

Analysis of Integration-Based Learning on Research and Community Service at Islamic Religious Education Study Program

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ABSTRACT

The objective of this study was to examine the incorporation of research and community service into the learning process as a means of enhancing the attainment of outcome-based learning. The research was carried out at the Islamic Religious Education Study Programme, the State Islamic University of North Sumatra, located in Medan. The research primarily centres around the implementation process, barriers encountered, and initiatives aimed at enhancing the proficiency of lecturers. The research informants comprised instructors and students who served as executors, as well as heads of faculties and study programmes who assumed managerial roles. The research employed a qualitative methodology utilising a case study technique. Gathering data through the utilisation of observation techniques, interviews, and documentation. The process of data analysis involved three key stages: data reduction, data display, and conclusion. The study findings elucidate that the incorporation of research and community service into learning manifests through learning methodologies, academic culture, lecture materials and references, media, and learning evaluation. The obstacles in implementation are to challenges in working with leaders, inadequate student facilities, and difficulty in disseminating student learning outcomes. To surmount these challenges, the leadership implemented various initiatives, including offering training, disseminating policies, and conducting supervision and monitoring.

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1. INTRODUCTION

The requirements of the higher education sector are progressively intensifying, encompassing the need for high-quality education and the production of graduates who possess the ability to thrive in a competitive environment (Laksono & Fatimatuzzahra, 2022). In order to fulfil these requirements, numerous modifications have been implemented across various domains, ranging from the curriculum to the approach to learning (N. Siregar et al., 2020). Previously, learning focused solely on attaining proficiency and a sequential understanding of the subject matter. However, in order to fulfil current requirements, learning has transitioned towards emphasising learning experiences and accomplishing tangible outcomes or products, sometimes referred to as output-based learning (Davis, 2013).

The purpose of outcome-based learning is learning that focuses on what students should do. (Pusparini, 2020). This learning is different from traditional learning that has existed so far, where the topic taught is determined by the lecturer, and then the output will be identified from this topic (Bliven & Jungbauer, 2021). Learning will no longer just focus on a collection of courses with a series of mastery of the material alone, and it will focus on learning outcomes in each course (Japee & Oza, 2021). In fact, on the other hand, this learning is no longer just oriented towards competence learning but towards experiential learning (Asim et.al, 2021).

Outcome-based education changes not only the learning material paradigm but also the learning assessment paradigm. Outcome-based learning is no longer assessed by students' ability to understand the sequence of material as provided in the learning syllabus, but rather by assessing the extent of learning achievements that students have achieved (Jampur & Santjojo, 2022). These learning outcomes are the internalization of attitudes, knowledge, general skills, and specific skills, all of which are integrated into each other and formed in students (Achyadi, 2021). The integration of attitudes, knowledge, general skills and special skills is not only reflected in the demands of understanding the main lecture materials, but also in the ability to do something (according to demands) after the student has completed a study period.

Outcome-based learning aligns with the requirements of the 21st century, which necessitate students to possess 4C abilities: creative thinking, critical thinking and problem solving, communication, and collaboration (Sari, 2016). Undoubtedly, these objectives can be accomplished through a diverse range of educational encounters that extend beyond mere acquisition of knowledge. Such experiences encompass a multitude of activities that refine analytical reasoning abilities, foster originality and ingenuity, and cultivate proficiency in collaboration and networking (Solikhah, 2015). Without this, students' growth will be adversely affected.

Experts like Solikhah argue that the *tridharma* of higher education must be fully integrated in order to achieve outcome-based learning and meet the demands of the modern era. Integrating research activities and community involvement has expanded the definition of learning beyond only teaching (Solikhah, 2015). The requirements of Regulation No. 10 of 2021, which is output-based and comprises nine standards, are met by this integration. The regulation is issued by the National Accreditation Board for Higher Education and pertains to the Instruments for Accreditation of Study Programmes in Undergraduate Programmes in the Education Scope. One of the measures that differs from the previous instrument is learning based on the integration of research and community service, which is specified in the sixth criterion (C.6) of the accreditation instrument in the field of education. Naturally, this knowledge contributes to the *tridharma* output field's nine criteria (C.9), one of which is knowledge gained through combining academic study with volunteer work.

In light of the foregoing, it is clear that universities serve primarily as platforms for carrying out the *tridharma* of higher learning. Given this, it's clear that learning in higher education involves more than just classroom instruction; it also involves research and service to the community. Ministerial Regulation No. 3 of 2020 on National Standards for Higher Education, which mandates the incorporation of research and community service into the learning process, strengthens the *tridharma* of higher education, which was previously seen as an incomplete activity.

The incorporation of research and community service into the learning process is crucial for facilitating the attainment of outcome-based learning. This integration yields tangible outcomes or collaborative products between professors and students. These results not only contribute to the library collection, but also have practical applications in addressing community issues. The integration under consideration encompasses more than simply subtle distinctions; it effectively combines research endeavours with educational endeavours (Salehudin, 2017). This includes tasks such as finding and developing problems based on lecture subjects, gathering data, and even composing reports. Indeed, upon deeper examination, students also derive benefits from their capacity to fulfil the ultimate task of a thesis, a responsibility that has frequently posed a challenge for them.

The integration of research and PKM in the Islamic Religious Education (PAI) study programme at North Sumatra State Islamic University (UINSU) Medan has been in place since 2018. However, the current

implementation policy still faces numerous challenges. The results of the initial interview with the head of the PAI study programme at UIN North Sumatra, Medan, on February 15, 2022, reveal several problems. Firstly, there is a lack of understanding regarding the implementation of outcome-based learning among both lecturers and students. This is evident from the continued use of traditional teaching methods that focus solely on mastering the content or topics that have been covered. (2) This refers to a type of learning that emphasises acquiring knowledge in a particular subject, rather than developing practical skills to achieve specific goals. While it is important to achieve proficiency in the subject matter promptly, it would be more advantageous if this mastery leads to tangible consequences or goods. Three forms of learning evaluation that do not align with outcome-based assessment include assessments or exams that just focus on answering questions or testing the mastery of themes. The fourth issue, regarded as the primary challenge of outcome-based learning in the Islamic religious education study programme, is the insufficient optimisation of learning through the integration of research and community service. Despite its integration, the current state is suboptimal, as evidenced by the limited number of student learning outcomes derived from research and community service.

In order to enhance their effectiveness in achieving desired outcomes, instructors in Islamic religious education study programmes are encouraged to incorporate research and community service into their teaching activities. This approach emphasises that learning goes beyond the mere acquisition of knowledge and is instead connected to addressing societal or institutional challenges. Acquiring knowledge and skills through formal instruction and learning. The Islamic religious education study programme possesses distinct characteristics that set it apart from other study programmes. The Islamic religious education study programme offers flexibility in its implementation, as it encompasses not only research but also the potential for integration with community service. Graduates of this programme possess distinctive qualities that enable them to serve as both Islamic religious education teachers and educators and as participants in religious events within the community.

Furthermore, this research certainly has differences with other research, for this reason the results of the literature search show several relevant studies, including: (1) research on the application of outcome based education and blended learning in learning in an effort to improve the quality of learning in the 4.0 era (Purwaningsih, 2020) ; (2) research on entrepreneurship education models based on tridharma integration (Faridah, et.al, 2018); (3) strategies for building learning outcomes through the integration of higher education values (Alimudin, 2017); (4) research on innovation and outcome-based learning models in mechanical engineering study programs (Wahyudi & Wibowo, 2018); (5) research on the implementation of Islamic religious education based on Outcome Based Education (OBE) in public universities (Masruroh & Hilabi, 2022); (6) research on outcomes-based curriculum development models to face the challenges of industrial revolution 4.0 (Suyadi, 2022); (7) increasing learning outcomes in outcome-based learning in the Muhammadiyah University of Kupang Primary School Teacher Education Study Program. What sets this study apart from others is its emphasis on Islamic religious education study programmes and its emphasis on outcome-based research through the merging of research and community service in learning. This research aims to address these discrepancies by examining the distinctiveness of the Islamic religious education study programme at North Sumatra State Islamic University in Medan and how it integrates research and community service into learning.

This research intends to analyse the various types of integration between research and community service in the context of learning. It also seeks to identify the challenges faced and explore strategies to enhance lecturers' comprehension in this area. The objective of this research is to provide policy recommendations for enhancing the quality of outcome-based learning in higher education, specifically in the Islamic religious education study programme at the State Islamic University of North Sumatra, Medan.

2. METHOD

This research uses a qualitative research method with a case study approach. This approach is used to analyze outcome-based learning problems implemented in Islamic religious education study programs. These problems will be analyzed comprehensively starting from the form of implementation, obstacles, and leadership efforts to improve lecturers' abilities. This research was carried out at the PAI study program at the North Sumatra State Islamic University, Medan, from January to October 2022, or ten months.

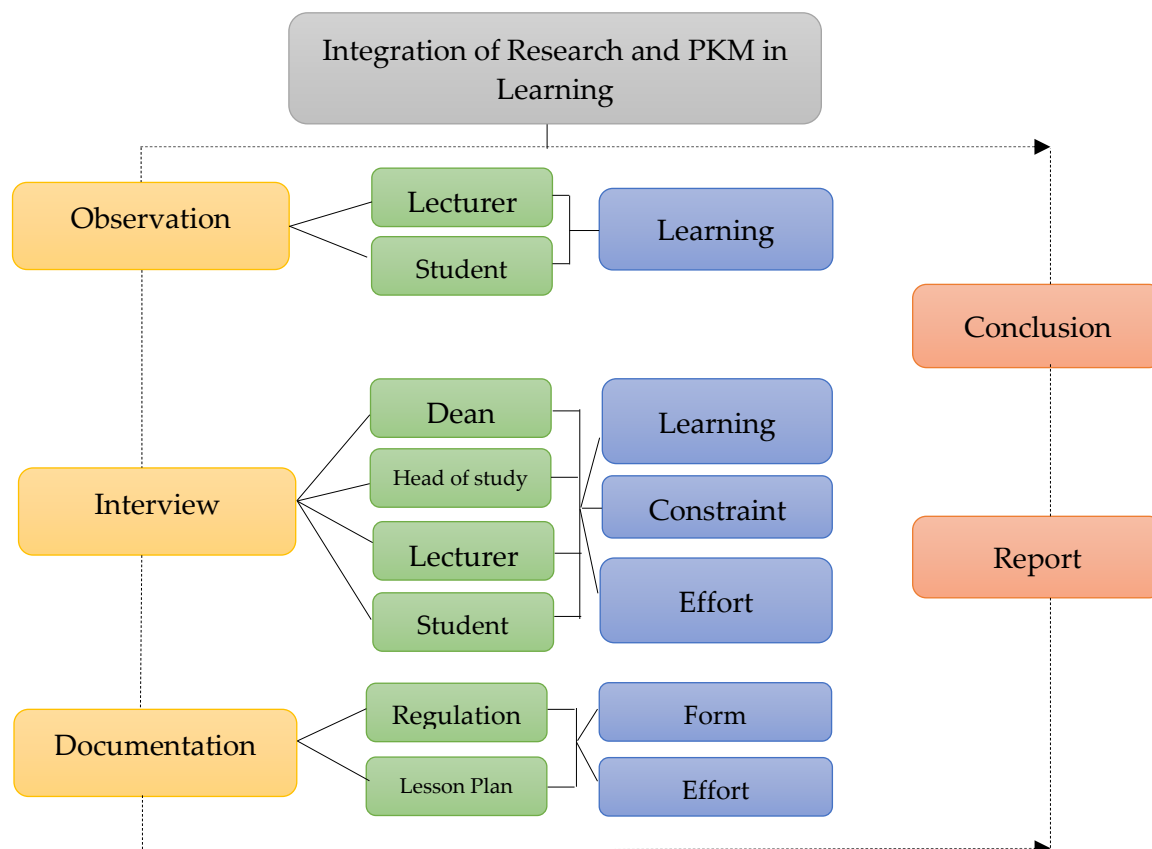
The research involved a total of 10 informants, comprising 5 lecturers from the Islamic religious education study programme, 1 leader from the faculty, 1 leader from the study programme, and 3 students. The process of identifying informants was conducted utilising a purposive sample technique, specifically relying on various factors for selection. Lecturers and students are regarded as data sources for gathering information on the implementation process and the challenges encountered. Faculty leaders and study programme leaders serve as informants, considering the leadership's endeavours to enhance the capabilities of lecturers. Data sources were collected from various papers pertaining to learning, such as syllabi, RPS, and lecturer assessment sheets. Additionally, the library served as a source of data.

Table 1. Research Informant

No	Research Informant	Description	Total
1	Lecturers	Lecturer in expertise courses (MKK) in the field of Islamic religious education	5
2	Faculty leaders	Deputy dean for curriculum and academic affairs	1
3	Head of study program	Head of study program	1
4	Students	Chair of the class of PAI study program students for semesters 3, 5 and 7	3
Jumlah			10

Data collection uses observation techniques, interviews and documentation studies. The observation technique uses observation sheets which are used to observe lecturers' teaching activities, student learning activities, and the integration of research and PKM in learning activities carried out in PAI study programs. Interviews were conducted in a structured manner using an interview guide, to gather information from research informants regarding: (1) learning activities carried out by lecturers and students, there are three indicators, namely learning planning, learning process and learning evaluation. (2) the obstacles faced, there are two indicators, namely lecturer and student obstacles, (3) leadership efforts to improve lecturer abilities, there are four indicators, namely policy, training, output documentation, supervision and giving rewards. Documentation studies to analyze and synchronize observation and interview findings with various documents such as policies, regulations, lecture contracts, syllabi, RPS, and lecturer assessments.

From a procedural standpoint, data collecting commences by making observations at the research site, with the objective of directly witnessing the educational activities of instructors and students within the context of research and PKM integration in learning. Interviews with research informants will enhance and reinforce the findings derived from observation data. The data findings are subsequently categorised based on topic classification and then scrutinised and interpreted utilising research theories. The data analysis process involved implementing Miles and Huberman's steps, which encompassed data reduction, data display, and generating conclusions. The validation of the data was conducted by employing an extensive researcher presence, data triangulation, and member cross-checking. The source cited is Creswell (2012).



3. FINDINGS AND DISCUSSION

3.1 Interview result

Interviews were conducted in stages from April 4-15, 2022, with 10 research informants. The interview is structured, meaning the researcher has prepared questions according to the research indicators. The results are as in table 2 below:

Table 2. Interview Result

Questions	Answers
1. Form of implementing the integration of research and PKM in learning	
The semester learning plan is designed to showcase the incorporation of research and PKM learning.	Lecturer 1 The RPS includes bills that are research assignments and PKM
	Lecturer 2 The RPS components are directed towards research and PKM, most importantly learning outcomes, study materials and lecture references.
	Lecturer 3 The RPS component is not just mastery of the material, but student activities are critical thinking, writing research-based work or PKM
	Lecturer 4 The RPS includes lecture output bills in the form of research results or at least analysis of other people's work
	Lecturer 5 The RPS includes research-based or PKM lecture materials and references
The learning strategies employed in outcome-based learning are categorised based on the combination of research and PKM.	Lecturer 1 Strategies that provide space for critical and problem-based thinking
	Lecturer 2 Problem-based learning strategies, class seminars and group discussions

	Lecturer 3	Small discussions, class seminars, and collaborative learning
	Lecturer 4	Brainstorming, and problem based learning
	Lecturer 5	Problem-based learning strategy
How to create a culture of research and PKM in the learning process	Lecturer 1	Dominance confirms, tests and questions getting my students used to speaking using references.
	Lecturer 2	direct students to get used to identifying problems and solving them
	Lecturer 3	criticize other people's opinions based on data Get used to formulating and solving problems
	Lecturer 4	
	Lecturer 5	
Types of learning media used in outcome-based learning through the integration of research and PKM	Lecturer 1	mendeley, turnitin, publish or perish, Vost viewer
	Lecturer 2	mendeley and google scholar indexed, doaj, sinta
	Lecturer 3	turnitin, mendeley
	Lecturer 4	Mendeley, e-journal, and repository
	Lecturer 5	turnitin, publish or perish, Vost viewer
Lecture materials and references reflect learning based on the integration of research and PKM	Lecturer 1	Research-based study and reference materials
	Lecturer 2	Study material from the lecturer's research journal
	Lecturer 3	Study materials are not just books but research references
	Lecturer 4	Study materials and lecture references from research findings
	Lecturer 5	From books, but dominated by journals and proceedings
Learning-based assessment based on the integration of research and PKM	Lecturer 1	With assignments of Critical book review, Critical journal review, mini research and idea engineering
	Lecturer 2	Assess learning outcomes in the form of research or PKM
	Lecturer 3	Quizzes, Assignments, Learning participation, UTS, UAS
	Lecturer 4	the combination of attitudes, critical thinking abilities and skills they package into learning outcomes
	Lecturer 5	Research output or PKM
2. Obstacles in implementing the integration of research and PKM in learning		
Challenges encountered in adopting the integration of research and PKM in learning	Lecturer 1	The difficulty of learning media facilities based on the integration of research and PKM
	Lecturer 2	Internet network and application access
	Lecturer 3	Minimal interest and difficulty building an academic culture
	Lecturer 4	Difficulty in planning and evaluating learning
	Lecturer 5	Coordinate with leadership
Challenges encountered in the implementation of research and PKM integration in learning	Student 1	Minimal internet access signal
	Student 2	Difficult coaching
	Student 3	It's difficult to find a place for external publications
	Student 4	It is difficult to find references based on community service regarding the material discussed
	Student 5	Funding for publication of research output
3. Efforts to increase the ability of lecturers to implement the integration of research and PKM in learning		
	Leader I	Publish policies, provide training or provision to lecturers
	Leader II	Give awards to lecturers, monitor and document the output of students and lecturers

Observation Result	
Observation focus	Observation result
Learning planning	It can be seen in the lecture contract that the lecturer provides direction regarding learning based on the integration of research and PKM, as evidenced by the RPS which includes integration content.
Learning process	Generally, lecturers use problem-based learning strategies and group discussions. OJS media, indexation, and repositories are something that is commonly used in learning
Learning evaluation	Generally, learning outcomes are required in the form of published scientific journal articles

Discussion

Forms of Integration of Research and Community Service in Learning

There are three main aspects of learning that are the emphasis of the method for integrating research and PKM into the learning process: planning, implementation, and evaluation. This plan describes the outcomes of the research on the first research topic, which was the method of integrating research and PKM into learning at the PAI Study Programme, North Sumatra State Islamic University, Medan. The research findings were analysed and interpreted in this way.

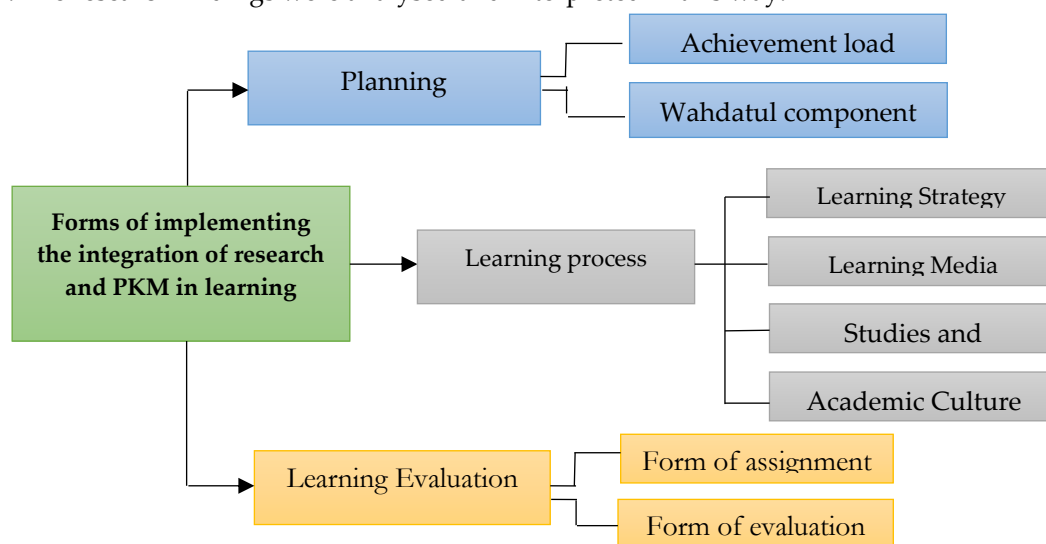


Figure 1. Scheme for implementing the integration of research and PKM in learning

Description and analysis of the scheme in Figure 1 above, as follows:

1. Aspects of Learning Planning

In terms of lesson preparation, the research shows that PAI course instructors use a method of lesson preparation that incorporates both research and PKM in their RPSs. The RPS's components, including the learning outcomes section, have demonstrated the preponderance of consistency in incorporating research and PKM material, proving this point. Research, problem-solving, formulation, and even the development of after-school programmes based in the community are all examples of such processes. Review and formulation, two words employed in the learning outcomes statement, are well-known to refer to research. Writing down observations without basing them on a process of analysing, formulating, and solving problems is not research, as pointed out by Wibawa (2017).

Words used to describe what pupils will learn should reflect the tasks they will complete in the future, according to Suparman. Specifically, there are tiers to the usage of operational verbs in claims about learning outcomes (Suparman, 2012). According to Bloom's taxonomy idea, which he put forth in 1956, there are distinct levels for the cognitive, emotional, and psychomotor domains. Instructors in

PAI study programmes frequently utilise the terms "students are able to formulate," "analyse," "formulate," "identify," and similar ones when describing their students' RPS research findings. Naturally, the lecturer's word choice reflects their research activities and their efforts to incorporate PKM and research into learning, as required by the faculty.

The presence of an RPS component, the *wahdatul domain*, was identified as a novel finding in the investigation. This component embodies UIN North Sumatra's scientific integration philosophy and is based on transdisciplinary science. This demonstrates that research and PKM are generally integrated into the learning process at UIN North Sumatra Medan. This is due to the fact that transdisciplinary knowledge and techniques are necessary for this component. When one field of study intersects with other fields that are pertinent to it, it necessitates preparedness and depth of thought to practise transdisciplinarity. Undoubtedly, this is achievable through the use of instructional strategies that foster not only content comprehension but also critical thinking, creativity, and innovation on the part of students.

2. Aspects of the learning process

Then, the integration of research and PKM in learning is realized in the learning process. This is characterized by the use of learning strategies that emphasize research and/or PKM activities, the use of learning media that support research and/or PKM activities, study materials and lecture references originating from research results and/or PKM, an academic culture that shows not just ordinary learning, but learning based on research and/or PKM, as well as evaluation that is oriented towards the integration of research and/or PKM.

The learning strategies used by lecturers in Islamic religious education study programs are closely related and support the creation of a form of research integration in learning. Even though this strategy is not completely and specifically used for research and PKM activities, there are three sides that show an indirect connection. The three sides are: (1) characteristics of learning strategies that emphasize study and assessment activities. (2) selecting learning strategies that are oriented towards active learning and critical thinking skills. (3) the impact of implementing learning strategies that shape students' basic skills in the fields of research and PKM. These three sides of the learning strategy provide evidence that learning in the Islamic religious education study program reflects a form of learning based on the integration of research and PKM.

With regard to the explanation above, the various learning strategies as per research findings are problem based learning, brainstorming, small group discussions, class seminars, and collaborative-based learning. Each learning strategy above has characteristics that make it possible to implement a form of learning integrated with research and PKM. For example, problem based learning has the characteristics of learning activities by formulating problems to solving problems. With this activity, students indirectly carry out research activities in their learning. According to Graaf and Kolmos, with problem-based learning, students are not just learning but also implementing the basic steps of research, namely finding and formulating problems, likewise with the brainstorming strategy which has the characteristic of solving problems through collecting ideas from students. (De Graaf & Kolmos, 2003)

Apart from the several learning strategies mentioned above, there are collaborative learning strategies. This means that lecturers and students collaborate to be involved in one learning activity integrated with research and PKM. As explained in the research findings, collaboration between lecturers and students is realized in the form of mini-research activities, where lecturers can become supervisors and even more than that, namely, as research mentors. Collaborative learning is a characteristic of implementing a form of learning based on integrating research and PKM. Even the bill in the LAMDIK version of the study program accreditation instrument (research integration criteria and PKM) is the existence of research outputs or PKM resulting from collaboration between lecturers and students in learning.

Upon closer examination, it becomes apparent that a number of the aforementioned learning strategies align with the requirements of national higher education standards, as outlined in Minister of Education and Culture Regulation No. 3 of 2020. These strategies are seen as an embodiment of outcome-based learning, which incorporates research and PKM into the learning process. Article 14, paragraph 3 explains that lecturers can learn through a variety of methods, including group discussions, simulations, case studies, cooperative learning, project-based learning, problem-based learning, and other methods that can help graduates achieve their learning goals. Even if some of the tactics utilised by PAI UINSU Medan professors are in accordance with SNIKTI requirements, the research suggests that many more have yet to be put into practice..

Furthermore, research findings show that the learning media used by lecturers at the PAI UINSU Medan study program supports the creation of a form of research integration in learning. However, it needs to be emphasized that the learning media referred to here in a broad sense is everything that is used in learning to help and make it easier for students to learn and achieve learning outcomes. The learning media that are specifically used to support the implementation of learning based on the integration of research and PKM include Publish or Perish, VosViewer, Mendeley, and Turnitin. The five are software in the form of applications that are commonly used in the world of research. Apart from these five applications, there is web-based learning media, which is also used to implement learning based on the integration of research and PKM. The web-based learning media are indexed by Google Scholar, DOAJ, Sinta, and Moraref. In relation to learning based on the integration of research and PKM, the indexation website is useful for tracking various research findings that are relevant to the lecture studies being discussed by students.

Study guides and cited lectures are other indicators of how research and PKM are woven into the educational process. Because of its focus on combining research and PKM, the course materials and cited lectures include reference to both. Instead of just concepts, constructs, or theories, the study material consists of actual research results. Along with meeting the needs of 21st-century learning, research-based study materials also facilitate the implementation of learning based on PKM integration (Munawwarah, et.al, 2020).

Consequently, it is essential for students' attitudes, intellectual capacities, and skill sets to be developed within the academic culture of higher education (Mahariah, 2020). When it comes to research-based learning and professional knowledge management (PKM), the academic culture that professors strive for fosters an atmosphere where students are encouraged to think outside the box and produce work that reflects their level of expertise. Therefore, you are not limited to participating in dry, traditional lecture activities that disregard the importance of education. The integration of research and PKM will allow lecturers to manage the dynamics of academic culture effectively, which is crucial for learning achievement (Rangkuti, 2017). Efforts to foster an inquisitive, open, and objective mindset; efforts to improve the ability to express one's opinions critically and in light of evidence; efforts to establish a dominance that encourages testing, confirmation, and questioning; efforts to raise awareness about the importance of diversity in research and the value of mutual respect; efforts to promote scientific productivity; and lastly, efforts to cultivate students with the qualities of Wahdatul Ulum.

Specifically, the last point (Wahdatul Ulum characteristics) mandates that all professors produce graduates embodied by Wahdatul Ulum. This encapsulates the traits of an academic culture that prioritises the integration of research and PKM. The establishment of a scientifically integrated academic culture based on wahdatul ulum is its primary goal. Based on the teachings of the Prophet Muhammad SAW and the Al-Qur'anul Karim, UIN considers secular and religious knowledge to be inseparable. Obviously, this shade represents a novel discovery from the study that demonstrates how learning based on the integration of research and PKM can also accomplish scientific integration, as required by Wahdatul Ulum.

In the learning process, research integration can also be seen in the use of study materials and lecture references. Study materials and references originating from journal articles, proceedings and final assignments are of course full of research and PKM findings. So it is not an exaggeration to say that study materials that still use reference books alone do not include implementing learning based on the integration

of research and PKM. If it is related to the integration of research and PKM, Hariaman et.al actually stated that it is said to be research-based learning if it consists of research or learning whose references are based on research results. The values, results and research methodology carried out by the academic community can be used as learning materials and ways of learning. (H. S. Siregar. et al., 2018).

3. Aspects of Learning Evaluation

Regarding the evaluation of learning, the fact that the PAI FITK UINSU curriculum incorporates research and PKM into its lessons is demonstrated by the evaluation's focus on research and PKM-related assignments and assessments. Prioritising the concepts, values, and methods of research and PKM, the learning assignment takes the form of an integration of the two fields. Routine assignments, critical journal reviews, critical book reviews, concept engineering, projects, and micro research are the six types of assignments that highlight how the PAI FITK UIN SU study programme integrates research with PKM. Actually, the structure of the assignment is rather similar to that of the KKN assignment. However, when considering the results and accomplishments of the assignment, it could be justified to classify some of them as assignments that combine research and PKM (I. M. Harahap, 2020). Lecturers in the PAI FITK UINSU Medan programme did not entirely use an evaluation strategy that took PKM and research into account. It would appear that a type of evaluation based on the integration of research and PKM has not been put into place, despite the fact that a few lecturers have done so.

Research from the PAI UIN North Sumatra study programme shows that these characteristics can be found in three parts: planning, process, and learning evaluation. This contradicts previous research, such as that of Masruroh et al., which found that learning outcomes are the only defining feature of research and PKM integration (Masruroh & Hilabi, 2022).

a. Obstacles in implementing the integration of research and community service in learning

Research findings related to implementation barriers are divided into two, namely obstacles experienced by lecturers and obstacles experienced by students. Before analyzing the research findings regarding this sub-topic discussion, a schematic visualization of the research findings is first presented:

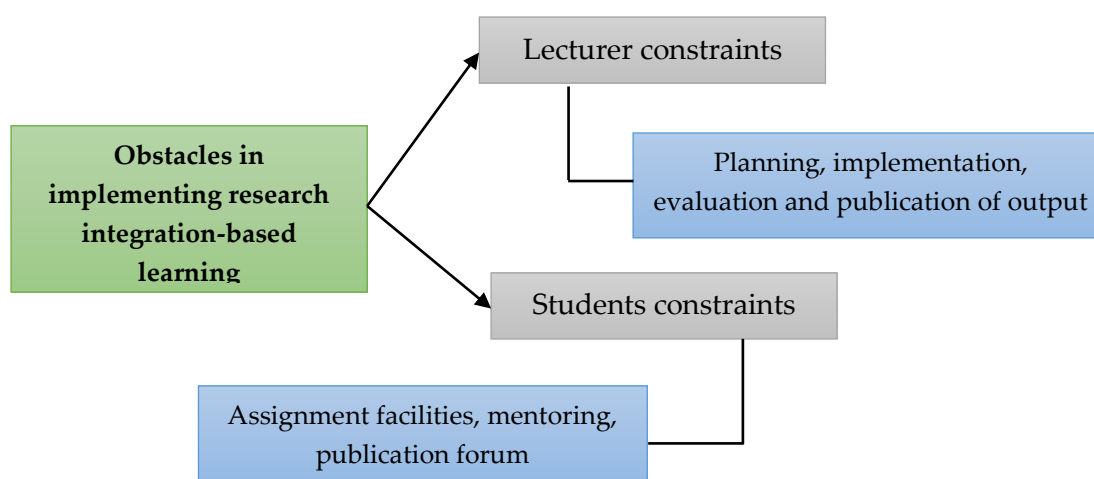


Figure 2. Scheme of obstacles to implementing the integration of research and PKM in learning

Challenges faced by educators when implementing research-based and PKM-integrated learning. Regarding learning planning, lecturers frequently encounter challenges in three areas: identifying students' initial abilities and characteristics, formulating learning outcomes that align with the concept of *wahdatul ulum*, and reaching an agreement on a lecture contract with students. Furthermore, in regard to the execution of education, there are several challenges that arise. Firstly, there is the challenge of providing outcome-based assignments to students in the initial semesters, namely the first, second, and third semesters. Secondly, there is the difficulty of establishing an academic environment or culture centred around research and PKM (Community Service Learning), particularly a PKM culture. Thirdly,

there is the issue of students' lack of motivation to complete assignments that are aligned with the desired learning outcomes. Additionally, there is a scarcity of learning resources and limited access to internet connectivity, which further hampers the quality of students' learning outcomes. Furthermore, in relation to the dissemination of results, some educators expressed dissatisfaction, particularly with the publication of research outcomes, specifically in the format of scholarly publications. This is attributed to students' limited comprehension of the realm of academic journals, funding sources, and the duration required for publication. Occasionally, learning results are solely presented as reports, rather than being published in academic journals, books, or similar mediums.

Meanwhile, the obstacles experienced by students are (1) the facilities owned by students and those provided by the campus. The research findings show that there are still students who do not have laptops, although the number is small, and internet access is very slow. As previously explained, learning based on the integration of research and PKM can run optimally with the support of various digital applications and internet networks. It is inevitable that digital-based learning technology has currently become a primary need whose existence cannot be negotiated. (2) assignments and guidance. Too many assignments sometimes make students do them haphazardly in the sense that they are not in accordance with the provisions of the study contract. In fact, this cannot be denied because the guidance is sometimes not optimal because the number of students is not comparable to the lecturers. Even if there are research outputs, they are often in the form of research reports, but very few are published in journals or proceedings. This is suspected to be due to two things, namely publication costs (if outside) and the limited number of study program journals (if inside).

The research findings above show differences with other research, such as Purwaningsih's research which revealed that difficulties are often only experienced by students, especially in producing research outputs, while in this research difficulties occur on two sides, namely lecturers and students. Lecturers experience difficulties in formulating integrated-based material (Purwaningsih, 2020).

- b. Efforts to improve lecturers' abilities in implementing the integration of research and PKM in learning

The visualisation of research findings will be the initial step in successful exploration.

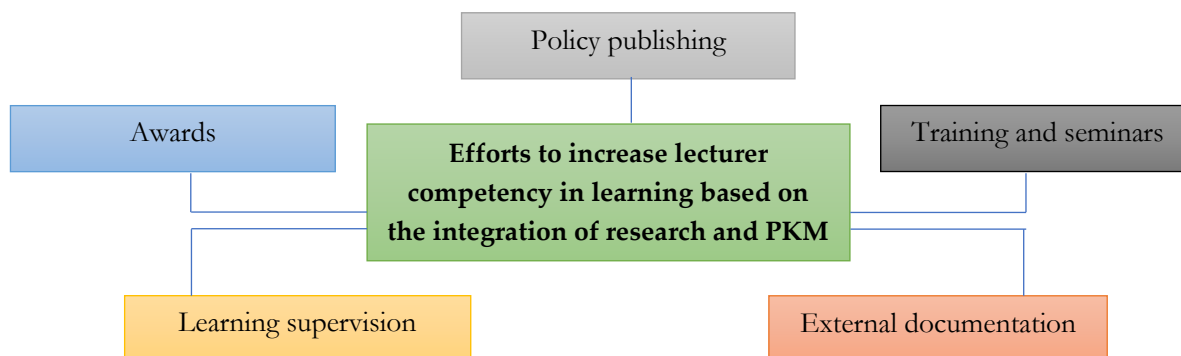


Figure 3. Scheme of efforts to increase lecturers' abilities in research integration and PKM in learning

The leadership has implemented five measures to enhance the proficiency of lecturers in integrating research and PKM (Community Service Learning) in PAI (Islamic Education) study programmes. The first measure involves the issuance of policies or regulations, which serves as a fundamental step in providing lecturers with a clear understanding of their responsibilities. It is the leader's duty to ensure that subordinates are well-informed and comprehend these policies. The research findings indicate that the dean has issued a guidance document for the integration of research and PKM, which is based on the KKNi (Indonesian National Qualifications Framework). Specifically, it refers to the Decree of the Director General of Islamic Education No. 706 of 2018, which provides guidelines for curriculum development in Islamic religious universities, and Minister of Education and

Culture Regulation No. 3 of 2020, which sets the national standards for higher education. These two policies are associated with the *wahdatul ulum* paradigm policy, specifically the Decree of the Chancellor of the State Islamic University of North Sumatra Number 62 of 2019. This decree determines the Scientific Development Paradigm and Character of Graduates of the State Islamic University of North Sumatra, which is a defining feature of the scientific paradigm of UIN North Sumatra Medan (S. Harahap, 2019).

Furthermore, training and seminars are conducted at the start of the semester as part of lecturer debriefing activities. This activity aims to align perceptions regarding the direction and orientation of learning, including the integration of research and PKM (Practical Work) in the learning process. In addition, seminars were conducted to enhance lecturers' comprehension of this subject. According to research findings, the most recent seminar organised by the leadership took place on August 3, 2022, focusing on outcome-based learning procedures, outcome-based RPS, outcome-based evaluation, and Mendeley/Zotero training.

Third, recognise excellence in the implementation of outcome-based learning by presenting lecturers with awards. Specifically, neither the learning results of students nor the teamwork between lecturers are acknowledged in any way. On the other hand, FITK announces the top professors annually. This is done using a number of criteria, one of which is the amount of work that lecturers and students put into integrating their learning, as well as their own examples and accomplishments.

Furthermore, learning supervision focuses on the execution of classroom learning and the management of lecturer learning administration records. Supervision learning is conducted either by directly interacting with the instructor or by monitoring the information presented by the class leader. Meanwhile, in the field of learning administration, supervision is conducted by means of learning documents, which serve as the study programme bill for the respective lecturer. This supervision serves as the foundation for further measures, determining whether or not lecturers require specific notifications or guidance.

Furthermore, the documentation of work refers to the process undertaken by the study programme leadership to systematically record and preserve the achieved student learning results. Nevertheless, the leadership asserted that this endeavour encompassed more than merely archiving; it also aimed to enhance instructors' proficiency in combining research and PKM (Practical Knowledge Management) by means of learning outcomes. The quantity of learning outcomes generated by lecturers serves as a measure of their proficiency in implementing the combination of research and PKM through learning outcomes.

4. CONCLUSION

The following is an outcome of the preceding discussion: (1) the learning assessment, planning, and process components are based on the implementation of learning based on the integration of research and PKM. The RPS's learning accomplishment component, which calls for research and PKM activities, and the *wahdatul ulum* feature, which basically calls for scientific integration, are examples of integration in learning planning. Then it becomes apparent in parts of the learning process, such as learning strategies that demand students to think critically and solve problems, learning media that facilitates students' management of research activities, study materials and lecture references grounded in research findings, an academic culture that introduces students to the research climate and PKM, and learning evaluation that involves mini-research-based assignments and assessments that measure both abilities and learning outcomes. (2) There are a number of challenges that instructors encounter when it comes to lesson planning, delivering, and sharing course materials; (3) Leaders strive to enhance instructors' skills by enacting rules and regulations, holding seminars and training, recognising achievements, overseeing coursework, and keeping records of assignments. The researcher concludes that faculty or study programme managers should issue special policies to improve the efficacy of learning activities based on the findings of this study. Aside from that, research findings are still king when it comes to research integration, therefore this study's results suggest further research

is needed, particularly on the topic of community service.

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