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ADAPTIVE STRATEGIC MANAGEMENT–OBE MODEL FOR CURRICULUM INNOVATION BASED ON GRADUATE LEARNING OUTCOMES AT ISLAMIC HIGHER EDUCATION INSTITUTIONS

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Manajemen Strategis Adaptif; *Outcome-Based Education*; Inovasi Kurikulum; PTKIS; Kompetensi Hibrida.

ABSTRAK

Latar Belakang: Menghadapi tantangan ganda modernisasi kompetensi dan pelestarian identitas Islam, penelitian ini mengembangkan model *Adaptive Strategic Management–Outcome-Based Education* (MSA-OBE). **Tujuan:** Penelitian ini menjawab masalah ketidaksesuaian kompetensi lulusan di Perguruan Tinggi Keagamaan Islam Swasta (PTKIS), khususnya STAI Al-Azhary Cianjur, di era VUCA. **Metode:** Menggunakan pendekatan kualitatif dengan desain studi kasus konseptual, data disintesis dari tinjauan literatur sistematis, dokumen strategis institusi, dan pemetaan lingkungan eksternal. **Hasil:** Model MSA-OBE yang dihasilkan beroperasi dalam empat fase berkelanjutan: pemindaian lingkungan strategis berbasis nilai Islam, perumusan strategi kurikulum adaptif melalui modularisasi, implementasi berbasis proyek yang fleksibel, dan evaluasi berbasis data. **Kesimpulan:** Model ini mengubah kurikulum statis menjadi ekosistem adaptif, menghasilkan lulusan dengan kompetensi hibrida yang menyeimbangkan spiritualitas, intelektualitas, dan profesionalisme. **Implikasi:** Temuan ini memberikan kerangka kerja strategis bagi PTKIS untuk menjaga relevansi dan daya saing di lanskap industri modern.

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Keywords:
Adaptive Strategic Management; Outcome-Based Education; Curriculum Innovation; PTKIS; Hybrid Competencies.

ABSTRACTS

Background: Addressing the dual challenge of modernizing competencies while preserving Islamic identity, this study develops the Adaptive Strategic Management–Outcome-Based Education (MSA-OBE) model. **Purpose:** This research addresses the critical skills mismatch in Private Islamic Religious Higher Education Institutions (PTKIS), specifically STAI Al-Azhary Cianjur, in the VUCA era. **Method:** Using a qualitative approach with a conceptual case study design, data were synthesized from systematic literature reviews, institutional strategic documents, and external environmental mapping. **Result:** The resulting MSA-OBE model operates through four continuous phases: strategic environmental scanning based on Islamic values, adaptive curriculum strategy formulation through modularization, flexible project-based implementation, and data-driven evaluation. **Conclusion:** This model transforms static curricula into adaptive ecosystems, producing graduates with hybrid competencies that balance spirituality, intellectuality, and professional skills. **Implication:** The findings provide a strategic framework for PTKIS to maintain institutional relevance and competitiveness in the modern industrial landscape.

A. INTRODUCTION

Higher education institutions today face rapid changes characterized by the VUCA (Volatile, Uncertain, Complex, Ambiguous) era. For Private Islamic Religious Higher Education Institutions (PTKIS), this presents a dual burden: the structural necessity to adopt modern technologies and the ideological responsibility to preserve Islamic traditions (*turats*) (Waruwu et al., 2025). STAI Al-Azhary Cianjur exemplifies this challenge. Located in a region transforming towards a halal industry and digital economy, the institution faces a "skills mismatch" where graduates often lack the adaptability required by the modern workforce (Hidayat & Supriyadi, 2020).

This gap is largely attributed to a linear and static curriculum development approach, often revised only every 4–5 years, causing a lag in responding to external demands. To address this, a synthesis between Outcome-Based Education (OBE) and Adaptive Strategic Management (MSA) is proposed. While OBE focuses on Graduate Learning Outcomes (CPL), MSA provides the agility to detect (sensing), seize (seizing), and transform (transforming) institutional resources (Harden et al., 2014; Teece et al., 1997).

Previous studies have discussed OBE and strategic management separately, but few have integrated them into a coherent model for Islamic higher education. Therefore, this study aims to formulate a comprehensive MSA-OBE implementation model at STAI Al-Azhary Cianjur. Specifically, this research answers the question: How can the MSA-OBE model be constructed to create a relevant, flexible, and values-based curriculum? This model is expected to resolve the dichotomy between religious knowledge and professional skills, producing graduates with adaptive hybrid competencies.

In this context, STAI Al-Azhary Cianjur is one of the institutions facing these challenges. As a PTKIS (Islamic Higher Education Institution) located in a region with continuously evolving socio-economic dynamics, STAI Al-Azhary has a strategic responsibility to produce graduates who excel academically, possess Islamic character, and are able to compete in the modern job market. The challenge is even greater when considering that Cianjur is moving towards a transformation into the

halal industry, sharia tourism, the digitalization of MSMEs, and the increased autonomy of Islamic boarding schools following new regulations. These conditions require STAI Al-Azhary to be able to adapt its curriculum so that it not only meets national standards but also addresses unique local needs.

However, the fundamental problem is the significant gap between graduate competencies and the needs of the workforce and the wider community. The phenomenon of skills mismatch is a common symptom in various PTKIS (Islamic Higher Education Institutions), including STAI Al-Azhary, indicating that graduates are less adaptable to change. This can be traced to the curriculum development approach, which is still linear, static, and periodic, typically revised every 4–5 years. This lengthy and bureaucratic revision process often results in outdated teaching materials, especially in the context of the rapid development of educational technology. Islamic Religious Education learning strategies, for example, often fail to integrate cutting-edge EdTech platforms, the psychological dynamics of Generation Z students, or active learning methods that require collaboration and creativity.

Another weakness is seen in the gap between the competencies taught and the needs of the Business and Industrial World (DUDI). Curricula designed from an internal perspective (supply-driven) often do not align with the real needs of the job market (demand-driven) (Hidayat & Supriyadi, 2020). This is exacerbated by the dichotomy of knowledge that still rigidly separates religious knowledge from modern knowledge. In the digital era, PTKIS graduates are required to master both dimensions in an integrated manner. STAI Al-Azhary, with its vision as a leading Islamic university, can no longer maintain this dichotomy if it wants to remain relevant in global competition.

A SWOT analysis of STAI Al-Azhary's strategic environment reveals strengths that can be optimized, such as a strong cultural base, alumni networks in Islamic boarding schools and madrasas, and a moderate Islamic identity that serves as significant social capital. However, internal weaknesses also exist, such as a low number of lecturers with high-level functional positions, limited digital infrastructure, and a relatively conventional academic culture. Opportunities arise from the economic development of Cianjur as a buffer zone for the Greater Jakarta-West Java agglomeration, the growth of the halal industry, and job opportunities in Islamic boarding school management. Meanwhile, threats stem from competition with other universities that are more aggressive in adopting technology and the changing preferences of the younger generation for fast and flexible learning.

Based on this background, this study aims to formulate a comprehensive MSA-OBE implementation model at STAI Al-Azhary Cianjur. This model is expected to align adaptive strategic values with OBE principles, enabling the five study programs at STAI Al-Azhary to create a relevant, flexible, and sustainable curriculum. The implementation of this model aims not only to improve the quality of graduate learning outcomes but also to ensure that the curriculum can always be updated in real time based on external dynamics.

As a theoretical foundation, Adaptive Strategic Management (ADAM) emphasizes flexibility in execution with the principles of environmental sensitivity, rapid decision-making, and experiment-based learning (David, 2011). These principles are inherently aligned with Islamic educational epistemology, which emphasizes the importance of tajdid and ijtihad as a process of knowledge renewal.

From an Islamic perspective, the ability to strategically adapt is part of the command to read social and natural phenomena as verses of kauniyah (instructions for wisdom). Therefore, the integration of ADM into OBE not only strengthens the academic aspect but also strengthens the institution's spiritual foundation.

Outcome-Based Education (OBE) serves as a quality pillar that emphasizes curriculum development based on graduate learning outcomes (CPL). With a backward-looking curriculum design, OBE ensures that each course contributes directly to CPL achievement. Constructive alignment is a key principle in OBE, ensuring a connection between CPL, learning methods, and assessment mechanisms.

The integration of MSA and OBE provides an important theoretical synthesis. OBE provides direction and structure, while MSA provides agility and adaptability. Without OBE, MSA loses its quality orientation; without MSA, OBE becomes rigid. By combining the two, STAI Al-Azhary can create a curriculum that not only meets national standards but is also adaptable to change.

Tabel 1. Comparison of Traditional Curriculum Paradigms and MSA-OBE

Dimensions	Traditional Curriculum	MSA-OBE Curriculum (Adaptive)
Main Focus	Input (Material, Credits)	Output (Graduate Learning Outcomes)
Design	Forward Design	Backward Design
CPL Properties	Static (5 years)	Dynamic/Adaptive (1–2 years)
Assessment	Normative (Written Exam)	Performance/Portfolio Based
Response	Reactive	Proactive & Real-time

B. METHOD

This research utilizes a qualitative approach with a **conceptual case study design**. This design was chosen to build a theoretical model based on empirical context and literature synthesis, rather than to evaluate an already implemented program. The locus of the study is STAI Al-Azhary Cianjur, selected due to its strategic position as a PTKIS undergoing transformation.

Data Sources and Collection Data were collected through triangulation of three sources:

1. **Institutional Documents:** Analysis of the Statutes, Master Development Plan (RIP), and existing curriculum structures.
2. **Environmental Mapping:** Scanning of the Cianjur higher education ecosystem, local industry demands (halal tourism, MSMEs), and national education policies.
3. **Literature Synthesis:** Review of theories on Dynamic Capabilities, Outcome-Based Education, and Islamic education management.

Data Analysis The analysis followed three stages: (1) SWOT analysis to map the strategic position; (2) Model synthesis integrating internal-external findings with MSA and OBE theories; and (3) Conceptual validation to ensure the model's

consistency and feasibility. This method ensures the resulting MSA-OBE model is theoretically robust and contextually grounded.

The population and targets of this research are not individuals or respondents as in quantitative empirical research, but rather institutional strategic documents, external environmental conditions, and relevant theoretical constructs. The main targets of this research include institutional documents such as the Statutes, the Development Master Plan (RIP), and the curriculum structure of five Study Programs as a representation of academic policy at STAI Al-Azhary. Furthermore, the research targets also include the dynamics of the higher education ecosystem in Cianjur Regency, which is influenced by the development of the halal industry, the digitalization of MSMEs, and national education policies. All of these targets are the objects of analysis to ensure that the resulting MSA-OBE model has an adequate empirical-conceptual basis.

C. RESULT AND DISCUSSION

Result

MSA-OBE MODEL CONSTRUCTION AT STAI AL-AZHARY CIANJUR

The Adaptive Strategic Management–Outcome-Based Education (MSA-OBE) model constructed in this study is designed as a dynamic framework capable of addressing the contextual needs of STAI Al-Azhary Cianjur. This model is not produced from a mere theoretical abstraction process, but is a synthesis of the Dynamic Capabilities theory, the Outcome-Based Education principle, and an in-depth analysis of the local sociological and economic ecosystems that shape the reality of Islamic higher education in Cianjur Regency. With this approach, the research results attempt to produce an adaptive curriculum model oriented towards local excellence, industrial needs, and the Islamic identity that characterizes STAI Al-Azhary.

Before formulating the operational phase of the model, this study first describes the condition of the educational and industrial ecosystem in Cianjur Regency as the philosophical and practical basis for formulating the MSA-OBE. The analysis shows that Cianjur is in a structural transition phase from an agrarian society to a semi-industrial economic pattern, enriched by the growth of the service sector, creative industries, and halal tourism. The Cipanas-Puncak area is experiencing acceleration as a sharia tourism destination dominated by Middle Eastern tourists, creating opportunities for graduates with competencies in tourism fiqh, sharia hotel management, and cross-cultural communication. In this context, the STAI Al-Azhary curriculum can no longer rely on the conventional orientation of producing religious teachers, but must develop a graduate profile capable of playing a role in this new economic ecosystem.

In addition to economic transformation, the sociological dynamics of Al-Azhary Islamic Boarding School students are also a key factor. The majority of students come from Islamic boarding schools (pesantren) or have a santri (Islamic boarding school) background, but they have grown into a generation of digital natives with dual literacy—able to read classical Islamic texts while also skilled in using digital technology. This "Millennial Santri" phenomenon presents significant potential for curriculum transformation, particularly in utilizing digital technology as a medium for da'wah, learning, and innovation. Previous curriculum models tended to be

unable to optimize this potential due to their static nature and oriented towards traditional methods. Therefore, the MSA-OBE model constructed in this study makes the digital literacy of santri students the foundation for developing an adaptive curriculum, for example through project-based learning for creating educational content, developing a simple LMS, or integrating educational technology into Islamic Religious Education (PAI) courses.

In addition to economic factors and student conditions, national policies also exert transformational pressure on PTKIS (Islamic Boarding Schools) in Cianjur. Regulations on the independence of Islamic boarding schools (pesantren) and the development of the halal industry create demand for graduates capable of managing Islamic-based institutions with a modern managerial approach. Therefore, a curriculum that solely emphasizes normative religious aspects is no longer adequate. The MSA-OBE model capitalizes on this opportunity by integrating CPL (Competency Based Learning) that emphasizes managerial competencies, data literacy, technological adaptability, and social leadership based on Islamic values. This analysis of the Cianjur ecosystem underpins the argument that the MSA-OBE-based curriculum transformation is not merely an academic necessity but also a response to evolving sociological, economic, and policy demands.

MSA-OBE Model Constructs and the Four-Phase Adaptive Cycle

The MSA-OBE model generated by this study operates through four cyclically interconnected adaptive phases. These four phases are designed to ensure that the STAI Al-Azhary curriculum has the ability to sense environmental changes, the capacity to seize in translating opportunities and challenges into curriculum decisions, and the capability to transform in continuously reconfiguring resources, learning, and assessment (Sallam & George, 2018). Each phase operates holistically and influences the others, creating a responsive and sustainable adaptive curriculum system.

The first phase is a strategic environmental scan conducted through continuous observation of internal and external dynamics. At this stage, the institution identifies developments in the halal industry, sharia tourism, local business and industry needs, millennial students' learning preferences, and national policy directions such as the National Education Standards (SN-Dikti) and religious moderation. This scan provides the basis for accurate curriculum decision-making, particularly to ensure that core curriculum (CPL) remains aligned with the campus' Islamic identity, while adaptive curriculum (CPL) is responsive to environmental changes.

The second phase is the formulation of an adaptive curriculum strategy through the process of CPL adjustment, course restructuring, and learning modularization. At this stage, the scanned data is translated into concrete curriculum strategies, such as integrating tourism fiqh into the Islamic Religious Education Study Program curriculum, strengthening digital economics courses in the Islamic Economics Study Program, or developing cross-cultural communication skills. The strategy formulation process also incorporates the principle of backward design to ensure that each course, learning method, and assessment pivots on graduate learning outcomes. Thus, the resulting curriculum is not only administratively accountable but also contextually relevant.

The third phase is flexible, integrative project-based implementation. In this phase, students are encouraged to develop applied projects that integrate theory, practice, and local context. For example, students might create digital Islamic preaching media based on Cianjur culture, develop a business proposal for an Islamic boarding school, or design a model for halal tourism education. Project-based learning was chosen because it has been proven to develop 21st-century competencies such as creativity, collaboration, communication, and problem-solving. This approach also optimizes the potential of millennial students who possess strong digital literacy.

The fourth phase is data-driven evaluation, designed to ensure the sustainability of the adaptive cycle. Evaluation is conducted through portfolio-based measurement, authentic assessment, and institutional reflection based on student achievement data. At this phase, the institution identifies courses or competencies that are not yet optimal and then adjusts the CPL or learning methods. This evaluation process operationalizes the PDCA cycle in OBE more agilely through the MSA approach, allowing for real-time curriculum updates.

The results of this study not only present the working structure of an adaptive curriculum but also demonstrate how Dynamic Capabilities theory is a crucial instrument in responding to the dynamics of Islamic higher education. Sensing capabilities are reflected in STAI Al-Azhary's ability to identify Cianjur's economic transformation, the potential of millennial students, and the development of the DUDI (industrial and industrial) sector. Seizing capabilities are reflected in the formulation of adaptive curriculum strategies translated into new CPLs and course modularization. Meanwhile, transforming capabilities are reflected in the institution's ability to reorient learning, train faculty members, and reconfigure academic resources (Gleason, 2018). Thus, the MSA-OBE model serves not only as a technical instrument for curriculum change but also as an institutional strategy for building STAI Al-Azhary's adaptive excellence..

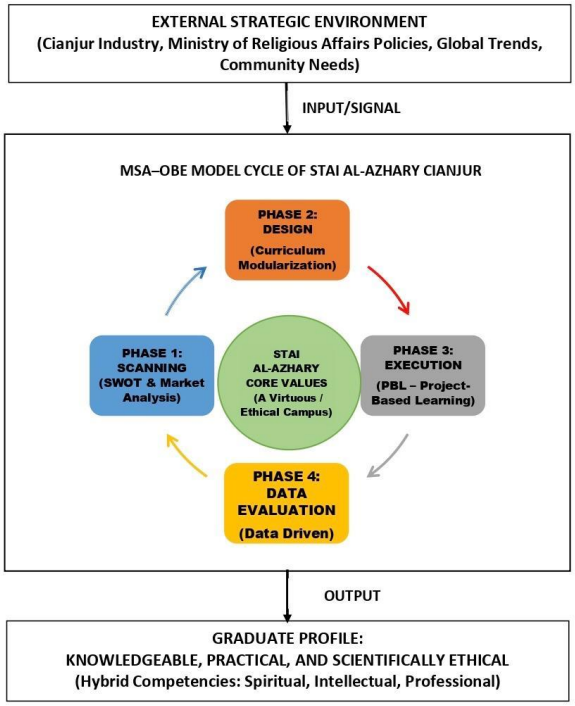
The results of this study indicate that the MSA-OBE model has strategic significance for the transformation of the PTKIS curriculum in Indonesia. By utilizing local context analysis and an adaptive framework, this model demonstrates that the PTKIS curriculum can be more responsive without losing its Islamic identity. The successful integration of Islamic values into core CPL and the ability to respond to industry needs in adaptive CPL demonstrate that the dichotomy of religion and modernity need not be a barrier. Instead, both can be integrated within a curriculum framework that is relevant, adaptive, and locally unique. Ultimately, the MSA-OBE model at STAI Al-Azhary Cianjur can serve as a reference for other PTKIS seeking to develop adaptive curricula based on values and the needs of the times.

After outlining the dynamics of the local economy, the development of halal tourism, and the phenomenon of Millennial Islamic Boarding School Students (Santri Millennial), this study identifies another significant factor influencing the direction of curriculum development: the demand for independence among Islamic boarding schools (pesantren) following the enactment of Law Number 18 of 2019 concerning Islamic Boarding Schools. This policy has become a crucial catalyst in shaping a new ecosystem that demands managerial competencies, entrepreneurship, and professional governance of Islamic institutions. This regulatory change forces Islamic boarding schools to independently carry out three main functions: education,

da'wah, and community empowerment. In the context of economic empowerment, many Islamic boarding schools in Cianjur have begun establishing business units such as Islamic Boarding School-Owned Enterprises (BUMN), modern cooperatives, integrated agribusinesses, and sharia retail. This situation creates an unmet need for competencies, particularly those of Islamic boarding school management consultants who understand Islamic institutional governance, sharia accounting, value-based human resource management, and Islamic boarding school organizational ethics.

The old curriculum at STAI Al-Azhary tends not to provide a learning path that prepares graduates as professional mentors for Islamic boarding schools. Therefore, the MSA-OBE model designed in this study integrates the Pesantrenpreneurship module as part of the adaptive CPL. This module not only offers Sharia-based entrepreneurship learning but also equips students with the skills to identify Islamic boarding school business opportunities, conduct micro-enterprise feasibility analyses, and design modern management models that remain grounded in Islamic boarding school values. This module integration demonstrates how the STAI Al-Azhary curriculum can capitalize on blue ocean opportunities to produce unique and competitive graduate profiles amidst the growing Islamic boarding school industry in Cianjur.

Figures 1. MSA-OBE Model Cycle at STAI Al-Azhary Cianjur



The figure above illustrates the sequential relationship between sensing, seizing, transforming, and evaluating, all of which form an adaptive framework that allows the curriculum to be updated with changing times. The figure will be placed in the final draft according to the instructed format.

Phase I: Strategic Environmental Scanning (Al-Azhary Sense-Making)

The first phase of the MSA-OBE model is a strategic environmental scan, which serves as an institutional radar for STAI Al-Azhary in detecting various external and internal changes. This scan is not conducted sporadically, but rather as a systematic activity that serves as the main driving force behind the adaptive model. In this phase, the curriculum formulation team conducts in-depth observations of job market dynamics, national regulations, Ministry of Religious Affairs policies, socio-religious developments, and the behavior of students from the digital santri generation. All information obtained in this phase is synthesized to identify the direction of developments in new competency needs and to assess the extent to which the existing curriculum is still able to meet the standards of changing demands.

The results of the environmental scan serve as the basis for the formation of a graduate learning outcomes structure, which is divided into two stratifications: core CPL and adaptive CPL. Core CPL is a thabit competency or a competency that is permanent and becomes the Islamic identity of STAI Al-Azhary. This competency includes mastery of the Ahlussunnah wal Jamaah creed, Islamic scientific ethics, mastery of the main study program, and moral integrity that are mandatory for every graduate without exception. Core CPL is stable because it reflects basic values that do not change despite social changes. On the other hand, adaptive CPL is a mutaghayyir competency or a dynamic competency that can change with the needs of the times. This adaptive CPL includes integrative skills that support student readiness in facing the challenges of industry and modern society, such as digital literacy, digital curriculum design skills, the creation of creative da'wah content based on social media, and sharia entrepreneurship competencies relevant to local needs. This adaptive CPL is designed to be revised every one to two years to keep up with industry developments and community needs.

Through this CPL stratification, the scanning phase not only forms the initial stage of the adaptation cycle but also serves as a philosophical foundation that ensures alignment between the Islamic values upheld by the university and the modern skills needs it must meet. One of the strengths of this model is its ability to maintain a balance between stable, transcendent aspects and changing worldly aspects. Thus, graduates are not only prepared to contribute academically or religiously, but also to become agents of change at the socio-economic level, in line with Cianjur's local dynamics.

To support the operationalization of the scanning phase, this research also demonstrates the need to strengthen institutional capacity to implement an effective environmental monitoring system. STAI Al-Azhary needs to establish an adaptive task force working across study programs to regularly collect, analyze, and distribute strategic information on educational and industrial developments. This unit is tasked with coordinating the adaptive CPL update process and ensuring that data-driven curriculum revisions are conducted regularly. Furthermore, lecturer training is a key element in ensuring that lecturers are able to translate environmental scanning findings into appropriate learning strategies.

Overall, the research findings in this section confirm that Phase I of the MSA-OBE model is the foundation that determines the effectiveness of the entire adaptation cycle. Without a robust and accurate environmental scan, the process of adaptive curriculum formulation, project-based implementation, and data-driven

evaluation will not run optimally. Therefore, this values-based strategic scanning phase serves as the starting point that guides the overall direction of curriculum change at STAI Al-Azhary Cianjur.

Phase II: Formulation of Adaptive Curriculum Strategy (Al-Azhary Decision-Making)

The second phase of the MSA-OBE model is crucial, translating graduate learning outcomes into an operational curriculum structure across the five study programs at STAI Al-Azhary Cianjur. In this phase, the institution not only formulates a conceptual strategy but also translates the results of the strategic environmental scan into concrete curriculum policies that can be implemented in the educational process. The formulation of this adaptive curriculum strategy reflects the essence of the MSA-OBE model: the ability to respond quickly to change, maintain academic relevance, and uphold core Islamic values as the institution's core identity. The backward design principle in OBE serves as the foundation for this phase, ensuring that any curriculum adjustments are truly oriented toward the desired graduate learning outcomes (Eisenhardt & Martin, 2000).

In the Islamic Religious Education Study Program, the need for Islamic Religious Education teachers capable of playing a role in the digital education ecosystem is a primary focus of strategy formulation. Islamic Religious Education (PAI) teachers are no longer equipped with just basic knowledge such as Ulumul Qur'an or classical Islamic studies, but must also understand the psychology of Generation Z students who have different learning characteristics, and be able to optimize social media as a space for preaching and education. Therefore, the adaptive curriculum strategy adds competencies such as digital literacy for preaching and counseling students in the digital era as part of the adaptive CPL (Ministry of Education and Culture of the Republic of Indonesia, 2020). To ensure that these competencies do not stop at the theoretical level, students are required to take a micro-learning content creation module, including producing a portfolio in the form of managing an educational YouTube channel (Teece et al., 1997). This strategy is in line with the development of digital pedagogy that emphasizes creativity and media production skills as part of the competencies of modern teachers (Biggs & Tang, 2011).

Overall, the adaptive curriculum strategy formulation phase within the MSA-OBE model demonstrates STAI Al-Azhary's commitment to restructuring its curriculum to truly align with the needs of the times, while maintaining Islamic values as its primary foundation. This phase serves as a bridge between theory and practice, between identity and adaptation, and between market needs and institutional vision, resulting in a more responsive, relevant, and sustainable curriculum model.

The MSA-OBE model at STAI Al-Azhary Cianjur proposes a radical structural innovation in curriculum governance: the implementation of a "Course Market" mechanism that operates through an adaptive modular system. This mechanism is designed to address the challenges of scientific relevance and the need for cross-disciplinary flexibility, enabling students to develop hybrid competencies that are more responsive to industrial and social dynamics. (Killen, 2007) This system begins to operate primarily in the 6th and 7th semesters, when the curriculum is no longer locked into a standard package but instead utilizes a credit block scheme that allows

students to choose 9–12 credits of Adaptive Modules. This structure allows for greater flexibility in the curriculum, as study programs no longer impose a single, uniform pathway on all students, but instead allow for differentiation of competencies based on interests and career needs (Mintzberg, 1994). A similar approach has been adopted by several global universities, implementing flexible learning pathways and personalized curricula in response to the digital competency era (Grant, 2023).

This modular implementation is also supported by a cross-study program policy that eliminates administrative boundaries between study programs. This allows students the academic autonomy to take modules from other study programs without the bureaucratic procedures that have historically hindered higher education in Indonesia. Under this new scheme, the Academic Information System (SIAKAD) has been reengineered to accept KRS (Course Plan) entries with course codes from different study programs. For example, Sharia Economics students seeking to strengthen their managerial skills can directly take the "Financial Management of Educational Institutions" module offered by the Sharia Economics or Islamic Education Management study programs. Upon completion of the module, the system automatically converts the earned grade into an elective or part of the Diploma Accompanying Certificate (SKPI), eliminating manual processes requiring dean's approval. This cross-study program model aligns with adaptive curriculum practices at universities that have adopted the multi-entry–multi-exit concept and competency convergence (Elang & Suroso, 2022).

To strengthen academic and practical quality, each Adaptive Module is required to utilize a team-teaching scheme between academic lecturers and industry practitioners (Practitioners in Residence). Academic lecturers ensure that theoretical foundations, scientific methodology, and Islamic values remain at the core of learning, while industry practitioners provide real-world perspectives. This collaboration accelerates the bridging of theory and operational skills requirements. For example, in the "Digital Journalism" module in the KPI Study Program, the presence of professional journalists or Islamic content creators with proven industry track records enriches students' learning experience. This model has been proven to improve job readiness, based on research findings on the Industry 4.0 competency gap, which emphasizes the need for integration between academics and practitioners to achieve optimal relevance (World Economic Forum, 2023).

The modular structure implemented at STAI Al-Azhary Cianjur is a strategic effort to make the curriculum more adaptive and responsive to local and national job market needs. In semesters 5 and 6, students receive credits allocated to take Adaptive Modules across study programs. This not only opens opportunities for students to broaden their horizons but also fosters a culture of academic collaboration across study programs within a single institution. For example, Islamic Religious Education (PAI) students can enhance their managerial competencies by taking the "Financial Management" module offered by the Sharia Economics Study Program. This module also involves industry practitioners (DUDI) in Cianjur through a Practitioner-in-Residence mechanism as accompanying instructors, ensuring that learning is not merely theoretical but also practical. Thus, curriculum modularization is not merely a structural change but a strategic tool for strengthening academic relevance, expanding students' professional networks, and integrating theory with practice in both local and global contexts.

Phase III: Flexible and Integrative Implementation (OBE Execution)

The implementation of the third phase of the MSA-OBE model marks the most significant milestone in the learning transformation at STAI Al-Azhary, as it is at this stage that the entire adaptive curriculum design is operationalized in the classroom through a flexible, contextual, and performance-based pedagogical approach. This phase is built on the principle that learning can no longer rely on traditional lecture methods, but rather must be interactive, project-based, and facilitate the construction of authentic learning experiences that can more realistically measure learning outcomes. In this context, the Project-Based Learning (PBL) approach becomes the dominant strategy. Through PBL, students are involved in completing real-world projects related to their professional lives, such as Islamic Religious Education students designing educational video campaigns for their target madrasahs or Islamic Economics students developing simple halal audit prototypes. This approach not only provides practical experience but also encourages students to develop collaboration, creativity, and problem-solving competencies, long recognized as key characteristics of 21st-century competencies (Thomas, 2000).

The transformation of the assessment system is one of the most significant changes in the MSA-OBE model. For decades, the traditional curriculum measured student competencies, including teaching and other professional practices, through rote written exams that failed to capture real-world skills. MSA-OBE addresses these weaknesses through a comprehensive reform of the evaluation instrument, replacing theory-based Final Semester Exams with product- and portfolio-based assessments. In skills-based courses, or those containing Adaptive CPL, students are no longer tested through essays or multiple-choice questions, but are instead required to produce tangible products. For example, Islamic Religious Education students in the Learning Media course must create a simple Android application or a series of Augmented Reality-based learning videos. Thus, the assessment no longer measures theoretical memorization but the ability to apply technology for pedagogical purposes. This assessment reform aligns with global educational trends that emphasize authentic assessment as a far more valid measure of professional competence than conventional tests (Gulikers & others, 2004). **Data Analysis** The analysis followed three stages: (1) SWOT analysis to map the strategic position; (2) Model synthesis integrating internal-external findings with MSA and OBE theories; and (3) Conceptual validation to ensure the model's consistency and feasibility. This method ensures the resulting MSA-OBE model is theoretically robust and contextually grounded.

The population and targets of this research are not individuals or respondents as in quantitative empirical research, but rather institutional strategic documents, external environmental conditions, and relevant theoretical constructs. The main targets of this research include institutional documents such as the Statutes, the Development Master Plan (RIP), and the curriculum structure of five Study Programs as a representation of academic policy at STAI Al-Azhary. Furthermore, the research targets also include the dynamics of the higher education ecosystem in Cianjur Regency, which is influenced by the development of the halal industry, the digitalization of MSMEs, and national education policies. All of these targets are the objects of analysis to ensure that the resulting MSA-OBE model has an adequate empirical-conceptual basis

Phase IV: Continuous Evaluation (Data-Driven Muhasabah)

The continuous evaluation phase is the final pillar of the MSA-OBE model and plays a key role in ensuring the curriculum remains adaptive to changes in the external environment. Evaluation is conducted through the analysis of student academic data to map CPL achievement for individuals and study programs. This data is then used to identify student competency strengths and weaknesses. For example, if the analysis reveals that students in one cohort have weaknesses in foreign language proficiency, the study program can strengthen the adaptive language module in the following semester without waiting for the five-year curriculum revision. This data-driven evaluation cycle is at the heart of the concept of continuous quality improvement, which is an international standard in higher education quality assurance systems (Harvey, 2004).

Evaluation is also strengthened through intensive tracer studies of alumni working in various sectors in Cianjur. Data from the tracer studies provides concrete feedback on the curriculum's relevance to the needs of the workforce. If alumni report that certain competencies are highly sought after but not mastered during their studies, the curriculum can be promptly revised. Thus, the evaluation phase is not merely an administrative exercise but an instrument of institutional reflection, ensuring that STAI Al-Azhary continues to move in line with social, economic, and technological dynamics in Cianjur and globally.

Analysis/Discussion (1000-1500 words)

Curriculum transformation through the Adaptive Scanning Model based on Outcome-Based Education (MSA-OBE) at STAI Al-Azhary requires a fundamental shift in the orientation of academic culture. This shift shifts the institution's focus from an administrative culture that tends to emphasize formal compliance with various documents and regulations, to a more innovative academic culture oriented toward learning outcomes. This shift requires lecturers to no longer function solely as transmitters of material, but rather as learning innovators with the ability to design adaptive learning experiences through a reflective, data-driven approach that is responsive to student needs.

In this context, campus leaders play the role of adaptive leaders, fostering the development of a collaborative ecosystem. Leaders serve not only as policy makers but also as facilitators of a more fluid academic culture (Sallam & George, 2018). The success of this transformation requires leadership commitment to creating spaces for dialogue across study programs, breaking down academic silos, and promoting collaborative practices that support the diversification of student competencies. Institutional leaders are also expected to be able to manage resistance and develop mentoring strategies that respect the diverse characteristics of lecturers, so that innovation can be accepted inclusively without diminishing the uniqueness of long-standing academic traditions.

The implementation of MSA-OBE provides an opportunity for STAI Al-Azhary to significantly optimize resources. Through a process of curating learning content, material that is no longer relevant to the needs of society and the workplace can be reduced. This reduction allows for the redistribution of resources—in terms of time, teaching staff, and budget—toward more strategic areas, particularly to strengthen the

local excellence of Cianjur, which has significant potential in agriculture-based Islamic economics and Islamic community empowerment.

Strengthening local excellence through an adaptive curriculum provides STAI Al-Azhary with strategic differentiation compared to similar institutions. By instilling competencies rooted in local realities, students gain not only theoretical understanding but also practical skills to contribute to community-based economic development. This also reinforces a strong institutional identity, providing the campus with a unique selling proposition that can increase its appeal to prospective students and expand its collaborative network with stakeholders at the local and national levels.

The implementation of MSA-OBE is designed through a systematic roadmap, ensuring that the learning paradigm shift is gradual, measurable, and sustainable. In the initial phase, institutions focused on intensive outreach to build a collective understanding of the urgency and benefits of curriculum transformation. This initiation phase also included the formation of a Task Force, a dedicated team responsible for overseeing the change process and conducting adaptive scanning to map future competency needs.

Entering the second year, the campus conducted a pilot test by implementing adaptive modules in several courses across each study program. This phase served as an initial laboratory to identify the strengths and weaknesses of the new curriculum design, including the readiness of lecturers, students, and digital infrastructure. The learning outcomes from this phase served as the basis for improvements before entering the full implementation phase in the third year.

In the third year, all Semester Learning Plans (RPS) fully adopted the MSA-OBE format. During this phase, full integration with the academic information system (SIAKAD) became crucial to ensure that academic data could be managed automatically, accurately, and adaptively to student needs. Entering the fourth and fifth years, comprehensive evaluations were conducted on the first graduates who had fully completed the adaptive curriculum. These evaluation results formed the basis for further innovations, which are expected to make STAI Al-Azhary a model for curriculum transformation within the PTKIS (Islamic Higher Education Institutions).

The MSA-OBE-based transformation of higher education is inherently fraught with dynamic risks that must be carefully anticipated. One major risk is cultural resistance from senior lecturers with traditional academic backgrounds who may be unfamiliar with project-based learning approaches and digital technologies (Kaplan & Norton, 1996). These senior lecturers possess a depth of knowledge and respected academic authority, but the use of new technologies and learning methods often raises concerns and discomfort. Therefore, mitigation strategies are implemented through a cultural approach that emphasizes respect and intergenerational collaboration. A mentoring model through the Teaching Assistant System allows senior lecturers to retain authority over the scientific substance, while junior lecturers or teaching assistants handle the technical and operational aspects of digital learning. This approach maintains the respect of senior lecturers while ensuring effective learning modernization.

Another risk is the paradox of choice that students may experience when given the freedom to choose modules across study programs (Wiggins & McTighe, 2005).

While this freedom opens up opportunities for personalized learning, students who are not yet mature in their career planning can experience confusion in making

choices. Some students may even choose courses based on reasons not oriented toward competency needs, such as following the preferences of friends or choosing lecturers who are perceived as easier to assess. To address this risk, the role of Academic Advisors or Academic Advisors is being revitalized so that they no longer merely act as KRS signatories, but rather as career consultants who guide students in determining academic paths relevant to their professional goals. Digital academic systems can also provide recommendation packages to help students determine the most appropriate combination of modules.

Another risk that cannot be ignored is the unpreparedness of digital infrastructure. Adaptive models and data-driven learning require stable, fast, and integrated technological support. If internet connections are slow, servers frequently experience disruptions, or SIAKAD is unable to manage data efficiently, the entire transformation process can be hampered. Recent studies have shown that integrated academic information systems play a crucial role in improving the effectiveness of academic services in higher education institutions.1 Therefore, mitigation strategies include reallocating campus budgets to focus more on digital backbone development rather than physical development. Investments in bandwidth, cloud servers, data security, and SIAKAD development were priorities in the early years of implementation.

The MSA-OBE model implemented at STAI Al-Azhary makes a significant contribution to the direction of national education policy development, particularly within the private Islamic religious higher education sector. By demonstrating that Core CPL can coexist with Adaptive CPL based on local excellence, this model offers a new paradigm that positions universities not merely as implementers of regulations but as generators of policy innovation. Universities have the opportunity to become strategic partners with the Ministry of Religious Affairs in formulating future curriculum policies that are more flexible, data-driven, and aligned with the needs of a dynamic society.
Through this approach, STAI Al-Azhary not only strengthens its academic identity but also enhances its strategic contribution to the national education system. This adaptive curriculum model has the potential to become a national reference in curriculum development that adapts to changing times without neglecting the local context.

CONCLUSION

This research has successfully developed the Adaptive Strategic Management-Outcome-Based Education (MSA-OBE) Model as a conceptual framework that is not only responsive to regulatory requirements but also proactive in positioning religious higher education institutions in an era of disruption. This model finds a middle ground between preserving Islamic scholarly values and the demands of 21st-century professionalism, presenting a curriculum that is not trapped in the old dichotomy between tradition and modernity.

The research findings demonstrate that MSA-OBE is able to combine the stability of core values with the demands of agility by dividing learning outcomes into two categories: Core CPL (Thabit), which maintains the identity of Islamic scholarship, and Adaptive CPL (Mutaghayyir), which ensures the continued relevance of graduates to changes in the social, economic, and technological environment. In this way, the curriculum is no longer understood as a static document only updated when the five-yearly revision arrives, but rather as a living organism that is continuously adjusted based on data, market signals, and local needs. This transformation demonstrates that

institutions are not simply reacting to change, but anticipating it, even using it as a source of competitive advantage.

The integration of the strategic scanning phase into the MSA-OBE also provides STAI Al-Azhary with a new perspective on the Cianjur ecosystem. The local environment is no longer viewed as a passive context, but rather as a learning space and knowledge production space. Through a mechanism for mapping signals of change—such as the development of halal tourism, the digitalization of Islamic boarding schools, or the dynamics of sharia-compliant MSMEs—the campus is able to translate these needs into module development, project-based learning, and external collaboration. This model ultimately makes the curriculum a bridge connecting educational institutions with the real needs of the community.

At the institutional level, the implementation of MSA-OBE has strategic implications for the governance, academic culture, and positioning of STAI Al-Azhary. This model directs the institution to reshape its identity and public image from a conventional religious campus to an adaptive Islamic campus that prioritizes timeless values while integrating contemporary skills. In the context of regional development, the adaptive curriculum offers significant potential for strengthening the sharia economic ecosystem, particularly through the empowerment of graduates who are prepared to become agents of transformation and innovation within the community.

In addition to providing a conceptual overview, this research generates policy recommendations at three levels to ensure the model can be implemented sustainably. At the study program level, a change in academic culture is needed that encourages learning innovation and connectivity with the world of practice. At the institutional level, updating the academic information system and providing incentives for innovative lecturers are crucial elements for strengthening adaptive governance. Meanwhile, at the ministerial level, flexibility in nomenclature and support in the form of model replication are strategic steps to expand the benefits of the MSA-OBE within PTKIS (Islamic Higher Education Institutions).

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1) Wati Irnawati contributed to the conception of the study, formulation of the research framework, supervision of the writing process, and final critical revision of the manuscript.
2) Fitri Wulandari contributed to data collection, document analysis, drafting of the introduction and research method, and refinement of theoretical integration.
3) Sinta Nurjanah contributed to literature review synthesis, development of the MSA-OBE model section, and preparation of results and discussion.
4) Neng Yayu Purwanti contributed to contextual analysis of STAI Al-Azhary, validation of curriculum adaptation components, editing, and manuscript formatting.

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