

# Development of the Program Learning Outcomes based on the Rabbani Kelantan Education Policy: Its Importance in Human Capital Development

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## Abstract

Accreditation of a program requires effective learning outcomes, documented procedures, tools and action to close the assessment loop. The concern for the assessment of learning outcomes derived from society's requirement to get a hold of skilled graduates in various fields. In this context, the development of learning outcomes (LO) especially for higher education is an important requirement. Following the launch of the Rabbani Kelantan Education Policy (DPRK) and the instructions for its implementation at the level of higher education institutions in the state of Kelantan by the Menteri Besar of Kelantan on 25 February 2018, this study was conducted to examine the initiative to develop program learning outcomes (PLO) at Sultan Ismail Petra International Islamic University College (KIAS). For this purpose, a qualitative research approach was adopted. Five respondents were selected using purposive sampling. The respondents consisted of a panel of DPRK draftsman experts, a panel of MQA assessors and a core team representative of Outcome-based Education (OBE) at KIAS. Based on semi-structured interviews and thematic analysis, this study found that the PLO development initiative at KIAS is significant and has the potential to be developed as a complementary PLO in any higher education institution. In conclusion, the DPRK is seen to have solid aspirations that can contribute to the development of higher education pathways.

**Keywords:** Development, programme learning outcomes, Rabbani Kelantan Education Policy, human capital

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## 1. INTRODUCTION

The quality of a program is ultimately assessed by the ability of the students to carry out their expected roles and responsibilities in society. Therefore, any academic program could only be established successfully provided that there is a clear picture of what can be achieved at the end of it. In this context, the program can only commence if its learning outcomes are specified.

Learning outcomes are like maps and work as a tool to lead the journey. Even if the traveller is lost, they will find the intended route back. Similarly, learning outcomes are tools to guide the students in fulfilling the desired results of the planned program (Suskie, 2018; Millet et al., 2008). Program learning outcomes (PLO) are essential elements for any educational institution to decide on appropriate pedagogies and teaching methods that are effective to be used for students' learning. Learning outcomes focus on the measurable cognitive, behavioural and attitudinal development of students as they interact with a learning activity. They are what students are expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of a learning experience

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(Ashiem, Gowan & Reichgelt, 2007; Adam, 2004). Therefore, the statements should be written and easily understood by the faculty, students, staff, administrators and external constituencies. Each set of outcomes should be comprehensive for a specific discipline and measurable as well (Hendrickson et al., 2013; Klein-Collins, 2012).

In the context of higher education, international trends have shifted away from the teacher-centred approach that emphasizes what is presented, towards the learning-based model focusing on what students know and can do. According to Gosling and Moon (2001), an outcomes-based approach to teaching is more prevalent at an international level. This approach has been progressively adopted within the credit framework and by the national quality and qualifications authorities such as the QAA (Quality Assurance Agency for Higher Education) in the UK, and the Australian, New Zealand and South African Qualification Authorities.

In addition, the Taxonomy of Educational Objectives, known as Bloom's Taxonomy (Bloom, Engelhart, Furst, & Krathwohl, 1956) is one of the most recognized learning theories in the field of education. Educators often use Bloom's Taxonomy to create learning outcomes that target not only subject matter but also the depth of learning they want students to achieve and then create assessments that accurately report on students' progress towards these outcomes (Anderson & Krathwohl, 2001). Using action verbs from Bloom's Taxonomy will help ensure the outcomes are measurable.

Practically, Bloom's Taxonomy is a hierarchical design of ways of thinking (action or performance verbs) that classifies learning or cognition into six levels; categorized from less to more complex (Suskie, 2009). It comprises three learning domains: cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning. It is important to note that the different levels of thinking defined within each domain of the Taxonomy are hierarchical. In other words, each level subsumes the levels that come before it. In 2001, David Krathwohl and Lorin Anderson published a revision to the 1956 hierarchy with contributions from cognitive psychologists, curriculum theorists, instructional researchers, and testing and assessment specialists. This new revised version introduced a key change to the cognitive domain of Bloom's Taxonomy: it shifted the language used from nouns to verbs and focused the attention away from acquisition toward the active performance of the types of learning involved in each stage of the hierarchy.

In December 2005, the Malaysian Cabinet decided to merge the National Accreditation Board (Lembaga Akreditasi Negara, LAN) and the Quality Assurance Division (QAD) of the MOHE. This merger created the Malaysian Qualifications Agency (MQA), the single quality assurance agency in the country, whose scope now covers both public and private Higher Education Providers (HEP). The Malaysian Qualifications Agency Act 2007 (MQAA, 2007) assigns the responsibility for quality assuring higher education in Malaysia to MQA. One of the responsibilities is to implement the Malaysian Qualifications Framework (MQF) as a reference point for Malaysian qualifications.

MQF serves as a basis for quality assurance of higher education and as the reference point for national qualifications. It is an instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices. These criteria are accepted and used for all qualifications awarded by a recognized HEP. The framework clarifies the academic levels, learning outcomes and credit systems based on student academic load. Hence, the MQF integrates all higher education qualifications. It also provides educational pathways through which it links these qualifications systematically.

Academic programs are the building blocks that support the larger vision and mission of the HEP. Therefore, one must take into consideration these larger institutional goals when designing programs to ensure that one complements the other. The quality of the HEP and the program that it offers is ultimately assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires a clear statement of the competencies, i.e., the practical, intellectual and soft skills that are expected to be achieved by the student at the end of the program. The main domains of learning outcomes cover knowledge, practical and social skills, critical and analytical thinking, values, ethics and professionalism. The levels of competency of these learning outcomes are defined in the MQF (Sun & Lee, 2020; Awang-Hashim, Kaur & Valdez, 2019).

Based on the overall understanding above, this study was conducted to examine the initiative to develop program learning outcomes (PLO) at the Sultan Ismail Petra International Islamic University College (KIAS) based on the Kelantan Rabbani Education Policy (DPRK). The effort is an innovation in the context of higher education development and functions as part of the indicator of the level of sustainability of education development in the state of Kelantan. Overall, this study found that the DPRK has solid aspirations that can contribute to the development of higher education.

## 1.1 A brief overview of Rabbani Kelantan Education Policy (DPRK)

Generally, the Rabbani Kelantan Education Policy Idea (DPRK) which was launched on 25<sup>th</sup> February 2018 is an educational development idea resulting from the outburst of the Strategic Plan *Merakyatkan Membangun Bersama Islam* (MMBI) on 6<sup>th</sup> May 2014. MMBI is an integrated program plan to ensure the core issues of the way of life The people of Kelantan are more stable based on the principles of religious life (Mohamad, Adnan & Yusoff, 2016).

Following the implementation of the MMBI Strategic Plan, on 8<sup>th</sup> November 2015, the Kelantan State Government established the Kelantan Teacher Training Institute (ILPK) which functions as the secretariat of the Committee for Human Development, Education, Higher Education, Science and Technology, Kelantan State Government (Yaacob Yusoff 2017). Through the ILPK platform, the Kelantan State Government has initiated the Kelantan Rabbani Education Policy (DPRK). The policy contains 9 principles of Rabbani education and 46 best practices which are the core elements of its implementation (Umar et al. 2020). In conclusion, the 9 principles of DPRK can be understood in Table 1.

Table 1: Main List of DPRK Principles

DPRK PRINCIPLES		
Principles (P)		Description
P1	Knowledge Purposeful of Allah	The knowledge demanded is based on and directed to God.
P2	Priority of Knowledge & Jurisprudence	Education is aimed at producing individuals who understand the priority level of knowledge and achieve a level of expertise in their field.
P3	Becoming a Noble Person	Educate individuals towards the formation of a civilized and virtuous personality.
P4	Practice & Spread of Knowledge	Translating knowledge in daily life and spreading it to others.
P5	Continuous Learning & Study	Improve knowledge, and skills and cultivate study continuously
P6	Development & Community Reformation	Educating individuals towards developing society and doing reform.
P7	Shared Responsibility	Individuals who are aware of the nature of responsibility in developing themselves and society together
P8	Corresponding to Current Reality	Education that produces individuals who are sensitive to the latest developments that move in line with Islamic patterns
P9	Sustainability of Knowledge	The quality of education that emphasizes the validity of sources, integration and continuous change of disciplines

(Source: Researcher Analysis; Umar et al. 2020)

Based on his philosophy, the development of the DPRK aims to expand the scope of education to include Islamic education and other fields. With the DPRK, the Kelantan State Government intends to spread the Rabbani philosophy to all other institutions, especially in Kelantan. DPRK is also conceived as an agenda to popularize DMBI which is oriented towards the concept of UMI: *Ubudiyyah* (worship), *Mas'uliyah* (responsibility) and *Itqan* (precision). (Umar et al. 2020). In the context of higher education, the Kelantan State Government intends to make KIAS a model for the implementation of DPRK in the state of Kelantan (Yaacob Yusoff 2017).

Accordingly, on 25<sup>th</sup> February 2018, Kelantan Menteri Besar Dato' Haji Ahmad bin Yakob entrusted the implementation of DPRK to KIAS. Ultimately, the trust given to KIAS shows the importance of the DPRK in shaping the development of education to produce *Rabbani* graduates who are competitive and uphold good quality human capital for the state, society and the country.

## 2. METHODOLOGY

This study was conducted to examine the initiative to develop program learning outcomes (PLO) at Sultan Ismail Petra International Islamic University College (KIAS). For this purpose, A qualitative research approach was adopted. Five respondents were selected using purposive sampling. The respondents consisted of a panel of DPRK draftsman experts, a panel of MQA assessors and a core team representative of Outcome-based Education (OBE) at KIAS. Data were obtained via semi-structured interviews and analysed using thematic analysis.

To complete the analysis of the objective, this study also examines the impact of the DPRK-based PLO development initiative from the perspective of human capital development according to the Islamic perspective. Thus, the analysis carried out can portray a comprehensive and holistic assessment.

### 3. FINDINGS

KIAS is the only institution of higher education under the state government of Kelantan that is carrying the mission and vision of the state government in making the DPRK a success. Despite this, KIAS is still bound by the study standard that needs to be followed, which is the Outcome-Based Education (OBE) where MQA has set five clusters incorporating 11 domains of learning outcomes (LO) that must be demonstrated in every program offered. Even so, the MQA does not limit the number of LOs to be achieved by any HEI as long as the LOs specified in the Malaysian Qualifications Framework (MQF 2.0) are complied with.

Technically, DPRK-based curriculum development initiatives at KIAS are focused on strengthening learning outcomes (LO) in each program. Since receiving the rating as a University College in 2021, KIAS has developed a total of eight new undergraduate programmes, one diploma program and two foundation programmes by applying *Rabbani* principles as the 12<sup>th</sup> PLO. KIAS also received MQA approval to offer all its new programmes. The relevant programmes are listed in Table 3.

Table 3. List of New Programmes offered at KIAS

No.	Programmes	Reference No.	Date of Accreditation
1	Sarjana Muda Syariah dengan Pengurusan Halal (Kepujian)	MQA/PA15034	06/09/2021
2	Sarjana Muda Pendidikan Awal Kanak-Kanak (Kepujian)	MQA/PA15035	06/09/2021
3	Sarjana Muda Tahfiz Al-Quran dengan Pengurusan (Kepujian)	MQA/PA15036	06/09/2021
4	Sarjana Muda Pengajian Islam dengan Pengurusan (Kepujian)	MQA/PA15038	06/09/2021
5	Sarjana Muda Sains Komputer dengan Multimedia (Kepujian)	MQA/PA15039	08/10/2021
6	Sarjana Muda Usuluddin dengan Pengurusan (Kepujian)	MQA/PA15070	06/09/2021
7	Sarjana Muda Bahasa Arab untuk Tujuan Khusus (Kepujian)	MQA/PA15071	06/09/2021
8	Sarjana Muda Pentadbiran Muamalat (Kewangan Islam) (Kepujian)	MQA/PA15072	06/09/2021
9	Diploma Teknologi Maklumat	MQA/PA15066	08/10/2021
10	Asasi Pengajian I'Dadi	MQA/PA14518	16/04/2021
11	Asasi Pengurusan Perniagaan	MQA/PA15037	04/10/2021

(Source: MQA 2021 Website, The list of KIAS Provisional Accreditation Certificates)

Referring to Table 3, all eight new undergraduate programmes at KIAS contain the addition of the *Rabbani* cluster in their respective LOs. The process of its application as the 12<sup>th</sup> domain of Program Learning Outcomes (PLO) was drawn up on 23<sup>rd</sup> December 2020. The domain contains 4 out of 9 DPRK principles. Meanwhile, the remaining 5 DPRK principles were found to be contained in the 11 basic domains that have been set in the Malaysian Qualifications Framework (MQF) 2<sup>nd</sup> Edition (Rohaidi Habil, 2021; Malaysian Qualifications Agency, 2017). *Rabbani's* domain statement that has been approved by KIAS is as follows:

*“Understanding and performing obligations (P1) as a Muslim (P3) capable of preserving knowledge (P9) for the development and reformation of society (P6) in line with the goals and core values of Rabbani education”*

In a more specific context, KIAS stipulates the application of the *Rabbani* domain as the 12<sup>th</sup> LO implemented on compulsory college subjects. Next, gradual amendments will be made to the subjects of other categories according to the needs and suitability of the program. Accordingly, KIAS is also committed to making amendments to incorporate the *Rabbani* domain into the LO of the study programs that were offered before KIAS was upgraded as a University College. The basic framework of the application is stated in Table 4.

Table 4. Mapping of compulsory college subjects to LO *Rabbani* (LO12<sup>th</sup>)

No	Subjects	CLO – LO MQF	CLO – LO12 <sup>th</sup>
			(CLO description and taxonomy level)
1	Pengajian Al-Quran I	CLO1 – LO1 CLO2 – LO5	CLO3: Students will be able to make general conclusions regarding the truth that the Quran brings with a true understanding of the Quran (A4, PLO12)
2	Pengajian Al-Quran II	CLO1 – LO2 CLO3 – LO9	CLO2: Students will be able to display the manners of reading, listening, and appreciating the Qur'an as guided by the companions of RA and authoritative scholars. (A5, PLO12)

3	Pengajian Al-Quran III	CLO1 – LO1 CLO2 – LO9	CLO3: Students will be able to recite chapter 30 from surah an-Naba to surah al-Ghaashiya with correct pronunciation and <i>tajwid</i> (A5, PLO12)
4	Pengajian Al-Quran IV	CLO1 – LO2 CLO2 – LO9	CLO3: Students will be able to recite chapter 30 starting from surah al-Nas with correct pronunciation and <i>tajwid</i> by memorization (A5, PLO12).
5	Bahasa Arab I	CLO1 – LO1 CLO2 – LO5	CLO3: Students will be able to increase the potential for self-skills in using basic Arabic (A1, PLO12)
6	Bahasa Arab II	CLO1 – LO1 CLO2 – LO5	CLO3: Students will be able to improve the effectiveness of communication based on language quality. (C3, PLO12)
7	Bahasa Arab III	CLO1 – LO1 CLO2 – LO5	CLO3: Students will be able to preserve the use of the Arabic language in learning and life. (A1, PLO12)
8	Preparatory English	CLO1 – LO3 CLO2 – LO4	CLO3: Students will be able to demonstrate their English language skills with particular emphasis on Islamic content on reading, writing, listening and speaking (A3, PLO12)
9	English For Islamic Studies	CLO1 – LO2 CLO2 – LO5	CLO3: Students will be able to practice the usage of Islamic terms in formal or informal situations (A5, PLO12)
10	Communicative English	CLO1 – LO2 CLO2 – LO5	CLO3: Students will be able to practice the usage of Islamic knowledge in formal or informal situations (A5, PLO12)
11	Common Values	CLO1 – LO1 CLO2 – LO4	CLO3: Students will be able to practice the knowledge they learn and interact with the community (A4, PLO12)

(Source: Farhanim Leman, 2021)

Based on Table 4, a total of 11 compulsory college subjects have been applied to LO *Rabbani*. The LO is specifically set in one of the three learning outcomes of each course (CLO). Therefore, Table 4 concentrates on the evidence discourse where each CLO is based on PLO12 which focuses on P1, P3, P6 and P9 of the DPRK. The research results of each CLO mapped to PLO12 have contained the required DPRK core values.

In discussing the level of clarity of *Rabbani's* PLO development, this study has conducted semi-structured interviews with two representatives of the DPRK's expert panel of drafters. In general, Respondent 1 (R1) and Respondent 2 (R2) agreed on the KIAS initiative to develop PLO *Rabbani* as a complement to the 11 basic domains that have been set in the Malaysian Qualifications Framework (MQF) 2<sup>nd</sup> Edition. The comments of both as indicated in the following quotes:

*“The act of creating the 12<sup>th</sup> PLO based on the DPRK is relevant and can prove the solidity of the DPRK's vision and mission in the higher education curriculum”* (R1)

*“The idea of creating a PLO *Rabbani* must be ensured not to conflict with the provisions of MQF 2.0. If complement each other is better. The value of parallelism between *Rabbani's* PLO and the 11 basic domains in the Malaysia Qualification Framework needs to be ensured”* (R2)

Meanwhile, the results of the interview with the MQA evaluation panel on the development of PLO *Rabbani* also showed a positive reaction. In this regard, the MQA 1 (R3) evaluation panel and the MQA 2 (R4) evaluation panel have provided critical comments on the KIAS initiative. The explanation is as indicated in the following quotes:

*“KIAS as HEP needs to ensure that the elements contained in all four DPRK principles that make up PLO12 are truly contained in the CLO statement that has been decided. The evidence for each CLO involved needs to be improved to reflect the unique identity of the DPRK”* (R3)

*“To strengthen the proposed development of the PLO, KIAS needs to display justifications that prove the differences and special features of the PLO compared to the 11 basic LOs that have been listed in the MQF. Referring to the selected taxonomy level, KIAS can vary its selection so that it does not overlap between different CLOs.”* (R4)

Based on the comments, this study has received a response from the core team representative of Outcome-based Education in KIAS (R5). The explanation is as indicated in the following quotes:

*“We acknowledge that this initiative is still in its early stages. We are just at the stage of building the implementation model. Our intention is actually to carry out a comprehensive transfer up to the aspect of selecting subject content. We want to make sure that the subject content of each study can realize the aspirations of the DPRK. However, this process takes a long time.”* (R5)

To empower the development of PLO *Rabbani*, this study has received additional comments from R2 and R4 following the response to the first question. Both suggestions are as follows:

“KIAS can discuss expanding or adding other DPRK principles, other than those contained in the 12<sup>th</sup> PLO by including them in the content of the subject” (R2)

“A periodic review should be done by the HEP to ensure that the structure of the program that implements PLO *Rabbani* meets the current requirements” (R4)

Overall, this study found that the development of DPRK-based learning outcomes is significant. The application concept has the potential to be applied in various study programs at the higher education level. In theory, the integrity of *Rabbani's* PLO can only be evaluated and proven after the students complete the learning of the subjects involved. In a larger framework, KIAS as a provider of higher education needs to ensure that the DPRK's core values are successfully manifested in the entire study program it offers. Through it, the majority of graduates who will be produced will display qualities that are consistent with the aspirations of the DPRK.

### 3.1 Application of the 12<sup>th</sup> LO into the subject of the graduate prerequisite

In line with the DPRK application agenda in the development of new programmes at KIAS, aspects of KIAS student development under the supervision of the Student Affairs Division (HEP) also receive optimal DPRK policy touches. Among the main improvement agendas that have been implemented by the KIAS Student and Alumni Affairs (HEPA) department is the implementation of student *usrah* as a compulsory subject. *Usrah* can be understood as a gathering for the conduct of religious activity, such as a discussion regarding a certain topic (Ibrahim, Kamsani & Champe, 2015). Starting in 2011, the official of the student *usrah* was named Smart Group (SG) and was gazetted as a compulsory course which became a requirement for KIAS students' graduation. At that point, the content of SG was developed based on the aspirations of the *Membangun Bersama Islam* Policy (MBI) (Idris Awang et. al 2018).

Recently, in parallel with the implementation of DPRK in KIAS, SG has been purified and named *Usrah Rabbani* (UR). Its status as a compulsory subject that is a requirement for KIAS student graduation is maintained. In practice, UR is implemented in small groups and managed by a *naqib* (facilitator) selected among students. For this purpose, each selected *naqib* is required to attend the *Naqib* Empowerment Camp (KPN) every semester before being allowed to conduct UR. Overall, the implementation of UR for 10 weeks in each semester is closely monitored by the Student Development Unit, under the HEPA section of KIAS.

Referring to the UR subject structure, every student is required to go through a total of four UR modules, which are arranged in the first four semesters of study at KIAS. Throughout the four UR modules, students will be exposed to a holistic curriculum covering the study of *tafsir* (Quranic exegesis), hadith, *Sirah* (biography of the Prophet PBUH) and *fiqh harakat* (jurisprudence of movement). The curriculum combination is shown in Table 5.

Table 5. Curriculum Combination of *Usrah Rabbani* KIAS Module

NO	USRAH RABBANI MODULE	SEM	CURRICULUM / SUBJECT STRUCTURE			
			TAFSIR Total Verses	HADITH Total Topic	SIRAH Total Topic	FIQH HARAKAH Total Topic
1	Module 1	1	49	6	4	0
2	Module 2	2	12	6	3	6
3	Module 3	3	14	5	5	5
4	Module 4	4	10	6	4	0
<b>TOTAL</b>			<b>85</b>	<b>23</b>	<b>16</b>	<b>11</b>

(Source: *Usrah Rabbani* KIAS Module: 1-4)

Based on Table 5, in general, the curriculum combination that has been built is balanced and comprehensive following current needs. Although the entire content of the UR curriculum contains the *Rabbani* core values listed in the DPRK, the mapping of the module content to the 9 principles of the DPRK has not yet been refined. Overall, the development of the UR curriculum at KIAS is still in the early stages of the modelling phase based on the DPRK implementation targets at the Kelantan state level.

To assess the relevance of the UR subject that has been gazetted as a prerequisite subject for graduation at KIAS, this study only conducted semi-structured interviews on R1 and R3. Both comments were sufficient to represent the DPRK drafting expert panel and the MQA evaluation panel. The description is as indicated in the following quotes:

*"There is no problem with KIAS if they want to make UR a requirement for graduation. UR is suitable to be a complementary platform for a comprehensive understanding of the DPRK"* (R1)

*"Practically, MQA does not prevent HPT from setting any subject as a prerequisite for graduation as long as it does not conflict with MQF or burden students excessively".* (R3)

Referring to the comments of both respondents, the implementation of UR at KIAS is relevant and suitable to be applied as a complementary platform for the manifestation of understanding of the DPRK. Technically, each HEP has the authority to determine the best learning approach based on its respective vision and mission.

#### 4. DISCUSSION

The prospect of this study which focuses on KIAS as a higher education institution that is an indicator of the stability of the DPRK is based on several factors. First, the foundation of the establishment of KIAS is based on the Kelantan *Membangun Bersama Islam* Policy (MBI) which was announced in 1990. Second, KIAS has also received a mandate from the Menteri Besar of Kelantan to implement DPRK at the higher education level. Third, KIAS as a provider of higher education is subject to MQA and MQF 2.0 guidelines. Fourth, the most effective initiative in designing study programs is oriented towards precise learning outcomes.

To understand the following factors, this study has examined the documentation of the vision and mission of KIAS since its inception. In 1996, the Kelantan Darul Naim Foundation Board Meeting (YAKIN) Bill 1/96 agreed to establish Kelantan Islamic College. The concept is oriented towards integrated education through the implementation of a systematic Islamic higher education system. The main aspiration of its establishment is to produce people who are pious, skilled and able to play a role in the development of the state and the country (Mohamad et al. 2016; Kelantan State Information Secretariat, 1995; Kelantan Islamic College Establishment Paper, KIAS/Pol/0.1/98/1). Later, the decision to establish Kelantan Islamic College was successfully translated into the official establishment of KIAS on 24<sup>th</sup> August 1999. The idea of its establishment was to produce pious people, parallel to MBI policy which is based on the principles of UMI. Accordingly, KIAS has set the philosophy of its establishment to produce a generation of al-Quran scholars who excel in terms of knowledge and are committed to practising it (Yaakob & Hamat, 2003).

Thus, the continuation of the above aspirations has prompted KIAS to be mandated by the Kelantan State Government as a pilot platform for the implementation of DPRK at the level of higher education institutions. In addition, the prospect of DPRK implementation at KIAS is also supported by its status as a provider of higher education having been upgraded to a University College (Zaman, Saleh & Ab Hamid, 2022).

##### 4.1 The implementation of PLO Rabbani is a catalyst for human capital development.

Starting in 2022, KIAS has offered a total of eight new undergraduate study programs, one diploma program and two foundation programs by applying *Rabbani* principles as the 12<sup>th</sup> domain of program learning outcomes (PLO). Meanwhile, Diploma and foundation programs have yet to be implemented. The offer of the new program is based on the demands of P1, P2, P3 and P4 DPRK. Meanwhile, the application of the *Rabbani* domain as the 12<sup>th</sup> PLO is oriented towards DPRK's P1, P3, P6 and P9. The combination of the two efforts symbolizes the seriousness of KIAS's commitment to developing the quality of education based on the DPRK. Therefore, the existence of the PLO is also a key indicator of the successful implementation of the DPRK at the level of higher education institutions (Malaysian Qualifications Agency, 2017; Aziz et al. 2012).

In the context of student development, KIAS's commitment to implement UR as a major initiative is a manifestation of DPRK's P1, P3, P4, P6 and P7. The UR curriculum is equipped with all 9 *Rabbani* core values and functions as a complementary mechanism for the implementation of Rabbani LO. The UR implementation method that uses the services of *naqib* among students is also a significant step toward improving the skills and appreciation of KIAS students towards the philosophy, vision and mission (DPRK).

Based on the study of the *Rabbani* generation's development efforts, each studentship program at KIAS has been set to focus on P3, P7 and P8 of the DPRK, to ensure the sustainability of human capital development that is competitive and beneficial to the community and the country. The initiative is clearly in line with the concept of human capital development which emphasizes that every activity should be carried out within the framework of the *Rabbani* concept (Norasid & Abdullah, 2019). In other words, every consideration or action in life aims to make Allah SWT a guide and a source of guidance (Baba, 2006; Rahim & Nordin, 2019). Accordingly, the main practice attributed to God under the *Rabbani* concept is comprehensive, covering all knowledge, devotion and survival needs (Zaman, Saleh & Ab Hamid, 2022; Ismail et al. 2020; Duruzah 1964; al-Qawsi 2006).

Ultimately, holistic human capital development needs to contain three main components: the application of knowledge, the strengthening of faith and identity building, and the building of organizational and preaching skills (Hawwa, 1994). Al-Ghazali (1999) asserts that responsibility and trust are two important values that need to be built into a Muslim's identity. Through it will be born the attitude of precision in the Muslim personality (Ismail, Siwok & KZ, 2020; Shuhari & Hamat, 2015; al-Ghazali, 1999).

Thus, it can be concluded that the model of human capital development based on the idea of MBI policy and the principle of UMI has proven to be successful in producing quality generation in Kelantan and Malaysia in general (Mohamad & Adnan, 2017). In continuation, the idea of DPRK today is seen as having the potential to improve the quality of human capital development. Specifically, KIAS bears great functions and responsibilities in the process of fulfilling these aspirations, in line with the purpose of its establishment (Umar et al. 2020; Awang et al. 2018; Yaacob Yusoff 2017; Rokhman, 2010).

Overall, this study found that the DPRK-based PLO development has many advantages and holistic benefits in the context of human capital development that is needed by society and the country.

## 5. CONCLUSION

In conclusion, the results of this study on the development of DPRK-based learning outcomes in the development of education at KIAS show its potential as a major Islamic higher education institution under the auspices of the Kelantan State Government. The prospect of hope placed on KIAS in leading the development of higher education based on the DPRK philosophy is significant even though the development of its achievements is still at the modelling stage. Thus, the orientation of the DPRK in KIAS is seen to be able to contribute to the development of the national education system through a sustainable and holistic mechanism. The LO Rabbani model developed by KIAS also has the potential to generate quality human capital that is needed by the community and the country. Finally, this study suggests that the development of national education in the present day should comprehensively inculcate Rabbani elements.

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