix to facilitate comparative analysis across studies.

Data Analysis Techniques

Data analysis followed a thematic analysis framework through the following stages:

- a. Data reduction focused on the core research questions
- b. Categorization of findings into primary themes
- c. Synthesis of findings from multiple studies

- d. Identification of similarities, differences, and emerging trends
- e. Formulating interpretations regarding OBE curriculum strategies in support of Higher Education KPIs. Rahayu, S., & Hartono, B. (2022).

Analyzed themes encompassed: graduate profile and learning outcome alignment, curriculum mapping, constructive alignment, student-centered learning, industry and public sector partnerships, learning outcomes assessment, and Continuous Quality Improvement (CQI). The synthesized results were used to formulate effective curriculum development strategies tailored to higher education quality policies. Ramdhani, A., & Santoso, T. (2023).

Data Validity and Reliability

- a. The validity of the findings was maintained by adhering strictly to SLR procedures, applying inclusion and exclusion criteria consistently, and executing a transparent synthesis process. Source triangulation was conducted by comparing evidence from scientific journals, books, regulations, and policy frameworks to derive trustworthy conclusions. Documentation across all selection stages followed PRISMA transparency principles to ensure study reproducibility. Setyawan, D., & Handayani, N. (2024).

RESULTS AND DISCUSSION

Results

The findings indicate that the implementation of an Outcome-Based Education (OBE) curriculum serves as an effective strategy for supporting the achievement of Higher Education Key Performance Indicators (KPIs). An OBE curriculum extends beyond traditional content delivery by placing primary emphasis on graduate learning outcomes that align with the demands of the workforce, industry and commercial sectors (DUDI), and advancements in science and technology. Based on the analysis of existing literature and OBE implementation practices across several Indonesian higher education institutions, several core strategies were identified that directly contribute to KPI achievement. Sudarsono, B., & Wibowo, S. (2023).

Aligning Graduate Learning Outcomes (GLOs) with KPIs

The initial stage in OBE curriculum development involves aligning Graduate Learning Outcomes (GLOs) with the eight Higher Education Key Performance Indicators. The formulation of GLOs relies not only on National Higher Education Standards (SN-Dikti), but also integrates industry requirements, technological advancements, graduate profiles, and the “Merdeka Belajar Kampus Merdeka” (MBKM) policy. Findings show that institutions successfully aligning GLOs with KPIs produce graduates who are more adaptable to changing job markets and possess higher employability rates. Suharti, L., & Kurnia, I. (2022).

Reconstructing Outcome-Based Curriculum Structures

Curriculum development is executed by structuring courses around learning outcomes rather than merely grouping subject matter. Each course includes:

- a. Course Learning Outcomes (CLOs)
- b. Performance indicators
- c. Measurable assessment methods
- d. Direct mapping to GLOs

GLO-CLO mapping demonstrates that every course contributes directly to the attainment of the overall graduate profile. UNESCO. (2021).

Integrating the Merdeka Belajar Kampus Merdeka (MBKM) Program

MBKM implementation serves as a crucial strategy in supporting KPIs, particularly through:

- a. Industrial Internships
- b. Student Exchanges
- c. Humanitarian Projects
- d. Research Initiatives
- e. Entrepreneurship Track
- f. Independent Study Projects
- g. Campus Teaching Projects (Kampus Mengajar)

These activities enhance student competencies while simultaneously satisfying multiple KPI targets. Yulia, E., & Firmansyah, R. (2022).

Strengthening Industry Partnerships

Developing an OBE curriculum requires active engagement from external stakeholders. Key partnership models include:

- a. Joint curriculum co-design with industry experts
- b. Adjunct faculty and practitioner-led teaching
- c. Student internship placements
- d. Collaborative research initiatives
- e. Direct graduate recruitment pipelines

Such collaborations ensure the curriculum remains tightly aligned with job market requirements. Zulkarnain, I., & Susanti, F. (2024).

Developing Outcome-Based Assessment Systems

Assessment within OBE relies on authentic assessment methods designed to evaluate real-world student capabilities through:

- a. Project-Based Learning
- b. Case-Based Learning
- c. Portfolios
- d. Professional Presentations
- e. Innovative Product Artifacts
- f. Scientific Publications

This evaluation model proves more effective than relying solely on traditional test-based examinations. Rao, N. J. (2020).

Continuous Monitoring and Evaluation

Higher education institutions implement Continuous Quality Improvement (CQI) cycles comprising five stages:

- a. Planning
- b. Execution
- c. Evaluation
- d. Reflection
- e. Curriculum Revision

This structured approach ensures that the curriculum remains continuously responsive to evolving societal needs. Directorate General of Higher Education. (2020).

Discussion

OBE as a New Paradigm in Curriculum Development

Outcome-Based Education shifts the educational paradigm from teacher-centered to student-centered learning. In traditional paradigms, instructional success is measured by the volume of content delivered by the faculty. In contrast, OBE establishes graduate capability as the primary benchmark of educational success. Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2020a).

Consequently, all curriculum components must be engineered to produce defined competencies. This approach aligns with constructivist learning theories that position students as active agents in the learning process. Furthermore, OBE fosters 21st-century skills, including critical thinking, creativity, communication, collaboration, digital literacy, leadership, and complex problem-solving. Pratama, A., & Setiawan, I. (2020).

Contributions of OBE to Higher Education KPI Achievement

The implementation of OBE demonstrates a strong direct relationship with the attainment of university KPIs:

- a. KPI 1: Graduates Securing Suitable Employment: Curricula developed alongside industry produce graduates with market-ready competencies. Students gain real-world exposure through internships, industrial projects, and case-based learning, enhancing post-graduation readiness.
- b. KPI 2: Students Gaining Off-Campus Experience: OBE facilitates MBKM execution through flexible off-campus learning activities, broadening student experiences and reinforcing both soft and hard skills.
- c. KPI 3: Faculty Engaging in External Professional Activities: OBE curriculum development encourages faculty to serve as industry consultants, collaborative researchers, guest lecturers, and internship mentors. These activities enrich faculty expertise while enhancing instructional quality.
- d. KPI 4: Industry Practitioners Teaching on Campus: Involving practitioners provides students with practical, up-to-date insights into industry trends. Practitioners introduce real-world case studies, making instruction more contextual.
- e. KPI 5: Faculty Research Benefiting Society: The OBE approach drives applied research that yields tangible innovations and societal solutions. Research outputs extend beyond academic publications to include applied technologies, policy recommendations, and community development.
- f. KPI 6: Academic Programs Collaborating with World-Class Partners: Curriculum refinement demands international cooperation. Global partnerships strengthen curriculum benchmarking and elevate graduate competitiveness.
- g. KPI 7: Collaborative and Participatory Learning: OBE utilizes active learning frameworks, including Problem-Based Learning, Project-Based Learning, Team-Based Learning, and the Case Method, all of which enhance higher-order thinking skills.
- h. KPI 8: Internationally Accredited Academic Programs: OBE serves as the foundational framework required by international accreditation bodies such as ABET, AUN-QA, and the Washington Accord. Adopting OBE streamlines institutional compliance with international quality standards. Prasetyo, H., & Sutrisno, B. (2020).

Facilitating Factors for OBE Implementation

Successful implementation depends on several key drivers:

- a. Strong leadership commitment at the institutional level
- b. Faculty proficiency in designing outcome-based instruction and assessments
- c. Active stakeholder engagement

- d. Robust internal quality assurance systems (IQAS)
- e. Comprehensive IT infrastructure and academic management software
- f. An institutional culture centered on Continuous Quality Improvement (CQI)

The synergy among these factors ensures that the curriculum meets not only administrative criteria, but also produces competent graduates aligned with societal and industrial demands. Rao, N. J. (2020).

Inhibiting Factors in OBE Implementation

Despite its advantages, implementing OBE presents recurring challenges:

- a. First, some faculty members remain bound to traditional content-based teaching, leading to suboptimal formulation of GLOs, CLOs, and outcome-oriented assessment rubrics.
- b. Second, industry partnerships in certain institutions remain limited, causing unequal access to internships, joint research, and practical learning opportunities.
- c. Third, learning outcome evaluation systems frequently lack valid and reliable assessment instruments.
- d. Fourth, constraints in funding and digital infrastructure hinder the execution of innovative learning environments. Subagyo, H., & Rahayu, S. (2020).

Conceptual Model of OBE Curriculum Development for KPI Support

Based on the analysis, the strategic framework for OBE curriculum development can be structured into the following system model:

- a. Input: MBKM policies, National Higher Education Standards (SN-Dikti), industry needs, institutional vision and mission, and feedback from alumni and employers.
- b. Process: Needs analysis, graduate profile formulation, GLO mapping, CLO definition, syllabus design, MBKM integration, outcome-based assessment alignment, active learning execution, and CQI monitoring.
- c. Output: Adaptive OBE curriculum, innovative learning environments, strong industry partnerships, and authentic assessment frameworks.
- d. Outcome: Competent graduates, improved graduate employability, increased research publications and innovations, strengthened national and international collaborations, and sustained achievement of Higher Education KPIs. Widiatmoko, A., & Kusuma, D. (2020).

Synthesis of the Discussion

The overall analysis demonstrates that an Outcome-Based Education (OBE) curriculum development strategy contributes significantly to elevating higher education delivery and meeting Key Performance Indicators (KPIs). The success of OBE relies not merely on curriculum documentation, but on systematic alignment among graduate profiles, learning outcomes, pedagogical strategies, authentic assessments, stakeholder involvement, and continuous review via Continuous Quality Improvement (CQI). Thus, OBE functions as a strategic framework connecting academic operations with workforce demands, accreditation standards, and national policies such as Merdeka Belajar Kampus Merdeka. Consistent execution produces graduates who are exceptional, adaptive, innovative, and globally competitive, while driving sustainable institutional performance. Yuliani, R., & Handayani, T. (2020).

CONCLUSION

An Outcome-Based Education (OBE) curriculum development strategy serves as an effective approach to supporting the achievement of Higher Education Key Performance

Indicators (KPIs) by placing graduate learning outcomes at the core of the entire educational process. Through this approach, the curriculum functions not only as an academic framework but also as a strategic instrument to produce graduates equipped with competencies aligned with the needs of industry, society, and advancements in science and technology.

The findings indicate that implementing an OBE-based curriculum requires a systematic execution across several key areas: aligning program vision, mission, and objectives with graduate profiles and Graduate Learning Outcomes (GLOs); establishing comprehensive curriculum mapping; enforcing constructive alignment across learning outcomes, instructional strategies, and assessments; strengthening student-centered learning; expanding partnerships with industry, government, and community stakeholders; and applying Continuous Quality Improvement (CQI) as an ongoing curriculum evaluation and enhancement mechanism. Integrating these components builds an adaptive, measurable, and responsive curriculum management system.

Executing this strategy contributes significantly to higher education performance benchmarks by improving graduate competency relevance to market needs, expanding student off-campus learning experiences, reinforcing university-industry collaboration, increasing practitioner engagement in teaching, advancing project- and research-based learning, and cultivating a strong academic quality assurance culture. Consequently, OBE curriculum development enhances instructional quality while continuously strengthening institutional competitiveness and educational outcomes.

Successful implementation relies on strong institutional leadership commitment, continuous faculty development, effective internal quality assurance systems, data-driven decision-making, and sustained stakeholder collaboration. This synergy fosters relevant, flexible, and outcome-oriented curricula capable of producing adaptive, innovative, and highly competitive graduates nationally and globally, ultimately driving sustainable higher education transformation.

SUGGESTIONS

Based on the synthesis of findings and discussions on Outcome-Based Education (OBE) curriculum development strategies, the following actionable recommendations are proposed for higher education leaders, academic departments, faculty, and industry partners:

For University Leadership & Decision-Makers

- a. **Policy & Incentive Alignment:** Institutionalize clear policies that directly link OBE implementation with departmental KPI evaluations. Provide dedicated funding, resource allocation, and performance incentives for academic units that successfully meet outcome-based metrics.
- b. **Infrastructure & Digital Tools:** Invest in specialized academic information systems (LMS) capable of automated GLO-CLO mapping, tracking student learning outcome attainments in real-time, and generating data-driven CQI reports.

For Study Programs & Curriculum Committees

- a. **Systematic Constructive Alignment:** Conduct comprehensive curriculum mapping to ensure every course objective (CLO) clearly supports overall program outcomes (GLO) and directly contributes to relevant Higher Education KPIs.
- b. **Formalized Industry Integration:** Institutionalize advisory boards comprising industry experts and alumni to periodically review curriculum contents, ensuring learning outcomes remain tightly aligned with rapidly evolving job market demands.

For Faculty & Academic Staff

- a. Continuous Professional Development: Participate regularly in training programs focused on outcome-based instructional design, active learning methods (Problem-Based and Project-Based Learning), and authentic assessment rubric creation.
- b. Role Diversification: Engage actively in industry consulting, joint research, and off-campus professional engagements (KPI 3) to bring real-world case studies and practical insights into the classroom.

For External Stakeholders & Industry Partners

- a. Co-Creation of Curricula & Teaching: Expand structured co-teaching initiatives (*Praktisi Mengajar*) and collaborate with academic departments to co-design internship programs that offer meaningful, project-based work experiences for students.
- b. Collaborative R&D: Partner with university faculty on applied research projects that solve operational industry problems, facilitating technology transfer and social impact (KPI 5).

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