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Reconstructing the Islamic Educational Management Curriculum for the Sustainable Excellence of Teacher Training Institutions: A Qualitative Case Study

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Abstract : The transformation of Islamic higher education increasingly requires curricula that integrate professional competence, adaptability, and Islamic values while responding to changing institutional and societal demands. This study examines how an Islamic Educational Management curriculum can be reconstructed around the principle of Sustainable Institutional Excellence and how such reconstruction strengthens the achievement of graduate competencies. A qualitative case study was conducted in the Islamic Educational Management Study Program at the State Islamic University of Syekh Wasil Kediri, Indonesia. Data were generated through in-depth interviews with five key informants representing institutional leadership, curriculum management, teaching, and student perspectives, complemented by analysis of curriculum documents, graduate learning outcomes, course structures, and learning plans. Data credibility was established through source and methodological triangulation. The findings reveal a substantive shift in curriculum orientation from sociopreneurship toward Sustainable Institutional Excellence, driven partly by evidence from tracer-study evaluations conducted between 2022 and 2025. This reorientation was accompanied by a reconceptualization of graduate profiles as managers, prospective managers, and consultants. The reconstructed curriculum translates 10 graduate learning outcomes into interconnected knowledge, soft-skill, and hard-skill domains and operationalizes Outcome-Based Education through the alignment of graduate competencies, course learning outcomes, student-centered and project-based learning, assessment, and student outputs. However, implementation remains uneven. The findings suggest that curriculum reconstruction in Islamic higher education should move beyond periodic curriculum revision toward continuous alignment between institutional strategy and measurable graduate competencies.

Keywords : Islamic educational management; sustainable institutional excellence; curriculum reconstruction.

Abstrak *: Transformasi pendidikan tinggi Islam semakin menuntut pengembangan kurikulum yang mampu mengintegrasikan kompetensi profesional, adaptabilitas, dan nilai-nilai keislaman sekaligus merespons perubahan tuntutan kelembagaan dan masyarakat. Penelitian ini mengkaji rekonstruksi kurikulum Islamic Educational Management*

berbasis Sustainable Institutional Excellence serta kontribusinya terhadap penguatan capaian kompetensi lulusan. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus pada Program Studi Islamic Educational Management di Universitas Islam Negeri Syekh Wasil Kediri, Indonesia. Data diperoleh melalui wawancara mendalam dengan lima informan kunci yang merepresentasikan perspektif pimpinan institusi, pengelola kurikulum, dosen, dan mahasiswa, serta analisis dokumen kurikulum, capaian pembelajaran lulusan, struktur mata kuliah, dan rencana pembelajaran. Kredibilitas data diperkuat melalui triangulasi sumber dan metode. Temuan menunjukkan adanya pergeseran substantif orientasi kurikulum dari sociopreneurship menuju Sustainable Institutional Excellence, yang antara lain didorong oleh hasil evaluasi tracer study periode 2022–2025. Reorientasi tersebut disertai dengan rekonseptualisasi profil lulusan sebagai manajer, calon manajer, dan konsultan. Kurikulum hasil rekonstruksi memetakan 10 capaian pembelajaran lulusan ke dalam domain pengetahuan, keterampilan lunak, dan keterampilan keras serta mengoperasionalkan Outcome-Based Education melalui keterpaduan kompetensi lulusan, capaian pembelajaran mata kuliah, pembelajaran berpusat pada mahasiswa, pembelajaran berbasis proyek, asesmen, dan luaran mahasiswa. Namun, implementasinya masih belum sepenuhnya konsisten. Temuan ini menunjukkan bahwa rekonstruksi kurikulum pendidikan tinggi Islam perlu bergerak melampaui pembaruan kurikulum secara periodik menuju proses penyelarasan berkelanjutan antara strategi institusi dan kompetensi lulusan yang terukur.

Kata kunci *: manajemen pendidikan Islam; keunggulan institusional yang berkelanjutan; rekonstruksi kurikulum.*

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INTRODUCTION

The transformation of higher education has placed universities under increasing pressure to produce graduates who possess not only disciplinary knowledge but also professional competence, adaptive abilities, social skills, and character that respond to changing institutional and societal demands. In Islamic higher education, these expectations are particularly complex because the development of professional and managerial competencies must be pursued alongside the preservation and application of Islamic values(Liu, 2023). This challenge is evident in the Islamic Educational Management Study Program at the State Islamic University of Syekh Wasil Kediri, Indonesia, which underwent a substantial curriculum reorientation from sociopreneurship toward Sustainable Institutional Excellence. This reorientation followed the findings of multi-year tracer studies conducted between 2022 and 2025, which indicated that the previous curriculum orientation had not yet optimally achieved the intended graduate outcomes (Print, 2020). The curriculum reform subsequently repositioned graduates as managers, prospective managers, and consultants in Islamic educational institutions and formally adopted an Outcome-Based Education (OBE) approach(Syeed et al., 2022).

Nevertheless, the transition from policy formulation to instructional implementation has not been entirely consistent. Approximately 30% of the learning-plan documents examined were not yet fully aligned with the program's intended graduate learning

outcomes. This condition suggests that curriculum reconstruction cannot be understood merely as a process of revising curricular documents; rather, it involves the institutional capacity to translate strategic orientations and graduate expectations into coherent learning practices (Ornstein & Hunkins, 2017).

From a theoretical perspective, OBE places intended learning outcomes at the center of educational design and requires systematic relationships among graduate competencies, curriculum structure, course-level learning outcomes, learning activities, and assessment (Hadi et al., 2025). Previous studies on OBE implementation in Indonesian higher education indicate that its effectiveness remains constrained by lecturers' understanding of OBE principles, the formulation of learning outcomes, the selection of appropriate learning strategies, assessment practices, workload, and institutional support (Simangunsong, 2019). These challenges become more complex within Islamic higher education, where curriculum outcomes are expected to integrate disciplinary competence with religious and ethical orientations. Chotimah et al. demonstrate that implementing an OBE-based curriculum in Islamic higher education requires systematic curriculum review, socialization among lecturers and students, and continuous monitoring and evaluation(Chotimah et al., 2025). Their study also identifies challenges involving actor readiness, resistance to change, limited resources, and difficulties in measuring learning outcomes(Estacio Pereira et al., 2024). These findings indicate that the formal adoption of OBE does not automatically guarantee coherence between intended outcomes and actual educational practices.

The issue is further illuminated by the concept of constructive alignment, which emphasizes that learning outcomes, learning activities, and assessment should function as mutually consistent components of an educational system. Frost and Ackrill demonstrate that curriculum mapping may nevertheless produce fracture points, particularly where intended outcomes at the program level are not adequately translated into course-level implementation (Pujianto et al., 2025). Thus, existing scholarship suggests that successful OBE implementation depends not simply on the formulation of measurable learning outcomes but on the consistency of relationships among curriculum orientation, graduate profiles, course design, learning processes, assessment, and mechanisms of evaluation and quality improvement(Jin, 2021). However, much of the existing literature tends to examine OBE either as a curriculum design framework or as an implementation strategy(Pitria & Ali Nahruddin Tanal, 2026). Less attention has been given to how a broader institutional orientation, particularly one framed around Sustainable Institutional Excellence, is translated across multiple layers of curriculum implementation and subsequently confronted by gaps at the instructional level. This gap is particularly significant in Islamic higher education, where curriculum development must simultaneously respond to institutional excellence, professional competency, and Islamic educational values(Goldhamer et al., 2022).

Against this background, this study examines the reconstruction of the Islamic Educational Management curriculum based on Sustainable Institutional Excellence and its implications for strengthening graduate competencies through OBE (H. Zhang et al., 2022). The study focuses on three interconnected dimensions. First, it examines the transformation

of curriculum orientation from sociopreneurship to Sustainable Institutional Excellence and its implications for the repositioning of graduate profiles and the formulation of ten graduate learning outcomes(Haq & Aziz, 2024). Second, it analyzes how these intended outcomes are translated into course-level learning outcomes, learning plans, student-centered learning, project-based learning, assessment, and student outputs. Third, it examines the extent to which learning experiences support the development of professional, adaptive, social, and Islamic-value-based competencies required of graduates(Liu, 2023). By connecting these dimensions, the study moves beyond the question of whether OBE has been formally adopted and instead investigates how institutional curriculum reorientation is structurally translated into educational practice(Linawati & Mannan, 2022).

The empirical setting provides an important opportunity to examine this process because the Islamic Educational Management Study Program at the State Islamic University of Syekh Wasil Kediri has experienced a significant curriculum transition from sociopreneurship to Sustainable Institutional Excellence, accompanied by a redefinition of graduate profiles and the formulation of ten graduate learning outcomes(Hadi et al., 2025). At the same time, the program demonstrates a measurable implementation gap, as approximately 30% of the learning-plan documents examined remain incompletely aligned with the intended graduate outcomes. Rather than treating this discrepancy merely as an administrative deficiency, the study interprets it as evidence of the challenges involved in translating macro-level curriculum decisions into micro-level instructional practices(Syeed et al., 2022). This perspective is consistent with constructive alignment scholarship, which positions continuity among learning outcomes, pedagogy, and assessment as an essential condition for educational quality, and with research on OBE implementation in Indonesia showing that leadership commitment, lecturer capacity building, academic collaboration, and continuous evaluation are critical to sustaining implementation quality(Pujianto et al., 2025);(Mufanti et al., 2024).

The study therefore advances an integrated understanding of curriculum reconstruction in Islamic higher education by linking institutional reorientation, graduate profiles, learning outcomes, instructional design, learning processes, assessment, and quality evaluation within a single analytical framework. Its central argument is that Sustainable Institutional Excellence cannot be secured through changes in curriculum orientation or documentation alone(Saputra et al., 2025). Rather, it requires sustained structural alignment between institutional strategy and the educational processes through which graduate competencies are developed and assessed. In this respect, the study extends discussion of OBE beyond curriculum formulation toward the governance of alignment across institutional and instructional levels(Hart, 2019).

LITERATUR REVIEW

Higher education transformation requires curricula that are not only oriented toward knowledge acquisition but also capable of producing graduates with professional

competencies relevant to labor market needs. In the context of Islamic Education Management (MPI), curriculum responsiveness has become increasingly important because study programs must connect managerial competencies with the characteristics of Islamic educational institutions. Ismail demonstrates that MPI curriculum development needs to be directed toward responsiveness to labor market demands and graduate employability through the repositioning of graduate profiles, quality enhancement, and more adaptive approaches.(Ismail, 2025) These findings indicate that curriculum reconstruction should be based on an evaluation of graduate needs and external environmental demands rather than merely on administrative curriculum changes.

One of the approaches increasingly adopted in higher education curriculum development is Outcome-Based Education (OBE). OBE places learning outcomes as the primary orientation of the educational process, requiring curriculum structure, learning processes, and assessment to be directed toward the competencies students are expected to achieve. In the context of Indonesian higher education, Mufanti, Carter, and England found that OBE implementation continues to face challenges related to lecturers' understanding, the formulation of learning outcomes, learning strategies, assessment, workload, and institutional support.(Mufanti et al., 2024) This demonstrates that implementing OBE requires changes that extend beyond curriculum documentation to include the capacity and readiness of educational actors.

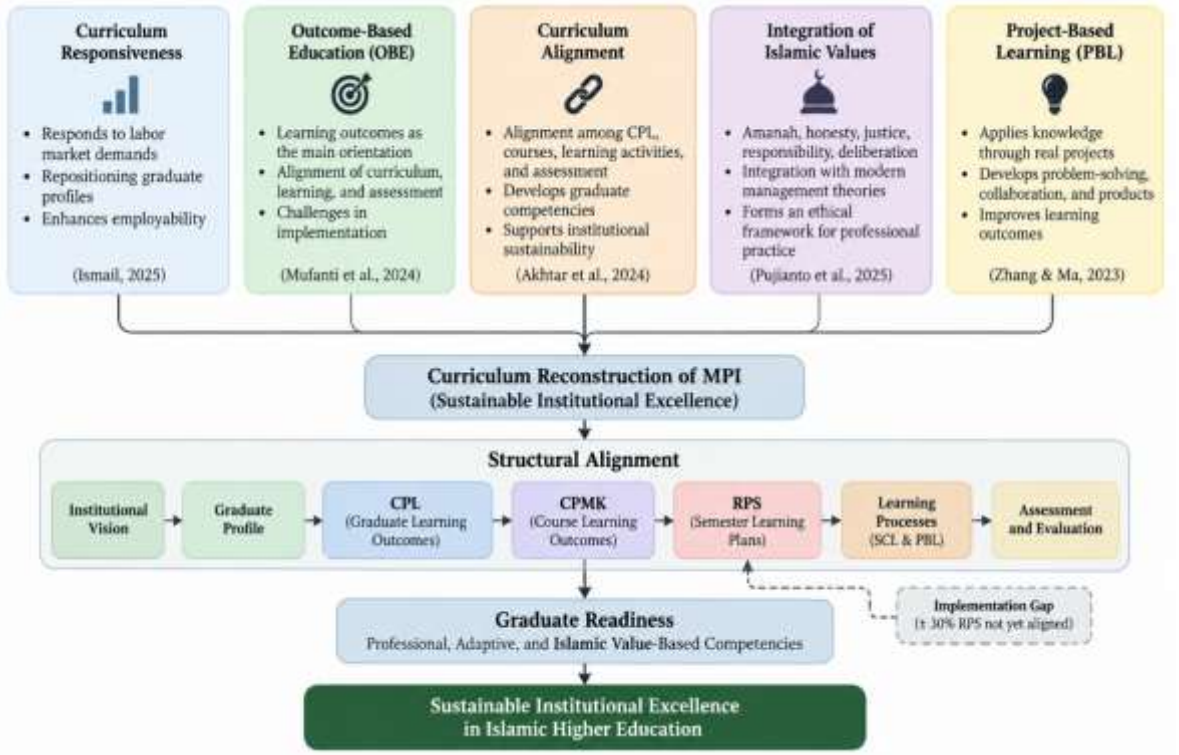
The implementation of OBE subsequently requires alignment among curriculum components. The curriculum must establish clear relationships among learning outcomes, courses, learning activities, and assessment. Akhtar demonstrate that curriculum alignment plays an important role in developing graduate competencies, enhancing employability, and supporting institutional sustainability. An aligned curriculum enables the skills developed through learning to correspond more closely with professional demands and external needs.(Akhtar et al., 2024) This perspective emphasizes that successful curriculum development is determined not only by the quality of CPL formulation but also by the consistency with which CPL is translated into instructional documents and students' learning experiences.

In Islamic higher education, the development of professional competencies must also be accompanied by the strengthening of Islamic values. Pujianto demonstrate that values such as amanah, honesty, justice, responsibility, and deliberation can be integrated with modern management theories, including leadership, Total Quality Management, efficiency, and data-driven decision-making. These findings indicate that the integration of Islamic values should not merely be carried out by adding separate Islamic content but should instead be manifested as an ethical framework that shapes professional practice.(Pujianto et al., 2025) Thus, Islamic higher education curricula can produce graduates who possess managerial competencies while also demonstrating integrity in carrying out their professional responsibilities.

Beyond curriculum design and value integration, learning strategies are an important factor in translating CPL into students' learning experiences. Project-Based Learning (PBL) provides students with opportunities to apply knowledge through

assignments, problem-solving, collaboration, and product development. A meta-analysis by Zhang and Ma demonstrates that PBL has a positive effect on learning outcomes, including academic achievement, thinking skills, and affective aspects.(L. Zhang & Ma, 2023) These findings support the use of PBL as a relevant strategy for OBE implementation because students are not merely exposed to course content but are also given opportunities to demonstrate competencies through observable activities and products.

Based on these five studies, existing literature has extensively examined curriculum responsiveness, OBE, curriculum alignment, Islamic value integration, and PBL as relatively distinct areas. However, there remains an opportunity to investigate how these five dimensions operate in an integrated manner within the reconstruction of an Islamic Education Management curriculum, particularly in relation to institutional reorientation,



CPL mapping, OBE implementation, learning practices, and graduate readiness. This study addresses this gap by positioning structural alignment as the connecting mechanism between curriculum design at the macro level and learning practices at the micro level. This focus becomes particularly significant given the implementation gap identified in the present study, in which approximately 30% of RPS documents were not yet fully aligned with the OBE-based CPL matrix.

METHOD

This study employed a descriptive qualitative approach using a case study method. The qualitative approach was selected because the study aimed to gain an in-depth

understanding of the curriculum reconstruction process, the dynamics of Outcome-Based Education (OBE) implementation, and the relationship between curriculum policies at the institutional level and learning practices at the study program level.(Creswell & Poth, 2017) A qualitative approach enables researchers to obtain a holistic understanding of a phenomenon through the interpretation of documents, experiences, perspectives, and practices of actors involved in the natural research setting.(Miles et al., 2013) Meanwhile, the descriptive design was used to systematically describe the process of curriculum transformation, the mapping of Graduate Learning Outcomes (CPL), and various issues emerging during implementation without manipulating the research setting.

The case study method was selected because the research focused on a contemporary phenomenon occurring within a real-life institutional context, namely the curriculum reconstruction process of the Islamic Education Management (MPI) Study Program. Yin explains that case studies are relevant when research seeks to investigate a phenomenon in depth within its real-life context, particularly when the boundaries between the phenomenon under investigation and its contextual setting are not clearly distinguishable. Thus, this method enables researchers not only to identify formal changes in the curriculum but also to examine how such policies are translated into academic and instructional practices at the study program level.(Yin, 2017) Accordingly, the case study approach served as the methodological foundation of this research.

The research data were obtained from primary sources, particularly through in-depth interviews with informants directly involved in the management and development of the curriculum of the Islamic Education Management (MPI) Study Program at UIN Syekh Wasil Kediri. The informants consisted of the Dean, Head of the Study Program, members of the curriculum development team, students, and alumni of the Islamic Education Management Study Program. The selection of informants was based on their relevant perspectives and experiences regarding curriculum reconstruction, the implementation of Outcome-Based Education (OBE), the achievement of Graduate Learning Outcomes (CPL), and the alignment of graduate competencies with institutional development needs. The interviews were conducted in depth to obtain information concerning curriculum policies, curriculum design and implementation processes, CPL mapping mechanisms, learning strategies, and the evaluation of graduate outcomes. The information obtained from the informants was then analyzed thematically to identify patterns, problems, and strategies related to curriculum reconstruction based on Sustainable Institutional Excellence.

Table 1: Informan Profile

No	Initial	Gender	Position	University of Origin
1	INF1	Male	Dean	Universitas Islam Negeri Syekh Wasil Kediri
2	INF2	Male	Head of Study Program	Universitas Islam Negeri Syekh Wasil Kediri
3	INF3	Female	Curriculum Developer	Universitas Islam Negeri Syekh Wasil Kediri

4	INF4	Male	Student	Universitas Islam Negeri Syekh Wasil Kediri
5	INF5	Male	Student	Universitas Islam Negeri Syekh Wasil Kediri

In addition to interviews, data were collected through document analysis. Relevant academic documents were systematically examined, including curriculum drafts and academic documents, the CPL matrix, course structures, and samples of lecturers' Semester Learning Plans (RPS). The document analysis focused on identifying the alignment among the study program's academic vision, graduate profile, CPL, courses, Course Learning Outcomes (CPMK), learning strategies, and assessment systems. This documentation process enabled the researchers to examine the consistency of the curriculum structure from the macro institutional level to the micro level of learning implementation.

The use of multiple data sources was also intended to strengthen the credibility of the findings through source and methodological triangulation. Data obtained from interviews were compared with evidence contained in curriculum documents, the CPL matrix, and lecturers' RPS. Through this process, the interpretation of the findings did not rely solely on informants' statements but was also corroborated by available documentary evidence.

RESULT AND DISCUSSION

Results

3.1 Reorienting the Curriculum from Sociopreneurship to Sustainable Institutional Excellence

The findings show that the reconstruction of the Islamic Educational Management curriculum at the State Islamic University of Syekh Wasil Kediri represents a substantive shift in educational orientation, from the previous *sociopreneurship* approach toward *Sustainable Institutional Excellence*. This transformation involved more than restructuring courses; it also repositioned graduate profiles and connected competency development with the long-term sustainability of institutional quality. The finding emerged primarily from interviews with institutional leaders, the head of the study program, and the curriculum development team and was further corroborated by analysis of the 2025 curriculum document. The reconstruction therefore reflects a strategic response to changing graduate needs, stakeholder expectations, and institutional priorities.

The Dean (INF-01) emphasized that curriculum implementation cannot be separated from institutional management.

> "In my view, the success of curriculum implementation is not determined only by the content of the curriculum, but also by how the university manages it. Planning must be clear, the division of responsibilities among units must be well organized, implementation needs to be continuously monitored, and coordination must function properly. If the management is not well organized, even a good curriculum will be difficult to implement consistently in achieving educational objectives." **(INF-01, 11 June 2026)**

This statement indicates that curriculum reconstruction was understood as an institutional rather than merely academic process. The informant's emphasis on planning, coordination, monitoring, and management demonstrates that curriculum quality depends on the institutional capacity to translate academic design into consistent practice. Within this perspective, *Sustainable Institutional Excellence* emerges as an orientation that connects curriculum development with the organizational conditions required to maintain quality over time.

Table 2. Observational Evidence of Curriculum Reorientation

Observed Aspect	**Evidence Identified**	**Analytical Indication**
Curriculum orientation	Curriculum 2025 shows a shift from sociopreneurship toward Sustainable Institutional Excellence	Indicates a substantive change in institutional curriculum direction
Graduate profile	Graduate profiles emphasize managers, prospective managers, and consultants	Shows stronger alignment between curriculum orientation and professional roles
Course structure	Courses include Strategic Management, Total Quality Management, Higher Education Management, and Islamic Educational Institution Management	Indicates greater emphasis on institutional management and leadership competencies
Islamic foundation	Islamic values are integrated across management-related learning rather than confined to specific religious courses	Demonstrates integration of professional competence and Islamic identity

More specifically, the interview with INF-01 indicated that the change in orientation was prompted by tracer-study findings from 2022 to 2025. The previous *sociopreneurship* orientation was considered insufficiently realized in graduates' professional trajectories and practices. The study program therefore reconstructed the curriculum by adapting the previous curriculum to the Outcome-Based Education approach adopted in 2025 and incorporating input from communities and relevant stakeholders. The documentary evidence supports this account: the curriculum document records the involvement of internal meetings, workshops, discussion forums, lecturers, experts, partners, students, and other stakeholders in the curriculum development process. The curriculum is also explicitly characterized as dynamic and open to continuous improvement.

The reorientation became particularly visible in the reformulation of graduate profiles. The Head of the Study Program (INF-02) explained that graduates were no longer primarily positioned as *sociopreneurs* but were increasingly oriented toward professional managerial roles, particularly as managers, prospective leaders, and consultants in educational institutions. This repositioning is reflected in courses such as *Total Quality Management, Management of Higher Education, Management of Islamic Educational Institutions, Strategic Management,* and *Excellent Islamic School Management*. These courses indicate a stronger emphasis on institutional management, leadership, strategic planning, quality assurance, and organizational development.

The curriculum document further confirms this shift. Its course structure distributes learning experiences related to institutional management, leadership, strategic management, quality management, public relations, curriculum management, and educational practicum. The pattern indicates that the new orientation does not simply replace the term *sociopreneurship* but changes the competency architecture expected of graduates. Graduates are increasingly prepared to manage, develop, and sustain educational institutions rather than being defined primarily by their capacity to initiate socially oriented entrepreneurial activities.

The reorientation, however, does not diminish the Islamic identity of the program. INF-02 explained that Islamic values function as a foundational framework for understanding educational and managerial issues rather than being confined to specific Islamic studies courses. The concept of humans as *khalifah*, for example, provides a theological basis for understanding responsibility in educational management. The curriculum document similarly identifies the integration of knowledge, Islam, and Indonesian identity as part of the program's theological and philosophical foundations while retaining courses such as Qur'an and Hadith Studies and Indonesian Islam as distinctive components. Thus, the movement toward institutional excellence remains embedded within an Islamic educational framework. KPR (INF-02) further explained the meaning of sustainability within the new institutional orientation.

> "In my view, improving the quality of higher education is not enough if it only pursues short-term achievements because temporary success does not necessarily guarantee institutional quality in a sustainable manner. Institutions must be able to make continuous improvements, adapt to change, maintain curriculum relevance, and ensure that the quality of graduates remains sustainable." **(INF-02, 13 June 2026)**

This statement clarifies that *Sustainable Institutional Excellence* is understood not simply as the achievement of institutional quality but as the capacity to maintain and improve quality through continuous adaptation. The findings therefore indicate that curriculum reorientation operates simultaneously at two levels: the academic level, through changes in graduate profiles and competencies, and the institutional level, through a stronger emphasis on continuous quality improvement and organizational sustainability.

3.2 Reconstructing Graduate Competencies through Outcome-Based Education

The second finding shows that the orientation toward *Sustainable Institutional Excellence* was translated into an outcome-based curriculum through the formulation of 10 graduate learning outcomes encompassing knowledge, general skills, and technical competencies. The reconstruction established connections among graduate profiles, competencies, courses, course learning objectives, learning activities, assessment, and student outputs. OBE therefore functions not merely as a curriculum format but as an organizing mechanism through which institutional orientation is translated into competencies that can be developed and demonstrated by students.

The curriculum development team (INF-03) explicitly described the rationale for adopting OBE.

> "In my view, curriculum development should be directed toward the achievement of CPL using the OBE approach because the curriculum must ensure that the educational process actually produces the competencies expected of graduates. Through OBE, curriculum development does not focus only on the arrangement of courses but also ensures a clear relationship among learning outcomes, learning objectives, learning processes, assessment, and the competencies that graduates are expected to possess." **(INF-03, 12 June 2026)**

The statement demonstrates that OBE is understood as an integrated system rather than simply a teaching approach. The informant's emphasis on the relationship between outcomes, objectives, learning processes, assessment, and graduate competencies indicates that curriculum quality depends on the consistency of these interconnected components. This understanding is reflected in the curriculum documents through the systematic mapping of graduate competencies into courses and course-level learning objectives.

The curriculum document identifies 10 graduate learning outcomes covering the ability to analyze and develop Islamic educational management theories, address management problems through interdisciplinary approaches, apply logical and critical thinking, utilize digital technologies, develop partnerships, pursue professional certification, make responsible decisions, and engage in lifelong learning. Their organization into knowledge, soft-skill, and hard-skill domains indicates that graduate competence is not restricted to academic knowledge. Professional expertise, adaptability, technological literacy, decision-making, social competence, and continuous learning are incorporated into the intended graduate profile.

Table 3: Observational Evidence of Graduate Competency Reconstruction through OBE

Observed Aspect	**Evidence Identified**	**Analytical Indication**
Graduate learning outcomes	Ten graduate learning outcomes are organized into knowledge, general/soft skills, and technical competencies	Indicates a multidimensional competency structure
Curriculum mapping	Graduate outcomes are mapped to courses and translated into course-level learning outcomes	Demonstrates systematic competency distribution across the curriculum
Learning design	Learning plans incorporate active, collaborative, problem-based, and project-based activities	Indicates a shift from content transmission toward competency development
Student outputs	Learning activities produce scientific articles, curriculum plans, and institutional vision documents	Shows that learning outcomes are translated into tangible academic and professional products

The relationship between graduate profiles and these competencies is subsequently translated through the curriculum mapping structure. The document provides a matrix connecting graduate profiles with the 10 graduate learning outcomes and a further mapping of these outcomes to courses. This demonstrates that graduate competencies do not remain normative statements at the program level but are distributed across the curriculum. INF-02 and INF-03 also indicated that this alignment is reinforced through curriculum socialization, internal evaluation meetings, and reviews of course learning objectives.

At the course level, INF-04 provided a concrete example from the Higher Education Management course. The targeted competencies were translated into strategic project indicators through assignments requiring students to develop future curriculum plans and formulate institutional visions for higher education institutions. This practice demonstrates a shift from learning focused primarily on conceptual understanding toward learning that requires students to apply concepts to institutional problems and produce tangible outputs. Learning therefore becomes a medium through which students develop analytical, strategic, and applied managerial competencies.

Analysis of the learning plan for the Formal Educational Institution Management course reveals a similar pattern. The document establishes relationships among program-level competencies, course learning objectives, and more specific learning competencies. Student activities include collaborative discussion, brainstorming, group assignments, presentations, reflection, and scientific article writing. Assessment involves observation, participation, and group assignments. These data demonstrate how the OBE structure is translated into learning experiences that require students to demonstrate competencies through observable processes and outputs.

The student perspective provides additional evidence of this transformation.

> "In my view, the learning process encourages students to think critically, discuss contextual issues, solve problems, and participate actively. Learning does not only provide knowledge but also encourages students to produce outputs such as scientific articles and designs related to educational institution management." **(INF-05, 10 June 2026)**

The student's account reinforces the finding that OBE is experienced through active and contextual learning. Academic products serve as tangible evidence that competencies are not treated merely as abstract objectives but are developed through activities and demonstrated through outputs. Islamic values are also incorporated when students analyze contemporary issues through perspectives such as *eco-theology*, including environmental issues and artificial intelligence. Thus, competency reconstruction through OBE brings together professional competence, active learning, contextual application, and Islamic values.

3.3 Implementation Gaps and the Challenge of Sustaining Curriculum Alignment

The third finding reveals a gap between the OBE-based curriculum structure established at the program level and its implementation at the course level. Approximately

30% of the lecturers' learning plans examined were reported to be not yet fully aligned with the program's competency framework. The main inconsistencies concerned the relationship between course learning objectives and program-level competencies and the absence of explicit assessment indicators demonstrating competency achievement. This finding indicates that curriculum reconstruction does not automatically produce uniform implementation across courses and that the sustainability of curriculum alignment depends on the capacity of lecturers to translate the institutional framework into instructional practice.

The curriculum development team (INF-03) emphasized the importance of curriculum evaluation in addressing this gap.

> "In my view, curriculum evaluation is important because a curriculum that has been developed does not necessarily mean that its implementation is consistent with what was planned. We need to examine whether the learning process has been implemented properly and whether graduate achievement corresponds to what is expected. Through evaluation, we can identify existing shortcomings so that the curriculum can be continuously improved and refined." **(INF-03, 12 June 2026)**

This statement demonstrates institutional awareness that curriculum exists in two related but not necessarily identical forms: curriculum as design and curriculum as practice. Evaluation therefore functions as a mechanism for identifying discrepancies between intended and actual implementation. The finding is particularly relevant to *Sustainable Institutional Excellence* because continuous improvement becomes necessary precisely when institutional designs are translated into diverse classroom practices.

The documentary evidence indicates that the formal curriculum already provides a relatively comprehensive structure for constructive alignment. Learning plans include learning objectives, learning materials, methods, student learning experiences, assessment indicators and criteria, assessment weights, and references. In principle, this structure provides the necessary mechanisms for connecting intended competencies, learning activities, and assessment. However, the finding that approximately 30% of learning plans remain incompletely aligned demonstrates that the existence of a formal framework does not guarantee consistent implementation across all courses.

The lecturer (INF-04) identified differences in lecturers' understanding as one factor contributing to this implementation gap.

> "In its implementation, there are still differences in lecturers' understanding of OBE. Some components of the learning plan do not consistently refer to the competencies that need to be achieved, particularly in the assessment section and the indicators of achievement."
> **(INF-04, 15 June 2026)**

This account suggests that the principal challenge lies not in the absence of a curriculum framework but in differences in the capacity to interpret and operationalize it. Variations in lecturers' understanding may result in inconsistent connections between learning objectives, competency targets, and assessment. The finding therefore indicates that curriculum alignment is not merely a technical matter of completing documents but also a process of developing shared academic understanding among curriculum implementers.

The documentary analysis provides evidence that alignment is achievable when the relationship among competencies, learning activities, and assessment is explicitly constructed. In the Formal Educational Institution Management course, for example, students are introduced to the philosophical, juridical, and Islamic foundations of formal educational management and then engage in discussion, group work, presentations, reflection, and scientific writing. Assessment includes observation, participation, and assignments supported by criteria and feedback. This structure demonstrates how intended competencies can be translated into learning activities and observable evidence of achievement.

The student perspective further illustrates how consistent alignment can shape learning experiences.

> "In my view, students should not simply listen to and understand the material. They need to be directly involved and understand how the material can be applied in real situations. In this way, students can develop their ability to think critically, solve problems, communicate, and apply the knowledge they have acquired." **(INF-05, 1 June 2026)**

The statement indicates that alignment becomes visible from the student's perspective through active participation and the application of knowledge to contextual problems. When competencies, learning activities, and assessment are coherently connected, students are provided with opportunities to demonstrate competencies through actions and products rather than through knowledge recall alone. However, the approximately 30% gap in learning-plan alignment indicates that such experiences are not yet uniformly implemented across the curriculum.

Table 4: Observational Evidence of Curriculum Alignment Gaps

Observed Aspect	**Evidence Identified**	**Analytical Indication**
Learning-plan alignment	Approximately 30% of examined learning plans were not fully aligned with the intended graduate competencies	Reveals an implementation gap between curriculum design and classroom-level execution
Course learning outcomes	Some course-level outcomes did not consistently refer to the appropriate graduate competency indicators	Indicates uneven operationalization of OBE
Assessment	Some assessment components did not explicitly identify indicators of graduate competency achievement	Shows that alignment between learning activities and assessment remains incomplete
Monitoring and evaluation	Semester-level monitoring and periodic curriculum evaluation are conducted	Indicates an institutional mechanism for continuous curriculum improvement

The study program has responded to this gap through monitoring and evaluation mechanisms. INF-03 explained that alignment is reviewed through internal meetings at the beginning of each semester, while curriculum evaluation is conducted periodically with experts and stakeholders. Feedback from the academic community is also incorporated into curriculum improvement. These practices correspond with the curriculum document's characterization of the curriculum as dynamic and open to continuous improvement. The institutional response therefore demonstrates that *Sustainable Institutional Excellence* is pursued not only through curriculum redesign but also through mechanisms for detecting, correcting, and preventing implementation gaps.

Taken together, the three sets of findings demonstrate an emerging curriculum architecture linking institutional orientation, graduate profiles, graduate learning outcomes, courses, course learning objectives, learning activities, assessment, and student outputs. However, the approximately 30% of learning plans that remain incompletely aligned reveal a persistent gap between curriculum design and implementation. The central empirical contribution of the study therefore lies not simply in demonstrating the transition toward *Sustainable Institutional Excellence*, but in showing that institutional excellence requires continuous curriculum alignment. Sustainable quality is consequently not the product of a one-time curriculum reconstruction; rather, it depends on the institution's continuing capacity to connect strategic orientation with graduate competencies, teaching practices, assessment, monitoring, and iterative improvement.

Discussion

The findings indicate that curriculum reconstruction in the Islamic Educational Management Study Program at the State Islamic University of Syekh Wasil Kediri represents a substantive process of **continuous structural alignment**, rather than a merely administrative revision of curriculum documents. The shift from sociopreneurship toward Sustainable Institutional Excellence was triggered by tracer-study evidence from 2022–2025 indicating that the previous graduate orientation had not been optimally realized in professional contexts (Depita et al., 2026). The reconstruction consequently repositioned graduates toward managerial, leadership, and consultancy roles and translated this institutional reorientation into graduate learning outcomes, course structures, learning processes, and assessment mechanisms (Said et al., 2026). This finding reinforces the argument that curriculum development becomes meaningful when institutional objectives are translated into competencies that respond to graduate and societal needs rather than remaining at the level of formal documentation (Khakim & Kunaepi, 2026). It is also consistent with Tyler's emphasis on the relationship between educational objectives, learning experiences, and evaluation, Taba's attention to needs and objectives, and Diamond's conception of curriculum development as an integrated system connecting objectives, course design, learning experiences, and assessment (Chotimah et al., 2025). More importantly, however, this study shows that the institutional orientation becomes educationally consequential only when it is continuously translated downward into measurable graduate competencies and eventually into classroom-level practices.

The use of tracer-study evidence provides an important mechanism through which this alignment begins. Rather than functioning solely as an administrative instrument for evaluating graduate employment, the tracer study became a basis for questioning whether the existing graduate profile remained relevant to changing professional and institutional demands. This finding supports Said et al. (2026), who emphasize the importance of external and graduate-oriented evidence in curriculum responsiveness, as well as Wilyanti et al. (2023), who demonstrate the value of tracer studies in assessing curriculum relevance to employment needs. It also corresponds with Ismail's (2025) argument that Islamic Educational Management curricula need to respond to labor-market requirements and graduate employability. Nevertheless, the present study extends these perspectives by demonstrating that responsiveness does not stop at modifying course content. Tracer-study evidence initiated a wider chain of reconstruction involving institutional orientation, graduate profiles, and the formulation of 10 graduate learning outcomes. These outcomes encompass knowledge, soft skills, and technical competencies, thereby positioning graduates not simply as holders of disciplinary knowledge but as prospective educational managers capable of leadership, collaboration, critical thinking, digital adaptation, governance, quality management, and institutional development (Akhtar et al., 2024)(Jaya et al., 2025). In this sense, curriculum responsiveness becomes a strategic mechanism for connecting institutional identity with the competencies required for sustainable professional participation.

The second dimension of this alignment concerns the translation of graduate competencies into an operational OBE architecture. The findings demonstrate a sequential relationship between graduate learning outcomes, courses, course learning outcomes, learning activities, assessment, and student outputs, reflecting the fundamental principle that outcomes must provide the organizing logic of the educational system(Durmuş & Güven, 2025). This pattern is consistent with Harden's view of learning outcomes as a connecting language across educational objectives, learning processes, and assessment, as well as Biggs' principle of constructive alignment, which requires intended outcomes, learning activities, and assessment to point toward the same competencies (K. et al., 2025). The findings further correspond with Yang et al. (2022), who argue that the effectiveness of OBE depends on coherence among curriculum components rather than merely on the presence of outcome statements. At the course level, this alignment is manifested through student-centered and project-based learning, critical discussion, contextual problem solving, and the production of tangible academic and managerial outputs. Scientific articles, institutional curriculum plans, and institutional vision documents therefore function not merely as assignments but as observable manifestations of the competencies targeted by the reconstructed curriculum. This is consistent with Zhang and Ma's (2023) finding that project-based learning can support academic achievement, thinking skills, and affective development, and with Hadi et al. (2025), who position scientific publication as a meaningful learning output for developing academic writing and critical thinking. Thus, the

contribution of OBE in this study lies less in the adoption of an outcome-oriented vocabulary than in its attempt to establish a traceable connection between what the institution expects graduates to become and what students are actually required to do.

A distinctive feature of this reconstruction is that structural alignment is not conceived as value-neutral managerial standardization. Islamic values constitute a normative dimension of the curriculum and are integrated into the interpretation and application of professional competencies rather than being confined to separate Islamic studies courses. The findings show that concepts such as *khalifah*, ethical responsibility, and eco-theology are used to frame contemporary educational and managerial problems, including the environmental implications of artificial intelligence and the management of natural resources. This orientation is compatible with Pujianto et al. (2025), who demonstrate that Islamic values such as *amanah*, honesty, justice, responsibility, and deliberation can be integrated with contemporary management theories, including leadership and Total Quality Management. It also strengthens the argument that excellence in Islamic higher education cannot be reduced to institutional efficiency or short-term performance indicators (Akhtar et al., 2024). Rather, Sustainable Institutional Excellence requires a combination of professional competence, organizational effectiveness, and ethical-spiritual responsibility. In this respect, the reconstructed curriculum establishes a more distinctive form of alignment: institutional excellence is pursued through measurable competencies, but those competencies remain embedded within an Islamic normative framework. The integration of Islamic values therefore provides the ethical grounding that differentiates the reconstructed curriculum from a technically oriented OBE model.

The most consequential finding, however, is that **formal curriculum alignment does not automatically produce alignment in implementation**. Approximately 30% of the examined learning-plan documents were not fully aligned with the intended graduate-learning-outcome framework, particularly because some course learning outcomes did not consistently refer to appropriate graduate-learning-outcome indicators and some assessment components did not explicitly demonstrate how competency achievement would be measured (Maskuro & Abrori, 2026). This finding is important because it exposes a fracture between curriculum architecture and curriculum enactment. It supports Mufanti et al. (2024), who identify continuing difficulties among Indonesian higher-education lecturers in translating OBE into learning strategies and assessment, and corresponds with the argument of Frost and Ackrill that curriculum mapping can develop fracture points when alignment between institutional intentions and course-level implementation is not continuously maintained. The problem is therefore not simply technical deficiencies in individual learning plans but an institutional capacity issue involving differences in lecturers' understanding, communication, participation in curriculum coordination, and readiness to enact OBE principles(Ornstein & Hunkins, 2017);(Chotimah et al., 2025). Consequently, the 30% figure provides an important empirical qualification to the otherwise positive narrative of curriculum transformation: an institution may possess a formally coherent OBE curriculum while still experiencing implementation inconsistencies at the

classroom level. This finding shifts the analytical focus from **curriculum design as an endpoint to alignment maintenance as an institutional process**.

Taken together, the findings suggest that Sustainable Institutional Excellence should be understood as a condition of **sustained coherence across the entire curriculum system**, rather than simply as an institutional orientation or curriculum label. The reconstructed process can be represented as a continuous chain: graduate evaluation → institutional reorientation → graduate profile → graduate learning outcomes → course mapping → instructional design → learning activities → assessment → student outputs → evaluation and improvement. This interpretation builds on the literature concerning curriculum responsiveness, OBE, constructive alignment, Islamic value integration, and active learning, but brings these dimensions together within a single empirical model of Islamic higher-education curriculum reconstruction (Khakim & Kunaepi, 2026);(Chotimah et al., 2025). Its most important implication is that institutional excellence is sustained not when curriculum documents are completed, but when institutional intentions remain continuously connected to what lecturers plan, what students experience, what they produce, and how their competencies are assessed and reviewed. Regular curriculum meetings, lecturer socialization, learning-plan mentoring, assessment review, and periodic curriculum evaluation consequently become mechanisms of institutional quality assurance rather than supplementary administrative activities(Hart, 2019); (Depita et al., 2026). The central contribution of this study is therefore the proposition that Sustainable Institutional Excellence in Islamic higher education is produced through continuous structural alignment between institutional strategy and measurable graduate competencies, while the persistence of a 30% implementation gap demonstrates that sustaining this alignment is more challenging—and analytically more important—than designing the curriculum itself.

CONCLUSION

The study concludes that curriculum reconstruction in Islamic Educational Management at the State Islamic University of Syekh Wasil Kediri is most meaningfully understood as a process of continuous structural alignment rather than a one-time curriculum revision. The shift from sociopreneurship toward Sustainable Institutional Excellence becomes consequential when institutional orientation is systematically connected to graduate profiles, measurable graduate competencies, instructional design, learning processes, assessment, and student outputs. The reconstruction demonstrates that OBE can provide the structural mechanism for translating institutional aspirations into professional and ethically grounded competencies, while the integration of Islamic values ensures that institutional excellence remains connected to the normative purposes of Islamic higher education. However, the finding that approximately 30% of learning plans remain insufficiently aligned demonstrates that curriculum transformation cannot be judged solely by the quality or completeness of its formal architecture. Sustainable Institutional Excellence ultimately depends on the institution's capacity to maintain alignment between what it

intends, what lecturers implement, what students experience, and what is actually assessed. The study therefore proposes continuous curriculum alignment as a central mechanism through which Sustainable Institutional Excellence can be pursued in Islamic higher education.

This study has several limitations that should be considered when interpreting its contribution. As a qualitative case study involving a limited number of institutional informants and documentary evidence from a single Islamic higher-education institution, the findings primarily explain the process and mechanisms of curriculum reconstruction rather than establish causal effects on graduate competency achievement or institutional performance. In particular, the identified 30% implementation gap indicates an important problem of curriculum enactment, but the study does not quantitatively determine how this misalignment affects student learning outcomes, graduate employability, or long-term institutional excellence. Future research should therefore employ multi-site and longitudinal designs to compare curriculum alignment across Islamic higher-education institutions and examine whether sustained alignment produces measurable improvements in graduate competencies, employment outcomes, stakeholder satisfaction, and institutional performance. Mixed-methods studies could further test the proposed alignment framework by combining curriculum-document analysis with quantitative assessment of competency attainment and graduate-tracer data, thereby moving the discussion from whether curriculum alignment exists toward how much alignment is achieved, which factors sustain it, and whether sustained alignment actually contributes to Sustainable Institutional Excellence over time.

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