

Strengthening the Quality of Female Graduates Through Competency-Based Education Model in the Islamic Religious Education Program

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ABSTRACT

The Islamic Religious Education study program at Islamic Religious Universities (PTKI) has a crucial role in Islamic education and prepares competent graduates in the world of Education. For this reason, the PAI Study Program must be able to develop educational programs that can produce competent female students in the world of work. STIT Diniyyah Puteri is one of the Tarbiyyah Colleges of Science specifically for women, one of whose study programs is Islamic Religious Education (PAI). STIT Diniyyah Puteri has the goal of producing Trusted Teacher. To produce teachers who are trusted teachers, STIT Diniyyah Puteri must have a program that can improve the competence of female students. To see what things are done by the PAI Study Program STIT Diniyyah Puteri in improving the competence of female students in order to produce teachers who are Trusted Teachers, this research was carried out. This research was carried out using a qualitative descriptive method using the observation method and using a literature study to support the observation results. There are ways that can be done by the Study Program by ensuring the implementation of learning carried out by lecturers is by using the student center model, improving the literacy skills of female students in lectures and maximizing internship programs for female students on a scheduled basis or observation in each course in the field

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1. INTRODUCTION

The Islamic Religious Education study program at Islamic Religious Universities (PTKI) is one of the departments or study programs that was established during the old order period, this study program is also closely related to the role of the Department of Religion which began to be officially established on January 3, 1946. The Ministry of Religion as an institution at that time, intensively fought for the politics of Islamic education in Indonesia. Islamic education at that time was handled by a special section that took care of religious education issues, namely the Religious Education Section. The duties of this section are in accordance with one of the memorandum on Islamic education in Indonesia prepared by the Education Section of the Ministry of Religion on September 1, 1956, namely: 1) providing religious instruction in public and private schools, 2) providing general knowledge in madrasahs, and 3) holding Religious Teacher Education and State Islamic Judge Education (<https://pendis.kemenag.go.id/halaman/sejarah>).

The development of madrasahs that was quite important during the Old Order period was the establishment of the Religious Teacher Education (PGA) and State Islamic Judge Education (PHIN) madrasahs. The purpose of its establishment is to produce professionals who are ready to develop madrasahs as well as professional religious experts. The PGA has basically been around since pre-independence. Especially in the Minangkabau area, but its establishment by the Ministry of Religion is a strategic guarantee for the continuation of madrasahs in Indonesia. The Islamic Religious Education Study Program of Islamic Universities specifically

consisting of religious faculties began to receive attention from the government in 1950. Currently, PAI study programs at PTKI, both private and from the state, there are approximately 500 PAI study programs in Indonesia. If on average every year the PAI study program graduates 40 graduates, then in times with 500 study programs, every year there are around 20,000 graduates of the PAI study program throughout Indonesia. For this reason, graduates from the PAI study program must improve their quality in order to be able to compete in the world of work with other PAI graduates and graduates from other departments related to PAI such as the Department of Tafsir – Hadith, the Department of Syria, Ushuluddin and other departments related to Islamic Religious Education. In addition, with an era that has very rapid progress in all fields, globalization and the rapid flow of information have an impact on development around the world to be able to continue to keep up with the changes and challenges of the times, humans are always trying to increase their potential to become high-quality human beings (Kusnandar, 2022, Khoirunnisa, 2020)

Islamic religious education is the main foundation for the ummah, because there are many benefits that we can achieve in studying religion. The benefits are (1) it can foster a spirit of courage in upholding the truth and the fear of doing wrong deeds, (2) it can cultivate maturity in facing life's problems, especially in the condition of being hit by disasters, it will be more arid and biasing to solve it, (3) be simple, strive to be able to have noble morals (Jannah et al., 2022).

Currently, the institution of PTKI" departs from the fact that Islamic religious education (PAI) faces great challenges and opportunities in the era of globalization. Globalization brings complex positive and negative influences on Islamic education, such as rapid social, cultural, technological, and information changes. If Islamic education rejects the current of globalization, it will experience stagnation and intellectual obstacles. On the other hand, if it is too carried away by global currents without maintaining Islamic identity, then Islamic education can lose its identity and basic values. Therefore, it is carried out a planned, systematic, and fundamental reform of Islamic education, which is able to integrate religious and general knowledge and adapt to the demands of the times without sacrificing Islamic values (Ahmad Wahib, 2021).

Higher education is essentially an institution that has the function of being able to preserve, develop, disseminate and explore science and technology. Universities also have the function of developing the quality of human resources and producing services. The era of globalization has brought many changes that affect various aspects of life such as access to information and technology that is capital-intensive and fast. While it offers many opportunities, globalization also presents challenges that need to be overcome. It is important for societies to adapt and find ways to harness the benefits of globalization while addressing its negative impacts. The role of education is indispensable in preparing a generation that is ready to cooperate with technological developments. An educated society is one of the keys to facing global challenges. Higher education as the last level of formal education for students must be able to produce a generation of global quality. The global qualities that the current generation needs are "Higher-Order Thinking Skills," "Deeper Learning Outcomes," And "Complex Thinking And Communication Skills (Saavedra & Opfer, 2012)". This is in line with the Meteri Group and the North Central Regional Educational Laboratory grouped into four categories: Digital-Age Literacy, Inventive Thinking, Effective Communication, And High Productivity (Lemke, 2002). This is in line with the 21st century skills expressed as an opportunity to practice application by Trilling & Fadel, C. (2009) including: (1) knowledge in new contexts, life and career skills, (2) learning and communicating in a more innovative way, and (3) complex information media, using information and technology skills (Mayasari et al., 2016).

The achievement of graduate competencies must be a concern of universities so that the graduates produced can compete with the global community later. There are many ways that universities can do to improve the quality of graduates from female students, such as the model of improving the competency of female graduates in the 4.0 era emphasizing the integration of soft skills, digital competencies, internship experience, educational individualization, and collaboration with industry. The implementation of this model requires adaptive curriculum support, continuous training, and strategic partnerships with the business world so that graduates are ready to face challenges and opportunities in the era of the Industrial Revolution 4.0 (Khoirunnisa, 2020; Susiyati, 2025).

The competence of graduates is very important for universities to pay attention to. Investment for Global Education is currently USD 46,511.63 million in 2024 to USD 82,952.46 million in 2032. This means that it is the total money spent globally on competency-based education in 2024 Includes: the cost of technology platforms, training, curriculum development, assessment systems, and other things related to the world of Education. And this will rise to eight times by 2032 (Zainuddin et al., 2025). Overseas education has the Based Education Competency Program as a top priority in improving the quality of their graduates. So that when they graduate, they are ready to compete in the world of work. Developed countries have demonstrated a commitment to enhancing the quality of their education to cultivate competitive human resources (Samal, Fitria Salehati, Djaman Sitori, 2025)

Compency Based Education (CBE) emphasizes assessments that focus on evaluating students' specific mastery of skills and knowledge. Technology plays an important role in CBE, with the integration of

online platforms, learning management systems, and adaptive learning tools that allow Universities to track student progress in all aspects, especially the competencies needed when entering the workforce later (Abidin & Murtafdo, 2020).

One of the things that needs to be paid attention to by universities in improving the quality of their graduates is to carry out Education in Higher Education with the Competency-Based Education (CBE) model. Competency-based education (CBE) is a student-focused approach to learning that demonstrates mastery of certain skills and knowledge, rather than simply completing a certain number of hours in a subject. This approach emphasizes on what students can do and know, not on the amount of time they spend in class. In CBEs, students progress based on their ability to demonstrate competence in the course material, allowing for personalised learning and flexible pace. The expectations of the lectures by applying the CBE model emphasize the application of knowledge and skills to real-world situations. Learning outcomes are expected to be better, more in-depth and retention of knowledge and skills. CBE can equip students with the skills and knowledge needed to succeed in the workplace..

For women-only campuses, Competency Based Education must be a greater concern in improving the quality of higher education, so that when women graduate from higher education, they can develop their capabilities to meet the requirements of the job market, thereby narrowing the gap between acceptance and participation in the world of work (Gyll & Hayes, 2021). Women who have been sometimes the back row in the world of work, if universities emphasize the competence of graduates, then women can contribute greatly in the world of work. In addition, the research shows a consensus among educators that education serves as a powerful tool to empower Muslim women by equipping them with knowledge, skills, and confidence (Manske, 2025). Islamic institutions are recognized for their unique role in integrating religious teachings and values into the curriculum, strengthening faith, and instilling ethical responsibility. The correlation between strengthening the quality of graduates using the CBE model can be seen in the following table.

Table 1. Correlation of the relationship between CBE Elements (Pedagogical Design, Internships, and Literacy Integration) and Student Quality Outcomes

CBE Elements	Function / Role	Impact on Graduate Quality
Competency-Based Pedagogical Design	Directing the learning process to be oriented towards learning <i>outcomes</i>	Students have skills and knowledge that meet the needs of industry and society
Internships and Contextual Learning	Connecting theory to practice in the world of work	Students are job-ready, have real experience, and understand the professional context
Literacy Integration	Develop critical thinking, digital literacy, and communication skills	Graduates are adaptive to technological changes and are able to think reflectively and innovatively

STIT Diniyyah Puteri is one of the universities specifically for women that has an Islamic Religious Education Study Program and an Early Childhood Islamic Education Study Program (PIAUD). STIT Diniyyah Puteri aims to produce educators in the field of PAI and PIAUD who are gold-spirited and *Trusted Teachers*. Having a golden spirit means that the teacher has global quality to be able to enter the world of education anywhere, because it is the same as gold as the world price standard. Trusted teacher means a trustworthy teacher. Without the need for supervision and visibility, the teacher continues to carry out his duties properly and in accordance with the competencies that have been determined. how the form of education program is given to female students to improve the quality of their graduates, for that is why this research was carried out.

This research offers novelty by proposing an education model that not only prioritizes aspects of academic culture development but also integrates adaptive competence with the world of work. This approach is important considering the challenges of the digital era that require universities to carry out faster and adaptive transformation in producing graduates who are ready to face global competition.

Research related to this discussion has also been conducted by (Jannah et al., 2022) with the title *The Role of Umsu Islamic Religious Education in Improving the Quality of Graduation of Umsu Islamic Religious Education Study Program Students* in this study only emphasizes on general aspects that have not yet reached the stage, helping students to be able to know, master, and understand the sciences properly and correctly. Second, it helps instill the principles set by the students themselves while weaving knowledge at UMSU. Third, it provides an overview of what attitude students should have after graduating from UMSU. In addition, the research conducted by (Rachmoyo et al., 2025) with the title *Strategy of the Head of Study Program in Realizing the Quality of the PAI Study Program in the Postgraduate Program of the Islamic University of Tribakti Lirboyo Kediri* in this study discusses the procedure of each strategy of the Head of Study Program in Realizing the Quality of the PAI Study Program in the Postgraduate Program of the Islamic University of

Tribakti from the results of the research it was found that with Accreditation-Based Quality Achievement, Preserving Superior Programs and International Proceedings Seminars. 2) quality planning, quality control and quality improvement. In the research that will be carried out by the author is how the education process is more emphasized on the implementation of lectures so that the material obtained by female students in lectures is applied in the world of work later. Likewise, research conducted by (Darodjat et al., 2023) with the title *Evaluation of School Internships for Students of the Islamic Religious Education Study Program*. In this study, an evaluation research method was used using the CIPP model. Meanwhile, the research that will be carried out by the researcher is how to implement competency-based education in higher education, especially STIT Diniyyah Puteri Rahmah El Yunusiyah Padang Panjang.

2. METHOD

This research was conducted using a descriptive qualitative method. This method was chosen because this study will describe the application of the CBE model at STIT Diniyyah Puteri Rahmah El Yunusiyah Padang Panjang and this research will depict the phenomenon factually, systematically, and accurately. The method used in this study is a direct observation method in the object of research. Using observation methods allows researchers to see firsthand how a phenomenon occurs in the field, including social interactions, daily behaviors, and group dynamics. The goal is to capture the meaning and context of these social actions (Darodjat et al., 2023). The informants in this study are In addition, this study uses literature studies as corroborating or comparative data in explaining the results of the research. The instrument used in this study is observation.

This study uses data triangulation by combining the results of direct observation, the results of interviews with related parties and documents obtained in this study. Direct observation allows researchers to observe phenomena in real life in the field, providing in-depth context (Patton, 2002). Interviews with relevant parties, such as officials or experienced individuals, enrich the data with different perspectives, while document analysis provides objective evidence that supports other findings (Bowen, 2009). By integrating these three methods, triangulation improves the validity of the research results, ensuring that the data obtained is more credible and accurate (Miles & Huberman, 1994; Creswell, 2014)

The data analysis in this study follows the model (Miles et al., 2014), which consists of four main stages: data collection, data reduction, data presentation, and drawing conclusions, as shown in the following figure.

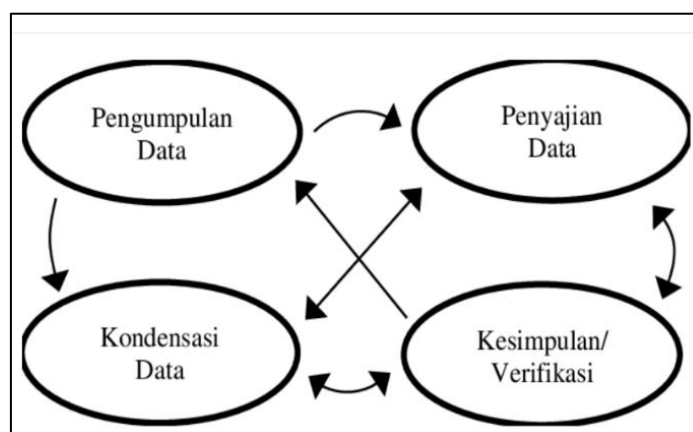


Figure 1. Milles and Hubberman's Analysis Model (2014)

This process allows researchers to come to valid, credible, and comprehensive conclusions. For data processing using data collection methods, data reduction, data presentation and conclusion drawing (data verification). So that the method used can answer the research question, namely how to strengthen graduates by using the Competency Based Education Model at STIT Diniyyah Puteri Rahmah El Yunusiyah Padang Panjang

3. RESULTS AND DISCUSSION

3.1 Educator Competencies

According to Siswahyudi et al. (2022), Ratih Eka Maulidya, and Wahyuddin Nari (2024) said that competence is an integrated ability required to adequately complete complex tasks, including the knowledge, skills, attitudes, and motivations planned in teaching and performance evaluation. Competency-based education puts learners in realistic learning situations, where they must demonstrate problem-solving skills and apply knowledge effectively, according to Wibowo (Sari Fatika Cindy et al., 2023). Competence is the

ability to carry out or perform a job or task based on skills and knowledge, and supported by the work attitude demanded by the job. So it can be concluded that competence is all knowledge, both in terms of hard skills and soft skills, that will be used to work.

The implementation of education must be able to significantly improve the competence of students. According to the law, there are four competencies that must be possessed by teachers, namely pedagogic competence, professional competence, personality competence, and social competence. According to Mulyani in (Hafsah M. Nur & Nurul Fatimah, 2023), Teacher competency details consist of the following”

1. Competence in Education

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, pedagogic competence is the ability of teachers to design, implement, and evaluate the learning process and understand the character of students. (2009: 32)

2. Personality Competencies

Personality competence refers to the ability of teachers who reflect a stable personality, have good morals, be wise, authoritative, and be able to be role models for students. (Law No. 14 of 2005, 2009: 32)

3. Social Competence

Social competence is the ability of teachers to establish effective and harmonious communication and relationships with students, peers, students' parents, and the surrounding community. (Law No. 14 of 2005, 2009: 33)

4. Professional Competencies

Professional competence is the ability of teachers to master subject matter deeply and comprehensively in accordance with their scientific field. (Law No. 14 of 2005, 2009: 33).

In addition to having these four competencies, a teacher must have the main competencies. Competency-based education must be able to improve competencies: 1) Mastery of *Technological Pedagogical Content Knowledge* (TPACK). Teachers must be able to integrate information and communication technology in the learning process effectively. TPACK is the ability of teachers to understand and apply technology as a bridge in delivering material and evaluating learning outcomes. This competency is very important to face technological developments and learning demands in the digital era. Critical Thinking Skills and *Higher Order Thinking Skills* (HOTS). 2) Teachers need to have high-level thinking skills that include analysis, evaluation, and problem-solving creatively and critically, in order to guide students to develop complex and innovative thinking skills. 3) Communication, Collaboration, Creativity, and Innovation Skills (4C). These competencies include the ability of teachers to communicate effectively, work together in teams, and create and implement new ideas in learning that support the overall development of students. 4) Information Management and Media Literacy Skills. Teachers must be responsive and wise in receiving, managing, and conveying information obtained from various new media and technologies. It is important to build a multiliteracy culture among students so that they are able to face information challenges in the digital era. 5) Life Skills and Career Development. Teachers need to have flexibility, adaptability, initiative, independence, as well as a high spirit of leadership and responsibility in developing their profession and improving performance in a sustainable manner. 6) Professional Ability in Self-Development and Learning. In addition to professional competencies that master subject matter, teachers are also required to continue to develop themselves through training, research, and learning innovations to remain relevant and quality in carrying out their duties.

Education for female students must enable them to develop the main competencies, namely pedagogical, personality, social, and professional, but must also develop additional competencies that are very relevant to the development of the times. This additional competency includes mastery of educational technology, such as TPACK (*Technological Pedagogical Content Knowledge*), which allows students to effectively integrate technology in the learning process. This is important so that learning becomes more interesting, interactive, and in accordance with the needs of students in the digital era. In addition, higher education also needs to develop critical and creative thinking skills, known as *Higher Order Thinking Skills* (HOTS), as well as communication, collaboration, creativity, and innovation (4C) skills. The skill asks female students to be able to analyze, evaluate, and create new solutions to the problems they face. Media literacy skills are also important, because students must be able to manage and filter information from various media sources wisely (Diana Sartika, Syarifatul Hayati, Sulasmi, 2024). This aims to enable female students to learn to use information intelligently and responsibly in the midst of the rapid flow of digital information. The rapid development of technology, particularly Artificial Intelligence (AI) in recent decades, has revolutionized human lifestyles and interactions across various fields revolutionized human lifestyles and interactions across various fields (Rabuanika, 2025). And most importantly, Higher Education must be able to activate female students to develop themselves professionally and have adaptive life skills to adapt to change, initiative, and independence. This enables teachers to meet the dynamic and

ever-changing challenges of 21st-century education, and supports effective and innovative learning.

3.2 Competency-Based Education

Competence is something needed to complete certain tasks. Education is required to be able to improve a person's competence. Because of that competence, a person will be able to complete the work assigned to them. Competency-based education is an approach in education that focuses on the achievement and mastery of certain competencies by students, not just the absorption of material or theoretical knowledge. The competencies in question include a combination of knowledge, practical tetrapylon and attitudes that can be applied in real situations, both in the world of work and daily life (B, Ratih Eka Maulidiya et al., 2024). The concept of competency-based learning focuses on what students are able to do, not just what they know. In this approach, competence is understood as a combination of consistent attitudes, ways of thinking, and actions, which are manifestations of the knowledge, skills, and values that have been mastered by the learner (Rahman, 2022). In other words, competency-based learning aims to ensure that students not only understand theory, but also be able to demonstrate real, relevant behaviors and skills in daily life and in the work environment. Through this learning process, students are expected to be able to integrate knowledge, positive attitudes, and practical skills so that they are able to act effectively and responsibly in various situations.

Main Characteristics of Competency-Based Education Focus on Learning Outcomes: Must refer to the assessment of students' success based on the extent to which they master and are able to apply the competencies that have been determined, not only on exam scores or memorization of the material. Development of Tyga Domain Competency: Competency-based education develops cognitive (knowledge), psychomotor (skills), and affective (attitudes and values) aspects. Contextual and Practical Learning: Students are placed in real or simulated situations that require them to solve problems and demonstrate skills relevant to the world of work or daily life. Authentic Assessment: The assessment is carried out thoroughly, covering learning processes and outcomes, and assessing students' ability to apply competencies in real terms. Student Empowerment: Students are encouraged to be active, independent, and responsible in the learning process, with teachers acting as facilitators (Saprudin, 2025).

So that with the implementation of Competency Based Education in educational institutions, it is hoped that students can improve the practical skills needed by the world of work. The learning process trains students to solve real problems. In addition, the application of based education can strengthen attitudes, ethics and character because the process of educational activities in it strengthens female students in training their attitudes and character and reduces the gap between the world of education and the world of work (Bakti & Lubis, 2024; Ratih Eka Maulidya, Wahyuddin Nari, 2024). So it can be concluded that with the application of the *Competency-Based Education* model, educational institutions aim to produce graduates who are not only academically intelligent but also competent, adaptive, and ready to face the challenges of the world of work and real life effectively and ethically.

3.3 Implementation of the *Competency-Based Education Model* in the Islamic Religious Education Study Program at STIT Diniyyah Puteri Rahmah El Yunusiyah Padang Panjang

3.3.1 Changing the Learning Model from *Teacher Centered Learning (TCL)* to *Student Centered Learning (SCL)*

Islamic Religious Education (PAI) in Indonesia aims to significantly shape the character, personality, and spirituality of students. With good religious education, it is expected that students not only understand religious teachings, but also practice moral and ethical values in daily life. As an integral part of the national curriculum, PAI serves as a basis for building religious and noble personalities. However, the rapid development of the times, especially in the digital era, poses increasingly complex challenges in religious education (Saprudin, 2025). In addition, technological advances can provide ease of access to information. for this reason, the renewal and development of the PAI curriculum is indispensable in order to be in harmony with the fast-paced development of the times (Muhammad Eko Juli Yansyah, Agus Pahrudin, Agus Jatmiko, 2023). In addition, Islamic Religious Education (PAI) has a strategic role in shaping the character and competencies of spiritual, moral, and building the character values of students who are humanist religious, so that the transformation of Islamic religious education must strengthen spiritual values, ethics, and understanding of Islam in the modern context, and the transformation of Islamic religious education in the digital era (Faizah Nurrahma, Muhammad Fahmi, 2024)

Along with the times, especially the digital era and globalization, the *Competency-Based Education (CBE)* model is needed to prepare graduates who are able to compete and adapt to future challenges. The CBE model emphasizes comprehensive mastery of competencies, not just material mastery, so that students can apply knowledge in a real context. The application of the CBE Model in the learning process can be carried out by changing the Learning Model from *Teacher Centered Learning (TCL)* to *Student Centered Learning*

(SCL))(Suteja, 2017). The characteristics of the implementation of lectures carried out in the SCL model are; a) Students actively develop the knowledge and skills they learn, b) Students are actively involved in managing knowledge. c) Not only emphasizing mastery of the material but also in developing student character (life-long learning), e) The learning and assessment process is carried out in a continuous and integrated manner, f) The climate developed is more collaborative, supportive and cooperative, g) Students and lecturers learn together in developing knowledge, concepts and skills.h) Students can learn not only from lectures but can also use various methods and activities. i) Emphasis on the achievement of students' competencies and not the completion of the material. Emphasis on how students can learn by using various subject materials, interdisciplinary methods, emphasis on problem-based learning, and skill competency.

STIT Diniyyah Puteri in lectures with the *Student Centered Learning* model is based on the results of observation of activities carried out by lecturers and female students are given lecture themes to be discussed. And students will be asked to analyze the problems in the field in accordance with the theme and find solutions to existing problems. In addition, the lecturer also invites students to conduct field studies in places that are in accordance with the lecture theme and analyze the place and relate it to the lecture theme. On average, STIT Diniyyah Puteri lecturers carry out *Student Centre Learning learning models* such as *Problem Based Learning*, *Discovery Learning*, *Inkuiry*, *Collaborative Learning*, *Small Group Discussions*, *Case Study* and Other Strategies that can train students' thinking skills independently (Nawawi, 2023).

Curriculum changes that focus on competency development are at the heart of these changes. The competencies here include the cognitive, affective, and psychomotor abilities that students must possess in order to function effectively in real life. This means that learning is directed to equip students with skills that are applicable and relevant to the needs of the world of work and social life

3.3.2 Improving Students' Literacy Skills

Students of the PAI Study Program will have five branches of knowledge that they will teach later at the Educational Institution. Namely, the subjects of Fiqih, Quran, Hadith, SKI, and Aqidah Akhlak. In teaching the material, there will be a lot to do with verses of the Qur'an, hadiths -Hadith of the Prophet and the Story of the Prophets, Companions, and the previous righteous people who can learn wisdom from them. To be able to master all this knowledge, one of the competencies that must be possessed by female students is literacy skills. Literacy ability is an ability that includes knowledge and/or basic competencies that a person must possess according to the context of the needs of society and the development of the times. There are several types of literacy skills that must be possessed by female students, including Basic literacy, numeracy, digital literacy, science literacy, cultural literacy, and technology literacy (Damayantie, 2015).

One of the most important literacy to be improved is basic literacy, which includes reading and writing literacy. Literacy is the basis of literacy that must be mastered to support the smooth running of other literacy. Literacy is the ability and knowledge to read, write, search, process, and understand information. This ability is used to analyze, respond, and utilize written texts to achieve goals, develop self-understanding and potential, and play an active role in social life (Rokmana Rokmana et al., 2023).

Improving student competence can be done by improving the literacy competence of female students in the learning process. Learning using literacy is a learning approach that focuses on efforts to motivate, train, and familiarize students in reading and writing activities, as well as developing listening, speaking, and accessing and mastering information and technology in daily life. In order for literacy-based learning to be truly effective and relevant in the digital era and the Industrial Revolution 4.0, all of these elements need to undergo disruption, namely renewal and adjustment so that they can become a meaningful learning resource for teachers and students in shaping their identities in the midst of the times.

STIT Diniyyah Puteri always trains female students so that their literacy skills can improve. Based on the results of observation, it was found that in improving the literacy skills of female students in carrying out lectures that improve students' literacy skills, in lectures, the lecturer asked the lecturer to convey their opinions using references or the opinions of certain experts. So that when giving an analysis of a female student has a basis for opinion. In addition, before starting the lecture, the lecturer can also ask the students to convey information from the book they read and it is related to the material that is discussed in turn at each meeting. This makes female students who are not used to reading forced to read to improve their literacy skills. In addition, lecturers also require female students to make articles that are published every semester and when making papers, they must use a minimum of 20 references. Indirectly, by making literacy competency in learning, some of the competencies of female students will be trained as seen in the following image:

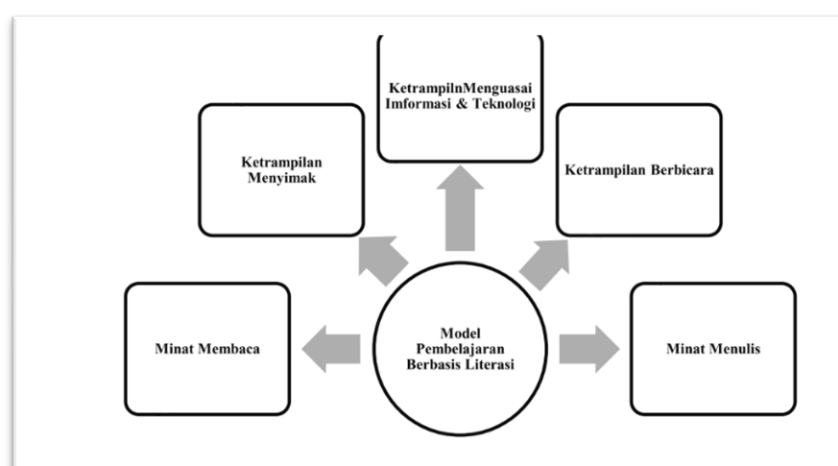


Figure 1. Design of Learning Model Using the Concept of Literacy

One of the main benefits of learning using the concept of literacy is improving communication skills. Because with the results of the reading, students will communicate the results of the reading with structured words and a way of conveying that can attract the attention of the listeners.

3.3.4 Implementation of Internship Activities for Female Students

Internship activities are a form of implementation of the implementation of the independent curriculum. Currently, one of the problems that occurs between graduates and the industrial world is the gap between graduates and the needs of the industrial world. Where college graduates in terms of experience and competence have not been accepted in the industrial world (Aziz, n.d.). This reality is supported by BPS data in 2022. Where the number of open unemployment in Indonesia reached 8.43 million people as of August 2022. The status of university graduates reached 673.49 thousand with a percentage of 7.99% (Kusnandar, 2022). This must make universities develop a curriculum that is adaptive to the world of employment/industry. And involve stakeholders in developing the curriculum (Hasyim, 2023). One form of activity that needs to be carried out by universities is to carry out internship activities for female students. Apprenticeship programs are learning programs designed to shape students' cognitive, affective, and psychomotor skills (Anandha & Susanto, 2023). Through internship activities, students will begin to adjust to the routine *mencerminkan dunia kerja profesional*. This process will shape the sensitivity, perseverance, innovation ability, and creativity of students in facing and solving various challenges that arise during the implementation of tasks.

In addition, practical skills will continue to be honed through internship activities that are carried out regularly. In this process, students will feel firsthand the gap between the theory learned in college and real practice in the field. Through this experience, students are encouraged to develop their ability to bridge these gaps. Furthermore, students will also gain new knowledge and skills that they may not have acquired during their studies, so this can be an important capital to compete in the world of work in the future.

In improving the competence of students of the Islamic Religious Education study program, internship activities can be carried out in various schools from elementary school to high school. In its implementation, internship activities can be carried out in a one-semester manner or in the independent curriculum called teaching assistants or in accordance with the competencies of the course achievements. For example, when there is a Microteaching course, female students can carry out internships for several days to carry out teaching practices. Or in other courses such as learning methods courses, learning evaluations and other courses that will be used by female students later in the world of work.

The implementation of internships can provide benefits to female students 1) gain new experience in the field, (2) have the opportunity to be creative, (3) have the opportunity to develop leadership skills, (4) have the opportunity to develop personal communication skills, (5) have the opportunity to develop personal communication skills. Develop critical thinking skills (Anandha & Susanto, 2023). In addition, the benefits obtained by participating in internships/work practices, students are given the opportunity to implement their knowledge in the world of work. This experience can be used as a provision after graduation so that they are better prepared to face the real world of work. Students get a lot of experience about how to actually work in a company. A lot of new knowledge was gained during the activity, so it became an added value for the students (Opti & Rachmawati, 2022). STIT Diniyyah Puteri provides several internship activities for its female students starting from the fourth semester and above. The internship activity was carried out at the Dormitory of the students of Diniyyah Puteri College, in schools from elementary and high school levels. This is done to strengthen them

before carrying out Field Experience Practice (PPL) activities in semester VII later. It is hoped that STIT Diniyyah Puteri students will learn between theoretical and practical knowledge in the field, in addition to training students' abilities in Teamwork, communication with new people. Train their confidence. Because when they carry out internships, they will meet the real conditions of the world of work. In the world of education with internship activities, students as prospective teachers will be able to see the real conditions of how the educational process is implemented in the classroom, such as student characteristics, classroom environment management, time management in the learning process. Because there will be a difference between the theory in the classroom and the field conditions.

3.4 The Relationship between the 21st Century Competency Framework, the TPACK Model (*Technological Pedagogical Content Knowledge*), and the Theory of Competency-Based Education.

The Competency-Based Education (CBE) model is oriented towards learning outcomes that are in line with the demands of 21st century competencies, namely critical thinking, communication, collaboration, and creativity (4C) skills. In the context of this research, CBE-based pedagogical design trains students to think critically and problem solving, because the learning process is focused on solving real-world tasks. Meanwhile, competency-based internships develop professional collaboration and communication skills in the work environment that will be faced by female students later after they work. The ability to integrate literacy (digital, information, and Islamic literacy) supports students' ability to access, evaluate, and apply knowledge adaptively. With the competencies possessed by female students, it will have an impact on the quality of graduates, namely graduates who are adaptive, communicative, digitally literate, ethical, and ready to face global challenges. CBE not only improves Academic Competence, but also strengthens life and career skills, Learning And Innovation Skills, and Digital Literacy, which are at the core of 21st Century Skills (Saavedra & Opfer, 2012).

The relationship with the TPACK (*Technological Pedagogical Content Knowledge*) Model with Competency Based Education is that CBE requires integration between technology, pedagogic, and content so that learning is truly centered on student competence. Model TPACK (Mishra & Koehler, 2006) explains the importance of balancing three main components:

Table 2. The Relationship Of The TPACK Model To CBE

Content Knowledge (CK)	Pedagogical Knowledge (PK):	Technological Knowledge (TK):
Mastery of scientific material	Effective teaching models, strategies, methods and techniques.	The use of technology to support learning

The implementation of the TPACK Principles in CBE will show an increase in the effectiveness of project-based learning, the ability to be reflective of the use of technology in professional practice, and readiness to face the digital world of work.

The relationship with Outcome-Based Education (OBE) is OBE emphasized that the entire learning process must be directed towards measurable end results, not just the process. CBE is actually an implementive form of OBE, because the assessment is based on competency achievements (learning outcomes), the curriculum is prepared starting from the expected results and students learn according to the speed and progress of each student.

So it can be concluded that the relationship between the 21st Century Competency Framework, the TPACK Model (Technological Pedagogical Content Knowledge) and the Theory of Competency Based Education and Outcome Based Education is as follows:

Table 3. The Relationship Between the 21st Century Competency Framework, the TPACK (Technological Pedagogical Content Knowledge) model, CBE and OBE theories

Component	Main Topic	Relevance to Research Results
21st Century Competencies	4Cs, literacy, and character	Students demonstrate improved critical thinking, collaborative, and digital literacy skills in project assignments and internships.
TPACK Model	Integration of technology, pedagogy, and content	Lecturers and students are able to utilize technology to support competency-based learning.
OBE Theory	Focus on learning outcomes	The application of competency rubrics, portfolios, and internships is proof of mastery of measurable learning outcomes.

4. CONCLUSION

The Islamic Religious Education (PAI) study program at Islamic Religious Universities (PTKI) has a crucial role in Islamic education and prepares competent graduates to face globalization and the world of education. Reform at PTKI is needed to integrate religious and general knowledge. In the global era, PAI graduates must have global quality, including Higher-Order Thinking Skills and Literacy and Adaptive to the world of work, namely the world of education. Competency-based and innovative learning models are key to training 21st century skills and preparing a generation that is able to compete in the global era. With the implementation of this research, it will be able to expand the theory of Competency-Based Education (CBE) by integrating Islamic values into a model of improving the quality of female student graduates. The way that can be done is to carry out the Student Center learning process with the Problem based Learning learning method, Project Based Learning, Group Discussion. Then the implementation of improving literacy programs in lectures and outside lectures and maximizing internship activities or field observations for female students as an effort to improve adaptability to the world of work. As well as lecturers and students utilizing technology in the learning process with the aim that students are used to using technology in work later in accordance with the competencies of the 21st century.

The implementation of this research is still limited to qualitative research that describes how to strengthen the quality of graduates using the CBE model at STIT Diniyyah Puteri and has not seen the correlation between the CBE model and the quality of work of graduates and has also not reached the stage to develop other CBE models as an effort to improve the quality of female graduates. This can be the direction of research for the future, namely correlation research and development research on the application of the CBE model in universities and other schools.

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