

IMPROVING STUDENT COMPETENCE THROUGH LEARNING MANAGEMENT OUTCOME BASED EDUCATION

Khotimatul Husna ¹; Akmal Mundi ¹; Abu Hasan Agus R ¹

¹ Universitas Nurul Jadid, East Java, Indonesia

Contributor: khotimatulhusnadea@gmail.com

| | | |
|--|--------------------|---------------------|
| Received: February 2023 | Accepted: May 2023 | Published: May 2023 |
| DOI: https://doi.org/10.33650.pjp.v10i1.5516 | | |

Abstract : *The era of the industrial revolution 4.0 really needs human resources who have excellence in the fields of communication and knowledge, where higher education as a place for building student character has an important role in improving the quality and competence of students in the results-based domain. This OBE-based learning can be the main way for students to develop the competencies that each student has that they cannot express when they are students. This competence and results-based learning does not only focus on learning using methods but also in conducting field work practices. Writing this scientific paper has a very significant goal in realizing student competency in improving the quality of results-based learning. The research approach used is a qualitative approach with a case study type. In order to obtain data, researchers used observation and interview techniques. The results of the study show that the management of learning based on outcome base education in order to improve quality and competence is carried out in the form of; Internships and work practices, serving students, teaching campuses and student exchanges.*

Keywords : *Student Competency; OBEs; Improvement; Learning Management.*

Abstrak : *Era revolusi industri 4.0 sangatlah membutuhkan sumber daya manusia yang memiliki keunggulan dalam bidang komunikasi dan pengetahuan, dimana perguruan tinggi sebagai ajang pembentukan karakter mahasiswa memiliki peranan penting dalam peningkatan mutu dan kompetensi mahasiswa dalam ranah berbasis hasil. Pembelajaran berbasis OBE ini bisa menjadi jalan utama mahasiswa untuk mengembangkan kompetensi yang dimiliki setiap mahasiswa yang tidak bisa mereka ekspresikan saat menjadi siswa. Kompetensi dan pembelajaran berbasis hasil ini tidak hanya berfokus dalam pembelajaran menggunakan metode saja akan tetapi, juga dalam melakukan praktek kerja lapangan. Penulisan karya ilmiah ini memiliki tujuan yang sangat signifikan dalam mewujudkan kompetensi mahasiswa dalam meningkatkan mutu dari pembelajaran berbasis hasil. Adapun pendekatan penelitian yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Dalam rangka mendapatkan data, peneliti menggunakan teknik observasi dan wawancara. Hasil penelitian menunjukkan bahwa manajemen pembelajaran berbasis outcome base education dalam rangka peningkatan mutu dan kompetensi dilakukan dalam bentuk; Magang dan praktek kerja, santri mengabdikan, kampus mengajar dan pertukaran.*

Kata Kunci : *Kompetensi Mahasiswa; OBE; Peningkatan; Manajemen Pembelajaran.*

INTRODUCTION

The demands of science and technology development require changes in every line of human life, including educational institutions. The orientation of educational institutions shall adapt to changing condition. Demands for change also indirectly target graduates as part of the final result of the educational process organized by an educational institution. However, these condition are often inversely proportional to the demands for change. In this case, educational institutions seem to be keeping their distance from demands for change. In otherwords, educational institutions only carry out governance transformations without balancing with the changing in learning management in which in line with the demands of the world of work and industry. Learning management that has several principles will simply disappear if we don't quickly make changes in the realm of improving the learning process in universities. So as Nurul Jadid University which is in the era of revolution 4.0 also has the challenge as well as the opportunity to change in line with the work target. So that, Nurul Jadid University has the valuable vision and mission to be a pioneer in knowledge development such as science, technology, and arts.

One of the requirements to speed up the educational institutions is to have great innovation with the ability of collaboration. In case of inability to innovate and collaborate, it can be led to be left behind in the Industrial Revolution 4.0. The ability to search, manage and deliver information as well as the ability to use the information and technology is crucial in this era (Mundiri et al., 2021). This learning method emphasizes the learning process, in which this kind of orientation method in Indonesia has not been widely implemented as much as abroad (Mundiri, 2018). It is also necessary to build educational reputation in Indonesia to strengthen the nation's defence. The discussion of the concept of learning management can be traced from the following points which are described etymologically, that is, it is explained that the term management comes from Latin, namely manus or mano or mantis which means hand and agere means to do. Furthermore, the two terms (manus and agere) are then combined into one term which contains the verb, managere, which means to handle, manage, and manage. Several concepts that receive the same emphasis in three sources, namely a collaborative process that involves a number of people, activities carried out, organizational goals or visions achieved, and several resources that are managed and used through the process of planning, organizing, supervising, controlling, and evaluating the results achieved. By relying on the description of management.

The research in improving the quality of education becomes a constant issue that will always be discussed in forming educational management, and many researchers have carried this out, including the results of research (Agustian et al., 2019) who said that improving the quality of education properly and achieving educational goals in the form of implementation in accordance with the characteristics, potential and needs of students with superior quality educational services through networking and school sisters with good quality schools. Developing human resources and character. Thus, development in the educational environment needs to be formed in order to overcome any arise problem. Other

researchers, according to Sanda & Pitriyani (2022), that the way to improve the quality of institutions through professional management of educators and educational staff are carried out by facilitating educators and educational staff to carry out further studies in National and International institutions. It is necessary to have a new approach to improve the quality of education, namely through the total quality management (TQM) approach (Yasin, 2021). By improving the quality of education through the development of local culture, namely by setting goals and analyzing regional potential, so that programs can be determined to be implemented (Hayudiyani et al., n.d.). According to Kusjono & Suprianto (2020) that simultaneously, competency, teaching style and motivation have a significant effect on student achievement, with mentoring activities that are very effective in increasing pedagogical competence integrated with technology. Competency is two types of abilities to do a task based on skills and knowledge and is supported by the work attitude required by the job itself (Prawiyogi & Toyibah, 2020; Sobiruddin et al., n.d.). Learning management is very necessary for improving the academic quality and professionalism of teachers and lecturers, improving the welfare of teachers and lecturers, repairing and improving educational infrastructure in all educational units, improving learning management in all educational units, developing learning based on management quality standards, starting from basic education to higher education (Gemnafle & Batlolona, 2021). By using a technology-based learning method, it is necessary to apply it in universities so that you are not left behind by the fast-moving times (Saputra, n.d.). Akramy (2021) stated that results-based education is a process that guarantees the provision of quality education for graduates. According to Baro'ah (2020), that Quality education is education that is able to carry out the process of maturing the quality of students which is developed by freeing students from ignorance and incompetence. The Freedom to Learn Method is a response to the needs of the education system in the Industrial Revolution 4.0 era. In the era of the Industrial Revolution 4.0, the main need to be achieved in the educational system or more specifically in learning methods, namely student or students, is mastery of new literacy (Yamin & Syahrir, 2020). The quality education is the hope and demand of all education stakeholders. (Munirom, 2021) According to Wahyudi & Wibowo (2018) that OBE-based learning is carried out by integrating several processes including curriculum design, assessment, teaching and learning methods that focus on what students can do. The quality of education is the quality of graduates and services that satisfy education related parties. The quality of graduates relates to students with good grades, cognitive, affective, and psychomotor being an accepted reference in continuing to a higher level with a good quality and having a great personality (Munirom, 2021). It can be concluded that the definition of learning is the effort of the lecturer or teacher to shape the desired behavior by providing an environment and giving freedom to students to choose subject matter and how to study it according to their interests and abilities, so that students more easily organize it into meaningful patterns to achieve learning goals.

The studies that have been carried out by other researchers as mentioned above, have not found any research discussing and focusing on quality improvement based on OBE. Research on OBE-based quality improvement is focused on the implementation of results-based quality carried out by Pesantrens, which so far are known as educational institutions that successfully combine Islamic values as their basic character with modern management. Educational quality management is needed to face the future which will certainly be filled with globalization and disclosure as well as advance information and technology, education which will increasingly be faced with various complex challenges and problems. Thus, this research is focused on the results of how to Improve Student Quality and Competence Through Outcome-Based Education Management.

METHOD

The study uses a qualitative approach. One of the uniqueness in qualitative research is that the researcher acts as the main instrument of “the instrument of choice in naturalistic inquiry is the human” as well as the data collector (Mundiri & Nawiro, 2019). In which this approach is used to understand phenomena or events of quality and competency improvement through outcome-based education-based learning management. While the type of research used is a case study, where this case study is used in research to reveal about outcome-based education learning management in improving the quality and competence of students. To obtain data about outcome-based education management, researchers used observation and interview techniques. As for the data in this study, researchers obtained information from educators and students. After collecting the data, the researcher conducted data analysis using Milles and Huberman data analysis techniques consisting of data reduction, data display, and verification. Milles and Huberman's statement that data analysis in qualitative research can be carried out both during the data collection process and after data collection through the stages of data reduction analysis, data presentation, and drawing conclusions or verification. In the next stage, the researcher checked the validity of the data which was carried out by extending participation, observation persistence, and triangulation.

RESULT AND DISCUSSION

Learning management is a knowledge that everyone in the world of education shall study, in the world of education competence is needed, especially in the 4.0 era, technology and results-based learning have been widely applied in the world of education, which if we look in detail on improving the quality and competence of students in building real learning outcomes, it will be found that the quality of education and competence are very connected to achieve good quality graduates and fulfill learning which is not only obtained from learning theory but also with real results. Higher education is a center of excellence for the progress of a nation, awareness of how important higher education is, every tertiary institution both domestically and abroad continuously improves its quality and

competitiveness (Indarti et al., 2021). Talking about quality in the world of education, as we know and have learned, that the quality of education is a service specification that shows its ability to satisfy the needs of its users, as well as the quality of education in this university, the university goes hand in hand with increasing the quality of education which is well directed. According to Syafina & Ahmad (2022) that improving the quality of schools cannot only be done with partial party, but shall involve all elements in the school. In this discussion, we will explain the processes involved in developing an outcome-based learning process, more detailed examples regarding outcome-based learning that has been implemented at Nurul Jadid University are;

1. Internship and Work Practice

The term internship that we often hear is usually carried out directly by final year students as the main requirement for completing education. Universities that cooperate with companies that provide internships, this program will of course be carried out on the basis of a written agreement and mutually agreed between the company and prospective applicants for internships. This agreement must be known and ratified directly by the local city or district office as an agreement that binds both parties.

While work practice is another name for the apprenticeship itself. As the name implies, in the internship program, we students are required to find a company as a place where the internship process will be carried out. Usually the duration of the activity can reach 1 to 2 months. More or less we can know how the real world of work. However, after the authors made observations regarding internships and work practices carried out at Nurul Jadid University, not many study program students who carried out internships were still determined by the campus, and were not required to find their own company or institution where students would practice internships. However, back to the regulations set by the university where Nurul Jadid University is still under the auspices of the Pesantren.

Improving the competency of university students in carrying out results-based learning through apprenticeships and work practices. Internships become a unified learning process that is integrated and can be converted into course grades. The total load of recognition credits for apprentices is 20 credits. The internship process at the university is carried out in various agencies, both educational institutions and government agencies. While practical work is carried out by each lecturer as planned in the semester learning plan document (*RPS*). Each lecturer at the university has authority to manage the learning method in their respective classes. Thus, lecturers can implement work practices that are integrated in the courses they teach. The form of practice that is often carried out by lecturers is by assigning students to participate and provide training to students in partner schools as revealed by the interview who the authors conducted interviews with. Internships and work practices in learning are a form of implementing

effective learning so that you can know the maximum achievement of learning outcomes and of course with a careful and efficient planning process. Teaching strategy, competence, commitment and work skills of lecturers who continue to be improved, especially in developing and formulating learning objectives in developing teaching materials (Diana & Sholehah, 2022). Improving quality in an institution is not far from the role of important components that determine the course of a learning process to run well, and the maximum results to be achieved cannot be separated from the role of the lecturer in charge of the course itself. Quoted by (Smith & Benavot, 2019) , teachers and lecturers are key components in terms of the quality of learning.

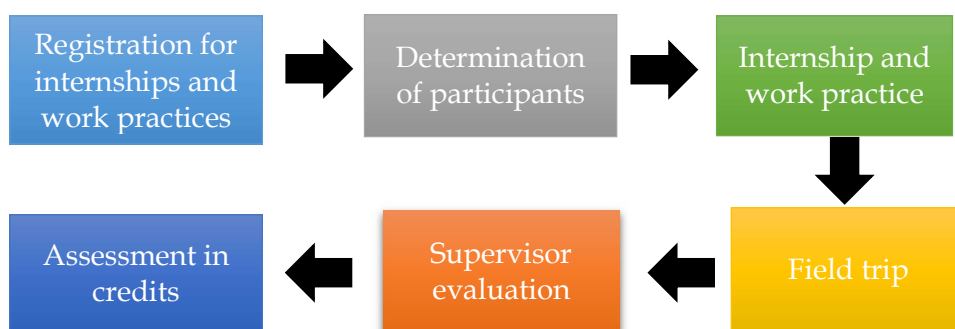


Figure 1: Internship and Work Practice

Internship and work practices have undergone significant changes by universities which refer to the progress of the world of education which leads educational institutions to continue to make new breakthroughs. Like the internship conducted by Nurul Jadid University using outcome-based education where the work practice encourages students to get maximum results compared to the previous curriculum and learning. In the implementation of this results-based program, there are several factors that make this results-based program well implemented, namely: Education quality development that is well-directed, supporting infrastructure in the learning process. We can see in the world of lectures as educators at universities, Lecturers play a very important role in helping students to improve the competencies. The provision of skills that students acquire in lectures in class are not able to equip themselves because the lessons learned are only theoretical which not all students can apply in society. Contributions to internship and work practices are experiences gained by students in social life which can improve the competence of the students themselves.

2. Serving Students

The university is now developing a program namely serving students, where the reference is to students who are domiciled in Pesantrens. This program is made to enable students to serve well and get good learning as well. Serving Student is a renewal program carried out by the university while the university is also domiciled in the

Pesantren environment. Islamic Students themselves are a group of people who study in Pesantrens under the supervision of Pesantren caretakers who learn not only to serve but also to educate. While serving is mandatory for Islamic students to devote themselves to the boarding school and themselves. As a reference for the ongoing process of serving students, the university is making major changes where not only Islamic students can take part in this program, but all students at the university. Serving students do not only focus on learning for learning outcomes, but on how we serve and socialize well in an environment that is dominated by Pesantren students. Becoming an Islamic student does not only require support from parents but support from various parties. According to Mataputun & Saud (2020) that explains that interpersonal communication occurs between two or more people who are not formally regulated, therefore everyone has the freedom to talk about various things related to their experiences, backgrounds, contents of their hearts, ideas, hopes, feelings and so on to other people. Social support in Islam is expressed as support and encouragement in different forms. Either in the form of attention, appreciation or affection as fellow creatures of God as a responsibility of humanity which can affect activities in improving the quality of Islamic education. Iryani et al. (2021) stated that improving the quality and competence of students through ope-based learning in the form of serving students cannot be separated from the successful socialization and good interpersonal skills of students. Serving students themselves is not just serving as the author has described but is a new idea for universities to educate quality characters and have extensive knowledge.

3. Teaching Campus

This teaching campus is a new foundation for universities to develop students' interests and abilities in terms of cultivating student creativity in developing student competencies, starting from registration, which is carried out through the selection stage, the teaching campus itself has rules that must be implemented by students who successfully pass the selection stage. Students are given the task of carrying out creativity in an educational institution or in an institution.

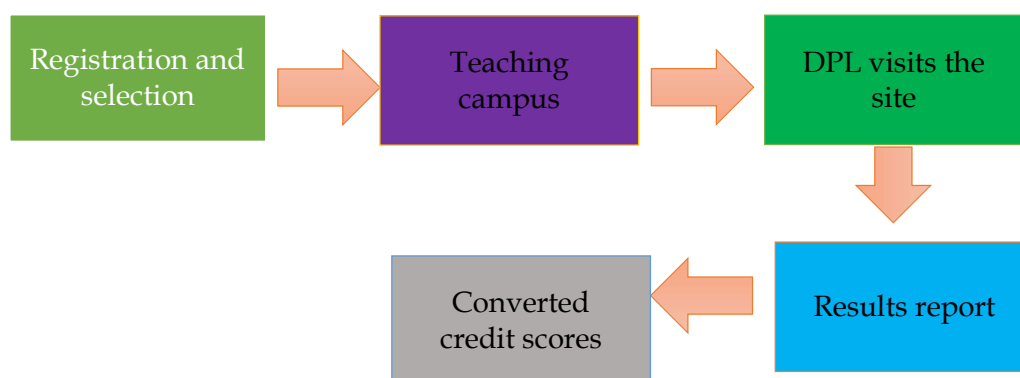


Figure 2: Teaching Campus

According to one of the students who the author managed to conduct an interview with, that this teaching campus is a new breakthrough for students to show their skills and abilities because after participating in this teaching campus program, they get to know more people and learn new things that have not yet been obtained at Nurul Jadid University, and skills are really applied in this teaching campus program. Those are some of the interview results that the author got when interviewing one of the students who took part in this teaching campus program. The teaching campus itself is a provision for students with a variety of expertise and skills possessed by students by becoming partners with teachers and schools in developing learning models and can foster creativity and innovation in learning so that it has an impact on strengthening literacy and numeracy learning. The concept of management as a process of cooperating with and through people in groups to achieve organizational goals according to Abubakar et al. (2019) that the Results-based learning that is also implemented in teaching campuses in this case is an effort to improve the quality of education through competencies that support students to experiment. According to Azisah (2022) that the Teaching Campus can provide experience to hone leadership and self-development as well as improve competence outside the lecture class (Nurhasanah & Nopianti, n.d.). explained that the Teaching Campus Program has the main goal of empowering students to assist the teaching process in elementary schools around the village/city where they live. This teaching campus program is very important to increase student competence in showing the talents that students have, especially students who have an educational background who will later become teachers.

4. Experiential Based Learning

Experiential learning itself focuses on how knowledge is obtained through the transformation of experiences gained by students during the learning process through theory in class and practice. The main focus of experiential learning is how students can be skilled in various aspects (Rahabav, 2021). stated that the high score of student achievement motivation when examined closely was due to the fact that through Experiential learning, students were not treated as objects that passively received learning material provided by lecturers. class, the lecturer prioritizes the ability of each student to carry out this outcome-based learning, of course with the direction of the lecturer. Each lecturer has their own way so that their students can learn well, the results of student learning that can be seen from the results of their learning for one semester also make it easier for lecturers to give their assessments. According to Susilo (2020) that the aspect that influences the success of achieving competence is the teacher, because it is the teacher who is directly involved in efforts to influence, foster and develop the abilities of his students so that they become intelligent, skilled, and have high morality and social spirit so that students are able to be independent as individual and social beings. By exploring the competencies possessed by students, lecturers can continue to

be able to develop the competencies that their students are engaged in (Prawiyogi & Toyibah, 2020). Competence also proves the characteristics of the skills and knowledge possessed or needed by each individual.

5. Student Exchange

Student exchanges are also carried out by universities to support the ability of their students to move forward. This student exchange is carried out either between Study Programs at the same tertiary institution or at different tertiary institutions. As learning that can be taken by students to support the fulfilment of learning outcomes, both those that have been contained in the curriculum structure of study programs and curriculum development to enrich graduate learning outcomes which can be in the form of elective courses. According to Ecca et al. (2022), that the Student Exchange Program is one of the programs that most demonstrates the effectiveness of the competencies acquired by students. Student exchanges carried out by universities are not only for studying education but also for learning how to respect differences in race, culture and attitudes in the places where these students study. There are many things that can be learned in this student exchange program not only to improve the quality of the university but also to improve the characteristics and competence of the students themselves in assessing the extraordinary experiences during student exchanges. properly and competently, according to Insani et al. (2021) that the student exchange program is considered as the development of an innovative learning culture in building collaboration, as well as students' difficulties when adapting to a new environment and time management. Unfortunately, there are still a few students who are interested in joining this program, due to several factors that might prevent students from participating in this program.

There are several concepts that we can know in implementing results-based learning programs that the author can summarize in this map, namely;



Figure 3: Three Learning Concept

This results-based learning is in addition to management that must be considered and modern learning strategies that are applied to improve and increase the effectiveness of learning in schools, there are also important components and determine the course of the learning process and the maximum results achieved. Outcome-based education is learning that is not related to what the lecturer teaches but to what students produce in the learning process. This results-based learning system specifically seeks to carry out learning, understanding and skills in interpreting things, there are several types of OBE

that we need to understand, namely as shown in the table below; 1) Traditional or Conventional OBE which measures the consequences of mastery in terms of student mastery of the curriculum installed; 2) OBE Transition which measures students' learning effects in general or high-level ability phrases such as essential curiosity, problem solving, conversational aptitude, and teamwork; 3) Transformational OBE which measures students' mastery results in terms of broad categories of understanding and disciplinary competencies namely, multi-discipline, indigenous talents, attitudes and values needed by companies or society (Pradhan, 2021).

It can be concluded that education is a planned and structured effort that is carried out to optimize the ability of students. The abilities possessed by students certainly vary (Rizkita & Supriyanto, 2020). Even so, the quality of education always refers to the specifications of educational services that are in accordance with the goals or benefits of education itself. The meaning of the quality of education for users of educational services, however, does not mean that the quality of education does not have standards (Abdullah, 2018). According to Noprika et al. (2020), that A system of guaranteeing and improving the quality of education from educational units where groups of educators and professional education staff demonstrate commitment and best practices (professional accountability). Success in improving school quality through social capital consists of several components in schools. Through this, it is expected that more advanced technology will be present. This social capital remains the basis for advancing schools and providing good learning for all (Syafina & Ahmad, 2022). The strategy to improve the quality of education is an important agenda for the government (Ministry of Education and Culture), various breakthroughs and policies have been taken in order to increase access to equitable and quality education (Baro'ah, 2020). By linking OBE-based learning with the quality of university graduates, we can take a deeper look at some of the theories that the author includes. According to Baharuddin (2021), that contribution to obtain connectivity between educational institutions and stakeholders who will use graduates as a standard indicator of achieving the quality of graduates. Regarding the essence of evaluating the quality of graduates as heads of educational institutions, prioritizing increasing understanding of instruments through in-house training and presenting accreditation experts as a source of knowledge, has proven to be able to increase the understanding of teachers and employees (Hasanah, 2021). Citra & Rosy (2020) revealed that learning outcomes can be seen through evaluation activities that aim to obtain evidentiary data that will indicate the level of students' ability to achieve learning objectives. Baharuddin (2021) explained that the output of graduates is expected to master science and technology in accordance with their areas of expertise and be able to solve problems by adapting to the surrounding environment. Thus, the research findings on the quality of learning and student competency through outcome-based education learning which consists of apprenticeships and work practices, serving students, teaching campuses are one of the strategies of Pesantrens based tertiary

institutions in improving student quality. The results of this study have theoretical implications in that improving the quality of students through OBE-based learning still integrates the values that are the basic character of Pesantrens, such as community service students.

OBE-based learning is a new advancement for Pesantren students who want to develop their own talents and competencies to develop the skills that each student has, we can see from the examples of the findings above that like the dedicated santri program implemented by the university, it is none other than to increase the progress of santri students. who have talent but are still in the realm of Pesantrens where as a university that is still under the auspices of Pesantrens, this does not diminish the interest and competence of students to make changes to this results-based learning. The competencies that many students are interested in also have a good impact on improving the quality of university graduates as the university has applied in the OBE-based learning process which is under the auspices of pesantren.

CONCLUSION

Learning management is a science that everyone in the world of education should study, in the world of education competence is needed, especially in the 4.0 era, technology and results-based learning have been widely applied in the world of education, which if we look in detail at improving the quality and competence of students in building real learning outcomes, it will be found that the quality of education and competence are very connected to achieving good quality graduates and fulfilling learning that is not only obtained from learning theory but with real results.

There are many things that can be learned in this student exchange program not only to improve the quality of the university but also to improve the characteristics and competence of the students themselves in assessing the extraordinary experiences during student exchanges, properly and competently, the student exchange program is considered as the development of an innovative learning culture in building collaboration, as well as students' difficulties when adapting to a new environment and time management.

ACKNOWLEDGMENT

As part of the research output, this article is independently funded by the author for an undergraduate study project at Nurul Jadid University. Appreciation is given to the thesis supervisor of Islamic educational management at Nurul Jadid University for supporting this project.

BIBLIOGRAPHY

- Abdullah, M. (2018). Manajemen Mutu Pendidikan Di Sekolah Peran Kepemimpinan Kepala Sekolah, Profesionalisme Guru, Dan Partisipasi Masyarakat Dalam Peningkatan Mutu Pendidikan di Sekolah. *Jurnal Penelitian Pendidikan*, 17(3), 190-198. <https://doi.org/10.17509/jpp.v17i3.9612>
- Abubakar, A. M., Elrehail, H., Alatailat, M. A., & Elçi, A. (2019). Knowledge management, decision-making style and organizational performance. *Journal of Innovation & Knowledge*, 4(2), 104-114. <https://doi.org/10.1016/j.jik.2017.07.003>
- Agustian, M., Anindyta, P., & Grace, M. (2019). Mengembangkan Karakter Menghargai Perbedaan Melalui Pendidikan Multikultural. *Jurnal Bakti Masyarakat Indonesia*, 1(2), 22-32. <https://doi.org/10.24912/jbmi.v1i2.2903>
- Akramy, S. A. (2021). Implementation Of Outcome-Based Education (Obe) In Afghan Universities: Lecturers' Voices. *S. A.*, 21.
- Azisah, N. (2022). Peran Program Kampus Mengajar Dalam Meningkatkan Kompetensi Mahasiswa Program Studi Pendidikan IPS Fakultas Ilmu Sosial dan Hukum Universitas Negeri Makassar. *Social Landscape Journal*, 3(2), 19-36. <https://doi.org/10.56680/slj.v3i2.33844>
- Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 195-205. <https://doi.org/10.30605/jsgp.4.1.2021.591>
- Baro'ah, S. (2020). Kebijakan Merdeka Belajar Sebagai Strategi Peningkatan Mutu Pendidikan. *Jurnal Tawadhu*, 4(1), 11-23.
- Citra, C. A., & Rosy, B. (2020). Keefektifan Penggunaan Media Pembelajaran Berbasis Game Edukasi Quizizz Terhadap Hasil Belajar Teknologi Perkantoran Siswa Kelas X SMK Ketintang Surabaya. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(2), 261-272. <https://doi.org/10.26740/jpap.v8n2.p261-272>
- Diana, E., & Sholehah, S. W. (2022). Parenting Self-Efficacy Based On Stifin As Intellegence Mechine of Learning. *Pedagogik: Jurnal Pendidikan*, 9(1), 82-96. <https://doi.org/10.33650/pjp.v9i1.3446>
- Ecca, S., Mustanir, A., Ahmad, J., Ramlan, P., Adri, K., Mardhatillah, M., & Sulaiman, Z. (2022). Peran Program Pertukaran Pelajar MBKM dalam Pengembangan Kompetensi Lulusan. *SAP (Susunan Artikel Pendidikan)*, 6(3), 13-32. <https://doi.org/10.30998/sap.v6i3.11713>
- Gemnafle, M., & Batlolona, J. R. (2021). Manajemen Pembelajaran. *Jurnal Pendidikan Profesi Guru Indonesia (JPPGI)*, 1(1), 28-42. <https://doi.org/10.30598/jppgivol1issue1page28-42>
- Hasanah, E. (2021). Best Practice Penjaminan Mutu Lulusan Berbasis IASP 2020 di Sekolah Menengah Kejuruan. *Jurnal Administrasi dan Manajemen Pendidikan*, 4(2), 178-190. <https://doi.org/10.17977/um027v4i12021p178>
- Hayudiyani, M., Supriyanto, A., & Timan, A. (2020). Manajemen Peningkatan Mutu Pendidikan Melalui Pengembangan Budaya Lokal. *JAMP : Jurnal Administrasi dan Manajemen Pendidikan*, 3(1), 102-109. [doi:http://dx.doi.org/10.17977/um027v3i12020p102](http://dx.doi.org/10.17977/um027v3i12020p102).
- Indarti, L., Mundiri, A., & Ferandita, N. (2021). Good Governance University; Strategic Management Application Based on ISO 21001: 2018. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(03), 14-27.
- Insani, N. N., Fitriyari, S., & Iswandi, D. (2021). Persepsi Mahasiswa tentang Program Merdeka Belajar - Kampus Merdeka Pertukaran Pelajar. *Mukadimah: Jurnal*

- Pendidikan, Sejarah, dan Ilmu-ilmu Sosial*, 5(2), 245-251. <https://doi.org/10.30743/mkd.v5i2.4353>
- Iryani, E., Ali, H., & Rosyadi, K. I. (2021). Berfikir Kesisteman dalam Social Support: Ta'awun Upaya Peningkatan Mutu Pendidikan Agama Islam di MAS Al- Ihsaniyah Sarang Burung Muaro Jambi. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 2(1), 413-425. <https://doi.org/10.38035/jmpis.v2i1.559>
- Kusjono, G., & Suprianto, S. (2020). Pengaruh Kompetensi, Gaya Mengajar dan Motivasi terhadap Prestasi Mahasiswa. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 3(2), 620-628. <https://doi.org/10.34007/jehss.v3i2.379>
- Mataputun, Y., & Saud, H. (2020). Analisis Komunikasi Interpersonal dan Penyesuaian Diri Remaja. *Jurnal Konseling dan Pendidikan*, 8(1), 32-37. <https://doi.org/10.29210/140800>
- Mundiri, A. (2018). *Pengembangan Media Pembelajaran PAI; Konsepsi, Konvergensi, dan Implementasi*. Pustaka Nurja.
- Mundiri, A., & Nawiro, I. (2019). Ortodoksi Dan Heterodoksi Nilai-Nilai di Pesantren: Studi Kasus pada Perubahan Perilaku Santri di Era Teknologi Digital. *Jurnal Tatsqif*, 17(1), 1-18. <https://doi.org/10.20414/jtq.v17i1.527>
- Mundiri, A., Zamroni, Z., Bali, M. E. I., Baharun, H., Holidi, M., Ervansyah, F., Abbas, A. R., Abdullah, D., & Erliana, C. I. (2021). Indigeneity and the Plight of Managing Behaviour; A Collaborative Instructional Model Based on Digital Classroom. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 12(4), 1655-1660.
- Munirom, A. (2021). Manajemen Peningkatan Mutu Pendidikan. *Jurnal An-Nur: Kajian Ilmu Pendidikan dan Keislaman*, 7(1), 21-33.
- Noprika, M., Yusro, N., & Sagiman, S. (2020). Strategi Kepala Sekolah Dalam Peningkatan Mutu Pendidikan. *Andragogi: Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam*, 2(2), 224-243. <https://doi.org/10.36671/andragogi.v2i2.99>
- Nurhasanah, A. D., & Nopianti, H. (n.d.). Peran Mahasiswa Program Kampus Mengajar Dalam Meningkatkan Kompetensi SDN 48 Bengkulu Tengah. *Prosiding Seminar Nasional Pengabdian kepada Masyarakat SNPKM 2021*, 3(1), 166-173.
- Pradhan, D. (2021). Effectiveness of Outcome Based Education (OBE) toward Empowering the Students Performance in an Engineering Course. *Journal of Advances in Education and Philosophy*, 5(2), 58-65. <https://doi.org/10.36348/jaep.2021.v05i02.003>
- Prawiyogi, A. G., & Toyibah, R. A. (2020). Strategi Peningkatan Kompetensi Mahasiswa Melalui Model Sertifikasi Kompetensi. *ADI Bisnis Digital Interdisiplin Jurnal*, 1(1), 78-86. <https://doi.org/10.34306/abdi.v1i1.103>
- Rahabav, P. (2021). *Pengaruh pembelajaran Experiential Terhadap Motivasi Berprestasi Mahasiswa*. IKRA-ITH Humaniora, 5(2), 13-27.
- Rizkita, K., & Supriyanto, A. (2020). Komparasi kepemimpinan pendidikan di Indonesia dan Malaysia dalam upaya peningkatan mutu pendidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 155-164. <https://doi.org/10.21831/jamp.v8i2.32362>
- Sanda, Y., & Pitriyani, A. (2022). Peningkatan mutu perguruan tinggi melalui manajemen pendidik dan tenaga kependidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(1), 10-22.
- Saputra, D. N. (n.d.). Peningkatan Kompetensi Mahasiswa Dalam Komposisi Musik Melalui Penggunaan Aplikasi Sibelius. *Jurnal Kajian Seni*, 6(02), 21-34. <https://doi.org/10.22146/jksks.55817>

- Smith, W. C., & Benavot, A. (2019). Improving accountability in education: The importance of structured democratic voice. *Asia Pacific Education Review*, 20(2), 193–205. <https://doi.org/10.1007/s12564-019-09599-9>
- Sobiruddin, D., Kustiawati, D., Dwirahayu, G., Satriawati, G., Siti, K., & Atiqoh, N. (n.d.). Peningkatan Kompetensi Mahasiswa Calon Guru Matematika dalam Mengembangkan Media Pembelajaran Berbasis Mobile Learning, *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 7(1), 15-32.
- Susilo, S. V. (2020). Penggunaan Media Pembelajaran Berbasis Audio Visual Untuk Meningkatkan Hasil Belajar Bahasa Indonesia di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 6(2), 22-36. <https://doi.org/10.31949/jcp.v6i2.2100>
- Syafina, R., & Ahmad, M. (2022). Peningkatan Mutu Sekolah Saat Pandemi Melalui Modal Sosial di Sekolah Menengah Atas. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 862–870. <https://doi.org/10.31004/edukatif.v4i1.1937>
- Wahyudi, H., & Wibowo, I. A. (2018). Inovasi dan Implementasi Model Pembelajaran Berorientasi Luaran (Outcome-Based Education, OBE) dan Washington Accord di Program Studi Teknik Mesin Universitas Mercu Buana. *Jurnal Teknik Mesin*, 7(2), 50-67. <https://doi.org/10.22441/jtm.v7i2.4214>
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 43-56. <https://doi.org/10.36312/jime.v6i1.1121>
- Yasin, I. (2021). Problem Kultural Peningkatan Mutu Pendidikan di Indonesia: Perspektif Total Quality Management. *Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan)*, 2(3), 239–246. <https://doi.org/10.54371/ainj.v2i3.87>