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# Maqasid as an Evaluative Lens for Outcome-Based Education Governance: A Qualitative Document Analysis

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## ABSTRACT

Outcome-based education (OBE) clarifies curriculum alignment and quality-assurance processes, but documented indicators do not necessarily substantiate holistic educational development. This study examines how OBE governance is articulated across five publicly accessible documents associated with UIN Siber Syekh Nurjati Cirebon and considers the contribution of Maqasid to evidence-informed review. Using qualitative document analysis, it compares a 2025 curriculum guide, programme and course-plan templates, a 2018 monitoring guide, and a 2024 internal audit across educational purposes, alignment, assessment, continuous improvement, and evidentiary inference. The documents explicitly recognise ethical and social aims and specify procedures for mapping, assessing, and reporting learning outcomes. However, they offer less detailed guidance on whether task-based assessments and administrative indicators justify broader claims about sustained integrity, adab, or spiritual responsibility. The study therefore proposes three Maqasid-guided safeguards: teleological priority, evidentiary sufficiency, and inferential restraint. In programme-level quality assurance, these principles could help curriculum teams review semester course plans and programme learning outcomes by identifying the educational purpose of each indicator, checking the evidence supporting it, and limiting claims that exceed that evidence. As the analysis concerns five documents from different periods, it cannot establish current implementation or validate the proposed safeguards; field-based evaluation is needed.

**Keywords:** Islamic Higher Education; Maqasid Syariah; Outcome-Based Education; Qualitative Document Analysis

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## I. INTRODUCTION

Outcome-based education (OBE) has become a prominent means of connecting programme learning outcomes, course activities, assessment, and institutional quality assurance. Curriculum maps and rubrics can make educational intentions more visible and can support responsible review. Yet the existence of a traceable map is not equivalent to evidence that an educational purpose has been fulfilled. Constructive alignment addresses the relation between intended learning, instruction, and assessment, while recent critiques caution that the presence of alignment tools does not remove the need for substantive pedagogical judgment (Loughlin et al., 2021); (Newby & Cornelissen, 2025). A key question is consequently not only whether a programme can report attainment, but what the reported evidence warrants an evaluator to conclude.

This distinction is especially consequential in Islamic higher education. Universities may legitimately pursue the integrated development of disciplinary competence, ethical deliberation, adab, responsibility, justice, and spiritual reflection. These are important educational purposes, but some describe long-term dispositions rather than performances observable in a single task. A well-designed rubric may demonstrate a student's reasoning in a defined situation without establishing enduring integrity in everyday life. Scholarship on spirituality-based Islamic education illustrates the importance of connecting university learning with wider values (Chanifah et al., 2021), while institutional reform debates draw attention to possible tensions between globally standardised indicators and locally meaningful educational commitments (Sudirman et al., 2025).

OBE research has examined faculty implementation, disciplinary differences, curriculum redesign, and institutional support. Sun & Lee, (2020) emphasise the need for systematic assessment and continuous improvement; Ruge et al., (2019) show that alignment crosses institutional and disciplinary boundaries. In Indonesia, Mufanti et al., (2024) identify gaps between teachers' policy awareness and implementation understanding, and Mistamiruddin & Nasri, (2024) synthesise wider difficulties involving resources, assessment, and organisational adaptation. At an Indonesian Islamic higher-education institution, Fanani & Wahab, (2026) investigate OBE implementation through mixed methods and stakeholder evidence. These studies illuminate educational practice, yet leave a specific documentary question: how do the requirements in policy, templates, monitoring guidance, and audit reports establish the permissible scope of claims about complex educational outcomes?

Indonesian quality-assurance scholarship offers a complementary point of entry. Ahid & Chamid, (2021) examine how national qualification expectations are translated within Islamic higher-education curricula, while Adzidzah & Yudiawan, (2025) review developments toward more adaptive and holistic quality-assurance thinking. These perspectives are useful because the issue is neither solely curricular nor solely philosophical. National and institutional regulations may demand explicit learning outcomes, but the interpretation of those outcomes requires a situated theory of educational evidence. Rather than asking whether accountability should be abandoned, the present study asks what it means to make a claim accountable: Who is making the claim? Which educational aim is implicated? Which record is cited? Does that record capture knowledge, performance, attitudes, or inferred character? What decision depends on the answer? These questions make the evidentiary issue relevant to programme teams and audit reviewers, not only to scholars of Islamic ethics.

Assessment scholarship sharpens that question. Programmatic assessment advocates the thoughtful accumulation of information across tasks and contexts rather than the unqualified interpretation of a single score (Heeneman et al., 2021); (Baartman et al., 2022). Argument-based validity focuses on the reasoning that connects an observation to its intended interpretation and use (Dai et al., 2024); (Raymond et al., 2025). Human-centred learning analytics likewise cautions against substituting readily recorded digital traces for meaningful educational judgment (Tsai et al., 2020); (Alfredo et al., 2024). These traditions are complementary, but neither treats a numerical indicator as an intrinsically comprehensive account of student development.

The present case is UIN Siber Syekh Nurjati Cirebon (UIN SSC), whose publicly available OBE policy and quality-assurance materials offer a useful opportunity to investigate institutional evidence rules. The 2025 curriculum guide explicitly recognises graduate attitudes and social responsibilities, not merely technical proficiency. It also provides detailed templates for programme learning outcomes and attainment assessment (Lembaga Penjaminan Mutu UIN Siber Syekh Nurjati Cirebon, 2025, pp. 16–17, 50–55). This combination makes the case analytically interesting: formal attention to holistic aims coexists with a strong infrastructure for quantifiable attainment. The question is whether the documentary rules specify how reviewers should move from these indicators to more far-reaching educational judgments.

This article adopts Maqasid as a normative, purpose-oriented lens for interrogating that move. Maqasid refers here to the overarching purposes and ethically significant goods that an Islamic educational project seeks to protect and cultivate, rather than to a measurable variable or a doctrine purportedly codified in the university's OBE manuals. Auda, (2022) offers a Maqasid-based argument for revisiting the mission and design of Islamic higher education. Building on that orientation, the present analysis asks what educational purpose an indicator serves, what kinds of evidence can reasonably support a claim about it, and when the appropriate response is to limit that claim. This formulation is the author's interpretive proposal and must not be confused with a framework already implemented by UIN SSC.

In its jurisprudential setting, Maqasid al-Shariah denotes the purposes and goods towards which Islamic legal reasoning is directed; it is not, by itself, an outcome-assessment instrument or a score for personal piety. Its use in educational governance therefore requires a stated conceptual translation rather than an assumed equivalence between legal objectives and curricular metrics. This study makes that translation at the level of institutional accountability: broad educational goods provide the normative purpose of evaluation, while documentary assessment rules determine which observed learning performances can reasonably substantiate a claim. This conceptual move draws on a purpose-oriented account of Islamic higher education (Auda, 2022) and is explicitly the author's interpretive construction, not a claim that the selected institution applies Maqasid jurisprudence as a formal audit standard.

Constructive alignment provides a design rationale for connecting intended learning outcomes with teaching and assessment, but it does not guarantee the validity of subsequent institutional claims. The critical distinction is between traceability and sufficiency: a traceable indicator shows where an outcome is represented in documentation; a sufficient evidentiary argument explains why a particular set of observations supports a particular conclusion (Loughlin et al., 2021); (Raymond et al., 2025). Mahalingam, (2026) demonstrates how anchor assessments and performance indicators can strengthen programme-level assurance; the present inquiry adds that the scope and intended use of those indicators require explicit limits.

Maqasid is mobilised as a lens of teleological accountability. It asks whether educational measurements remain answerable to the purposes that make them valuable and whether a procedural success indicator has been promoted into a claim about the whole person. This is not a rejection of measurement or a requirement that every

ethical aim be assigned another scale. It is an argument that the interpretation of evidence should remain proportionate to the type, duration, and context of evidence collected (Auda, 2022); (Bearman et al., 2016).

Three translation steps connect the jurisprudential idea of purposes with a usable but limited governance heuristic. First, the interpreter identifies an educational good already present in legitimate institutional outcome statements, rather than deriving a new religious obligation for students. Second, that good is connected to the intended decision (for example, whether an RPS or CPL report supports a bounded judgment about ethical reasoning) and to the concrete assessment evidence available. Third, reviewers record the limits of the inference and refrain from elevating task performance into a claim about stable spiritual or moral worth. Thus Maqasid functions as a criterion for asking why evidence is collected and what may responsibly be concluded, not as a replacement for academic validity, a jurisprudential verdict on individuals, or an empirically validated institutional model. The proposed linkage is contestable and requires testing with actual programme records.

The resulting conceptual distinction has three levels. An observed performance is a bounded event, such as reasoning in a case analysis. An outcome interpretation translates that event into a conclusion such as demonstrated competence in ethical reasoning under specified conditions. An institutional judgment extends that interpretation to course, programme, or graduate claims. Weak inference occurs when the scope of the final judgment exceeds what the observations and their sampling design can reasonably support. These levels serve as analytic questions for reading the documentary corpus; they are not presented as formal categories already required in the university's documents.

The lens is deliberately narrower than a full Maqasid-based curriculum theory. It does not select a new hierarchy of substantive aims for the university, nor does it infer a particular religious virtue from student data. Instead, it treats purpose as a condition for interpreting outcomes already named in curriculum documents. A curriculum committee might reasonably decide that an observed teamwork activity provides useful evidence of cooperation. A Maqasid-oriented review would ask whether cooperation is being interpreted merely as procedural task performance, as ethical action within that task, or as evidence of a general disposition toward just collaboration. These are distinct claims, and all three can be legitimate research questions. They differ, however, in the sampling design and justificatory evidence required. The analysis therefore separates value commitments from operational indicators and from the claims that may be drawn from those indicators.

Three questions guide the research: (RQ1) How do the selected institutional texts represent educational purposes and specify OBE alignment across curriculum and course-planning levels? (RQ2) What forms of assessment, review, and audit evidence do the texts make visible, and what are the temporal limits of linking the documents? (RQ3) Where does their guidance on interpreting complex ethical and developmental outcomes remain less explicit, and how might a Maqasid-informed evaluative lens address that boundary? The article contributes (a) a transparent documentary matrix that identifies concrete source locations; (b) a narrower account of an evidentiary interpretive gap, rather than a blanket claim of neglect of holistic education; and (c) three proposed governance questions whose practical efficacy remains untested.

## II. RESEARCH METHODS

This article uses qualitative document analysis to investigate the formal requirements and interpretive affordances of publicly available institutional texts. Following (Bowen, 2009), documents are analysed as institutional artefacts that prescribe, organise, or report governance processes; they are not treated as direct observations of teaching or student development. The unit of analysis is a meaningful specification—such as a programme-outcome field, policy purpose, assessment matrix, monitoring procedure, or audit criterion—rather than an individual lecturer or student. The study is not an intervention evaluation.

The purposive corpus comprises five publicly linked institutional documents spanning policy, programme design, course planning, monitoring, and internal audit (Table 1). D1 is the 2025 OBE curriculum guide. D2 and D3 are the curriculum-book template and semester course-plan (RPS) template linked from the institution's official 2025 curriculum-guidance webpage; neither template's original issue year has been independently verified, so they are recorded as undated rather than assigned a year from a download path. D4 is the monitoring and evaluation guide, whose own issue date is 19 March 2018, although its online file path contains 2020. D5 is the internal quality audit report dated 27 November 2024. Document dates, rather than website directory labels, govern chronological interpretation. The documents differ in function and time; together they permit analysis of the documentary

architecture, not reconstruction of a single verified implementation cycle. The template links are listed in the References as undated institutional web documents. Both template sources are attributed to Lembaga Penjaminan Mutu UIN Siber Syekh Nurjati Cirebon, (n.d., n.d.-a)

The five items are functionally rather than statistically representative: each occupies one distinct decision point in the document chain (institutional policy, programme documentation, course planning, monitoring, or internal audit). This maximum-function variation makes cross-level comparison analytically useful without implying that five files represent the entire institutional archive. The official publicly accessible resources and five-item corpus define the sampling boundary. Completed RPS files, other faculty handbooks, undocumented amendments, and meeting records were not within this corpus; they could contain counterexamples to the observed difference in documentary specificity. Consequently, the analysis addresses what the selected texts say and omits claims about the prevalence of practices across university units. Selection bias, archival incompleteness, and lack of triangulation with enacted assessments remain limitations.

This chronology matters. D4 documents an inherited monitoring design from the predecessor institution and may illuminate procedural continuity, but it cannot by itself demonstrate that its provisions remained unchanged or operational under the later UIN SSC OBE policy. Similarly, D5 describes a 2024 audit cycle and cannot be evidence that the 2025 OBE guide was subsequently implemented or evaluated. For this reason, "documentary governance chain" in this article denotes a reconstructed relationship among types of artefacts, not a verified sequence of actual policy enactment. All claims about the present institution are restricted to what the dated artefacts show.

Five pre-specified, sensitising dimensions organise the coding: (1) educational purpose or teleology; (2) alignment architecture; (3) assessment and evidence; (4) monitoring, feedback, and corrective action; and (5) evidentiary inference, meaning directions about how strongly an observed indicator can support a broader claim. Each dimension was examined for explicit requirements, illustrative instruments, or areas requiring author interpretation. The analytic distinction is especially important for the fifth dimension: the lack of a detailed inference rule in a reviewed text is coded as an absence of explicit specification in that text, not as proof that university personnel lack professional judgment.

The analysis is reported in three stages. First, each document was described by authoring unit, stated date, institutional level, and intended governance function. Second, policy statements, matrix cells, procedural requirements, and reporting fields were compared against the five dimensions. Third, a source-to-claim display distinguished explicit documentary statements, cross-document interpretations, and the Maqasid-informed proposal. Table 2 sets out the coding rules, while Table 3 links major findings to retrievable document locations. Claims about D2 and D3 remain limited to their publicly identified template functions because independently verifiable field-level quotations from those editable files are not available for this analysis.

A worked coding example clarifies the analytic procedure. The 2025 guide's four-UNESCO-pillar mapping is coded as an explicit purpose and alignment provision because it directly links graduate-learning outcomes to honesty, responsibility, and social cooperation. Its programme-attainment matrix is coded as an explicit assessment-and-reporting provision because it specifies indicators, techniques, instruments, and targets. The analytic observation that the manual provides less detailed guidance about cross-context consistency is a comparative interpretation, not another direct provision. Finally, the suggested use of longitudinal evidence and moderated review belongs to the normative proposal category. The same logic is applied to the older monitoring document: its step-by-step procedures demonstrate the presence of historically documented review routes; they do not establish that those steps were actually completed after the newer policy was promulgated. This example illustrates how competing inferences are kept separate from the artefacts that motivate them.

A within-document claim is treated as "explicit" only when a clause, field, diagram, or procedure directly specifies the relevant practice. A cross-document "pattern" is an interpretation of differences in the kinds of instructions provided at different levels. A normative recommendation is developed only after that comparison and is explicitly labelled as the author's proposal. A plausible alternative reading—that ethical and spiritual development may already be assessed through lecturer judgment, portfolios, or procedures outside this corpus—is retained as a limit on negative findings. The study avoids converting the frequency of repeated template terms into a measure of educational priority.

The trustworthiness strategy consists of an explicit inclusion rationale, documentary provenance, page-level traceability for three stable PDF sources, consideration of qualifying and alternative evidence, and a separation

between description and inference. The analysis does not equate absent specification in the selected texts with absent practice at the university. The online publication record verifies that the two OBE templates were publicly linked on the university's official quality-assurance webpage, but their content has not been independently re-examined at individual-field level. The analysis therefore places greater evidentiary weight on directly identifiable PDF sections and treats template-based inferences more cautiously. No participant data or restricted university records were used.

The reporting-level audit trail comprises document identifiers and dates in Table 1, decision rules in Table 2, and documentary anchors with qualified implications in Table 3. A second coder, formal peer debriefing, and inter-coder agreement statistics are not documented in the research record and are not claimed as completed procedures. Their absence is acknowledged as a constraint on independently checking single-researcher interpretations; subsequent document or field-based work could incorporate independent coding and a review of discrepant interpretations.

## III. RESULTS AND DISCUSSION

### Corpus, Representativeness and Analytical Coding

The tables in this section document the sampling boundary and make the reconstruction inspectable. Tables 1 and 2 report the source functions and the qualitative coding rules applied in the analysis; Table 3 sets out source-to-claim correspondences. They support transparency but are not evidence that the proposed Maqasid safeguards have already been adopted or successfully evaluated.

Table 1. Primary Documents and Chronological Qualifications

| Code / Source | Governance Function | Date And Status |
|---|---|---|
| D1. OBE curriculum guide | Policy, CPL mapping and attainment design | 2025; current policy corpus |
| D2. OBE programme-book | Programme curriculum specification | Undated institutional template |
| D3. OBE course-plan format | Course-level learning and assessment planning | Undated institutional template |
| D4. Monitoring and evaluation guide | Procedures, instruments, recommendations | Issued 19 March 2018 by predecessor IAIN; URL folder says 2020 |
| D5.Quality audit summary | Audit findings and evidence requests | 27 November 2024; predates D1 |

While the mapping of primary institutional documents and their chronological qualifications in Table 1 establishes an empirical foundation for understanding the quality assurance architecture, a rigorous qualitative document analysis requires an analytical scheme that moves beyond mere textual description to critically delimit the interpretive claims drawn from each written record. Therefore, to ensure analytical consistency, objectivity, and inferential precision when examining documents across every layer-ranging from high-level curriculum policies to internal audit reports an operational coding framework along with strict interpretive rules was established, as systematically detailed in Table 2

Table 2. Operational Coding and Limits of Inference

| Dimension | Evidence indicator | Interpretation rule |
|---|---|---|
| Purpose / teleology | Ethical, social, intellectual or institutional aims | A stated value is not itself evidence of attainment |
| Alignment | Required CPL, assessment mapping fields | A map supports traceability, not teaching quality |
| Assessment | Methods, rubrics, indicators, targets, portfolios | Identify the specific sampled performance. |
| Quality improvement | M&E procedures, review, audit, follow-up | A procedure is not proof of completed change |
| Inference governance | Rules for interpreting or longitudinal evidence | Code missing specificity within examined sources. |

Table 2 outlines five operational analytical dimensions alongside strict rules of interpretation designed to prevent overreaching inferences when evaluating quality assurance documentation. The *Purpose* dimension restricts stated institutional values from being conflated with evidence of attainment, whereas *Alignment* emphasizes that curriculum maps confirm structural traceability rather than actual instructional quality. Under *Assessment* and *Quality improvement*, the framework focuses on identifying specific sampled performances while clarifying that documented review procedures do not inherently prove completed educational change. Finally, *Inference governance* dictates that any observed lack of detailed guidance remains bounded strictly within the examined texts, rather than serving as definitive proof of absent field practices.

## Holistic Purposes and The Alignment Architecture

The first finding is that holistic educational purposes are explicitly present at policy level. The 2025 guide describes OBE in relation to knowledge, skills, and attitudes and links curriculum reform to the integration of knowledge and life, religiosity, social justice, and transformation (Lembaga Penjaminan Mutu UIN Siber Syekh Nurjati Cirebon, 2025, p. 1). Its section on graduate-learning outcomes maps outcomes against four UNESCO learning pillars, including "Learning to Be" and "Learning to Live Together" (pp. 16–17). The former is associated with honesty, responsibility, and ethical conduct, while the latter includes interdisciplinary cooperation. These provisions qualify any suggestion that the document reduces education to numerical skills or omits attitudes from formal design.

The same 2025 guide makes policy aims operational through the mapping of graduate learning outcomes (CPL) to graduate profiles, courses, and learning domains, and through attainment assessment requirements (Lembaga Penjaminan Mutu UIN Siber Syekh Nurjati Cirebon, 2025, pp. 15–17, 50–55). The two officially linked template types (D2 and D3) establish programme-book and course-plan points at which such mappings can be documented. As their individual fields were not independently verified in this analysis, the stronger claims in the following sections are anchored primarily to the 2025 guide and the dated PDF monitoring and audit documents. None of these source types demonstrates the quality of completed classroom practice by itself.

This distinction can be expressed as three questions arising from the documents. First, are educational purposes visible at policy level? The answer is yes, and the 2025 guide's references to attitudes and ethical development are direct evidence. Second, are those purposes sufficiently connected to operational learning outcomes to enable planning and reporting? The curricular matrices and templates supply significant formal support, although the study did not inspect completed plans for consistency. Third, does the existence of those connections warrant a claim that the intended dispositions have been developed? The materials examined cannot resolve that stronger question without considering actual observations and the inference procedures applied to them. Separating these answers avoids collapsing a defensible documentary conclusion into an unwarranted educational-outcome judgment.

The chronological qualification is important. The OBE policy guide dates from 2025; an older M&E manual and a 2024 internal audit cannot be assumed to have evaluated the implementation of its specific requirements. What can be established is the presence of connected document functions across different years, not a single observed policy-to-audit cycle. The revised interpretation therefore describes coherent documentary affordances and a plausible basis for coordinated governance, rather than a demonstrated end-to-end causal implementation.

## Rich Assessment Possibilities, Narrower Inference Rules

The central finding concerns the degree of guidance for interpreting evidence. The 2025 guide provides an assessment matrix linking CPL, performance indicators, assessment techniques, instruments, and later target thresholds (Lembaga Penjaminan Mutu UIN Siber Syekh Nurjati Cirebon, 2025, pp. 50–52). Its example includes quizzes, written examination questions, teamwork assessed by rubric, and numerical target thresholds. Importantly, the same guide also lists observation, self-assessment, performance assessment, portfolios, oral or written tests, and assignments as possible techniques (p. 26). The findings therefore do not support a binary claim that the institution recognises only examinations or only numerical evidence.

A more precise gap appears after the evidence is recorded. Section 4.7 of the 2025 guide describes CPL evaluation using monitoring reports, internal audit reports, stakeholder surveys, and the aggregation of indicators from different course-assessment sources (pp. 52–55). It provides a route for producing aggregate results. In the examined sections, however, there is less explicit guidance concerning when an assessment of honesty or ethical reasoning in a bounded task justifies a claim about stable personal integrity across contexts; how conflicting qualitative evidence should be adjudicated; or what degree of temporal sampling should precede a broad developmental claim. This is a comparison of instructional specificity, not proof that such judgments are never made in practice.

Not all forms of aggregate data warrant the same interpretation. A pass percentage can validly report how many learners met a defined examination threshold. A weighted rubric can show average performance on specified teamwork criteria. A reflective portfolio may provide valuable evidence of students' ability to articulate ethical choices, but its interpretive significance depends on authenticity, feedback conditions, sampling, and reviewer criteria. For a programme to assert a durable character outcome, it would additionally need to justify why those

samples represent conduct outside their immediate setting, what contrary evidence would alter the conclusion, and who may make the final judgment. The 2025 manual offers elements useful for collecting such information, but these further warrants are not specified with the same granularity as the numerical attainment examples. That is the precise point at which a governance question remains open.

For example, a rubric-scored teamwork exercise can support a claim that students demonstrated cooperative behaviour in that educational setting. A more ambitious graduate-level statement-that the learner consistently acts justly under pressure—would require additional observations, contexts, and warrants. The documentary instruments can supply inputs for this second type of judgment but do not themselves complete its validity argument. The empirical finding is thus one of limited documentary specification at the inference stage, not the absence of ethical outcomes, portfolios, or multimodal assessment possibilities.

## Monitoring and Audit Evidence: Procedural Specification and Chronology

The 2018 monitoring guide formalises a sequence of forming an M&E team, developing instruments, scheduling review, analysing evidence, issuing recommendations, and routing follow-up through leadership and academic units (Lembaga Penjaminan Mutu IAIN Syekh Nurjati Cirebon, 2018, pp. 6–7). It includes scoring ranges that translate monitored conditions into categories from urgent comprehensive improvement to very good performance (p. 14). These are concrete procedural and classificatory rules. As this predates both the university's 2024 transformation and the 2025 curriculum guide, it is best read as an earlier example of institutionalised monitoring routines rather than direct evidence of their unchanged contemporary use.

The 2024 internal audit report documents a distinct assurance mechanism. Its executive summary identifies standards-conformity checks, discrepancies, corrective opportunities, and internal performance review as audit purposes; it reports an October 2024 audit cycle and 64 internal auditors (Lembaga Penjaminan Mutu UIN Siber Syekh Nurjati Cirebon, 2024, pp. 3–4). Illustrative entries request supporting documents, meeting records, SOPs, and evidence of follow-up (p. 37). These observations concern an audit process in its own time, not implementation of the later 2025 OBE curriculum guide.

The audit report is valuable partly because it shows how a formal assurance system can identify missing supporting evidence and request corrective documentation. For example, its unit-specific lists call for meeting minutes, records of communication, documentary control procedures, and evidence of follow-up. These are genuine audit-oriented evidence categories rather than observations manufactured for the present paper. However, they concern conformity and institutional process, not direct measurement of students' moral or spiritual dispositions. This mismatch is not a defect in the audit report: a general internal audit is not designed to be an assessment of every graduate attribute. It demonstrates why an analyst must align each finding with the audit's actual scope and avoid construing absence of a particular educational measure as evidence of institutional indifference.

These two sources support a limited but substantively useful conclusion: documentary accountability involves specified review routes, categorical evaluations, and evidence requests. They also illustrate why compliance evidence and educational-outcome evidence should be distinguished. A missing record may be an important audit finding, yet correction of that record does not necessarily show improvement in a student disposition. The quality cycle is documented at a procedural level, while links from some recorded activities to long-term educational aims remain a separate evidentiary question.

## Cross-Document Evidentiary Matrix

To maintain analytical transparency and ensure that every empirical assertion is directly traceable to the examined governance corpus, the core findings are synthesized into a cross-document evidentiary matrix. This matrix maps specific PDF anchors and document sources to paraphrased textual observations while delineating their bounded analytic implications. By explicitly connecting policy declarations, institutional templates, legacy monitoring guides, and audit reports to their corresponding interpretative boundaries, the display establishes where formal rules provide strong operational guidance and where evidentiary claims must remain qualified. Table 3 details these source-to-claim correspondences, illustrating the precise empirical anchors supporting the analysis.

Table 3. Source-To-Claim Matrix With Traceable PDF Anchors

| Source and anchor | Documentary observation (paraphrased) | Bounded analytic implication |
|---|---|---|
| D1, 2025 guide, pp. 1, 16–17 | Integrates knowledge, skills, attitudes and social/ethical UNESCO pillars. | Holistic outcomes are explicitly recognised. |

| Source and anchor | Documentary observation (paraphrased) | Bounded analytic implication |
|---|---|---|
| D1, 2025 guide, pp. 26, 50–55 | Assessment options include observation and portfolios; CPL matrices, thresholds and aggregation are specified. | Evidence collection and reporting are well structured; broad trait inference is less specified. |
| D2/D3, officially linked templates (undated) | Programme-book and RPS templates provide formal document categories; individual fields not re-examined. | Scope limited to document roles, not enacted quality. |
| D4, 2018 guide, pp. 6–7, 14 | M&E steps, action routing and numerical rating bands. | Legacy procedural model; current operational continuity not established. |
| D5, 2024 audit report, pp. 3–4, 37 | Audit rationale, 64 auditors, requests for SOPs and documentary follow-up. | Actual audit evidence requests; no proof of 2025 policy implementation. |

Table 3 summarises where the strongest sources support the analysis. The central pattern is not that technical and spiritual aims are separate: the curriculum guide explicitly recognises both ethical aspirations and multiple assessment methods. Its provisions describe the collection, aggregation, and reporting of indicators more concretely than the warrant required to infer enduring character from a limited performance. The conclusion is strongest within the 2025 guide itself and necessarily more qualified when comparing documents from different years or referring to the undated editable templates. An alternative explanation is that detailed developmental assessment guidance could reside in programme handbooks, assessment rubrics, faculty practices, or unpublished quality protocols outside the selected corpus. The present design neither includes nor excludes those possibilities empirically. Its contribution is therefore the identification of an interpretation problem visible within these documents, which merits targeted institutional validation rather than a sweeping institutional performance judgment.

## Interpretive Synthesis and Maqasid-Informed Proposal

The final display distinguishes findings from an author-developed analytic extension. The source-derived governance functions and the less explicit treatment of cross-context inference motivate the proposed review questions in Table 4 and the conceptual diagram in Figure 1. These are synthesis aids placed alongside the findings for accessibility; they are not additional institutional documents, observations, or outcomes of a tested intervention.

Table 4. Illustrative Maqasid-informed review questions (author proposal)

| Safeguard | Illustrative Reviewer Question | Appropriate Claim |
|---|---|---|
| Teleological priority | Which educational good does this indicator represent, and which aspect is actually sampled? | Specify the educational purpose before interpreting a score. |
| Evidentiary sufficiency | Are the tasks, contexts, sources, and observation period adequate for the proposed judgment? | Limit attainment claims to reasonably observed performance. |
| Inferential restraint | What uncertainty or contrary evidence prevents a stronger developmental conclusion? | Distinguish task-level competence from stable character formation. |

The review questions outlined in Table 4 operationalise the proposed Maqasid-informed safeguards into actionable prompts for curriculum committees and quality assurance reviewers. By framing evaluation around teleological priority, evidentiary sufficiency, and inferential restraint, these questions offer a practical mechanism to scrutinise whether recorded assessment data legitimately support broad claims regarding students' moral and developmental growth. To clearly illustrate how this normative extension integrates with the existing institutional governance framework without misrepresenting the proposed safeguards as established practice, the structural relationship between the documented governance chain and the proposed evaluative lens is visually below.

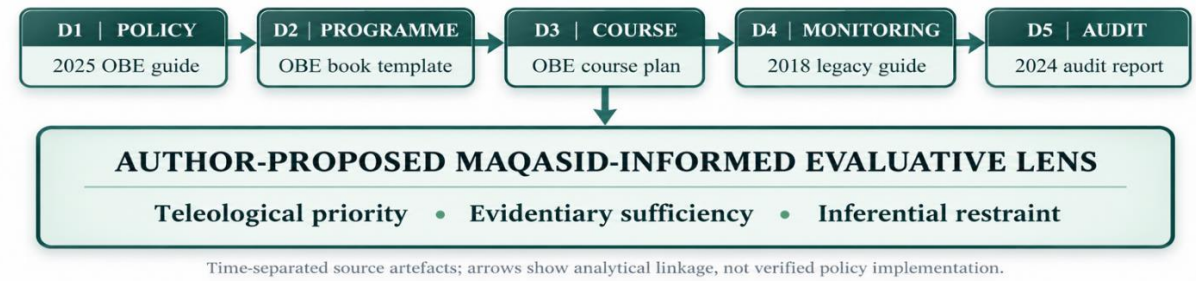



Figure 1. Analytically reconstructed documentary levels and proposed Maqasid-informed safeguards

*Note. The documentary functions were published or made available at different times. The arrows indicate analytical relationships, not verified enactment of the 2025 policy. The lower layer represents an untested proposal by the author.*

The documentary contrast speaks to a broader OBE problem: alignment can make accountability more legible without ensuring that the resulting inference is proportionate to the intended purpose. The 2025 guide's explicit attention to the UNESCO learning pillars is a significant counterweight to any claim that the institution has no conception of holistic development. The tension appears when evaluators need to distinguish evidence of a situated performance from evidence of a durable educational disposition. (Sarkar & Kurup, (2023) characterise OBE as a travelling theory adapted in institutional contexts; the present case identifies documentary field design and performance aggregation as potential sites where such translation becomes consequential.

This study also qualifies a simplistic bureaucratisation narrative. Written rubrics, matrices, and audit trails can improve fairness, transparency, and programme dialogue. Mahalingam, (2026) demonstrates practical benefits of anchor assessments, and Barthakur et al., (2024) show how curriculum analytics can make assessment structures easier to examine. The risk is not that such infrastructures exist, but that an administratively convenient proxy may be interpreted as evidence of more than it measures. Learning analytics scholarship similarly underscores the necessity of human-centred interpretation and institutional transparency (Tsai et al., 2020); (Alfredo et al., 2024).

A further implication concerns the timing of institutional comparison. The coexistence of a 2018 monitoring manual, 2024 audit, and 2025 OBE curriculum guide may indicate the evolution of quality practices, but chronological order alone cannot establish an implementation pathway. Researchers of institutional transformation should distinguish policy lineage from policy effect. A legacy manual can document the repertoire of tools available to an organisation, while a later audit can show how certain standards were reviewed at its own point in time. Neither should be used retrospectively as proof that a subsequent policy achieved its aims. This qualification makes the present account analytically more modest but methodologically stronger, and it identifies a practical target for follow-up research: tracing revised regulations into the contents of current course plans and subsequent audit decisions.

The national regulatory environment also bears on transferability. Indonesian higher-education quality assurance is currently regulated under Minister of Higher Education, Science, and Technology Regulation No. 39 of 2025, as amended by Regulation No. 10 of 2026; the 2025 regulation replaced the former Regulation No. 53 of 2023 (Republic of Indonesia, 2025, 2026) In particular, the 2025 assessment standard requires valid, reliable, transparent, accountable, fair, objective, and educative assessment (Art. 26) and recognises formative and summative approaches (Art. 27). These provisions make the distinction between a valid task-level judgment and an overextended developmental inference nationally relevant, although they do not enact the three Maqasid safeguards proposed here. The 2026 amendment primarily addresses accreditation and governance provisions. Because these regulations were not among the five coded documents, they are used as contemporary contextual interpretation, not retrospective evidence of compliance by the institution in the 2018–2025 corpus.

The inferential issue is especially visible with attitudes and professional character. Assessment design necessarily includes choices about purposes, contexts, tasks, feedback, and interpretations (Bearman et al., 2016). Argument-based validity requires those choices to be defended as a connected inference rather than assumed from the presence of a score (Dai et al., 2024); (Raymond et al., 2025). Programmatic assessment offers a possible response: repeated low- and high-stakes information can be interpreted in context through deliberate judgments (Heeneman et al., 2021); (Baartman et al., 2022). Nonetheless, multiple information points do not automatically yield a valid claim; the kinds of observations, their independence, and the nature of the outcome still matter.

From a Maqasid perspective, educational aims should remain prior to the metrics chosen to represent them. Auda, (2022) locates the mission of Islamic higher education within an account of broader purposes. Applied to this case, that stance does not prove a Maqasid governance model is already in force; instead, it invites scrutiny of whether reporting procedures honour the moral and intellectual ends they purport to serve. This interpretation remains compatible with the 2025 guide's explicit treatment of ethical development. It aims to make the link between those purposes and admissible claims more transparent rather than to replace OBE with an alternative administrative ideology.

Three author-proposed safeguards follow from the documentary comparison. Teleological priority requires a reviewer to articulate the educational good implicated by an indicator and the particular aspect of that good the indicator can capture. Evidentiary sufficiency requires review of tasks, contexts, time, sources, and decision stakes before moving from observations to a claim. Inferential restraint requires reports to acknowledge when a narrower

competence claim is justified but a stronger character-development claim is not. Table 4 illustrates how such safeguards could inform assessment review. They are design recommendations; the source documents do not establish that UIN SSC has adopted them or that they have improved student outcomes.

The proposal should be interpreted as a low-burden extension to existing governance rather than an instruction to measure spirituality mechanically. For example, a programme reviewing its ethical-reasoning CPL could first identify the observed performances, compare evidence from more than one relevant context where available, record conflicting evidence, and specify what the programme can reasonably claim. An institution may need additional qualitative evidence for strong longitudinal statements, but the first improvement is simply to avoid overstating a conclusion that its existing evidence cannot sustain. Krooi et al., (2024) similarly emphasise alignment of quality-assurance purposes, people, and processes.

An illustrative micro-case makes the programme implications concrete. Consider a hypothetical RPS for a course that includes the sub-learning outcome "Students demonstrate respectful ethical reasoning when responding to conflicting professional duties." In the learning plan, students discuss a dilemma involving unfair allocation of group responsibility; their work is evaluated with a rubric covering acknowledgment of others' perspectives, justification of choices, and appropriate communication. Teleological priority asks the RPS reviewer to specify whether the intended good is adab in academic dialogue, justice, or responsible professional conduct, rather than simply checking whether the words "ethical attitude" appear. Evidentiary sufficiency asks whether a single group discussion, a written reflection, and any repeated observed collaboration support the particular CPL claim. Inferential restraint permits the report "students demonstrated respectful reasoning in sampled course activities" but not "graduates possess enduring adab and spirituality." The programme quality unit could document the evidence source, sampling limits, contrary observations, and a justified recommendation for a later review. This example is a proposed RPS design exercise, not an analysed completed RPS, student-data finding, or existing institutional procedure.

Implementation could proceed through a small comparative review rather than an immediate university-wide reform. A pilot programme might choose one existing ethical or professional-responsibility outcome and assemble a small sample of anonymised assessment artefacts from different courses or semesters. Reviewers could independently record the narrowest claim they believe each artefact supports, explain why the evidence is sufficient or insufficient, and compare their interpretations in a structured discussion. Repeated disagreement could identify either unclear assessment criteria or an outcome statement pitched at an implausibly broad level. The pilot would have to document procedural cost and confidentiality protections, and it should not label any individual student as morally deficient on the basis of a limited task. Such a study would directly test the value of the proposed safeguards, a task that the present documentary analysis cannot perform.

There are practical conditions and possible drawbacks. Additional evidentiary checks may burden lecturers or encourage new paperwork if they are implemented as an inflexible scoring form; this risk should be weighed against existing OBE implementation difficulties in Indonesia (Mufanti et al., 2024); (Mistamiruddin & Nasri, 2024). Cultural and disciplinary differences also affect what counts as relevant evidence, and evaluators may reasonably disagree about moral development. Consequently, the safeguards should initially be tested through moderated review conversations and sampled assessment decisions, not imposed as an unvalidated institutional checklist. A future pilot should examine reviewer agreement, time cost, quality of claims, and effects on pedagogical decisions.

The results are not a longitudinal institutional history. The 2018 monitoring manual predates both UIN SSC's later institutional status and its 2025 OBE policy; the 2024 audit likewise cannot validate the later policy. In addition, the corpus does not include completed student assessments, operational meeting minutes, interviews, audit follow-up verification, or direct observation. The absence of a rule in five documents is not the absence of such a rule in the university. The conceptual safeguards have not been psychometrically validated, field-tested, or shown to improve integrity, spirituality, or programme performance. Cross-institutional comparison and ethnographic or mixed-methods follow-up would be needed to make such claims.

## IV. CONCLUSION

This document analysis identifies a substantive distinction between describing alignment and warranting conclusions about learning. The reviewed policy recognises ethical and social purposes and supplies substantial

infrastructure for assessment and CPL reporting. What remains less explicitly specified across the bounded corpus is the reasoning needed to extend evidence from tasks, instruments, and attainment indicators to claims about stable developmental qualities. The earlier monitoring and audit sources illuminate the documented quality-assurance repertoire but cannot confirm implementation of the subsequent 2025 curriculum policy. The resulting contribution is a Maqasid-informed evaluative proposal, not a validated institutional model. Its three safeguards may guide curriculum and programme-quality discussions by requiring explicit educational purposes, proportionate supporting evidence, and transparent limits on claims. Evidence of its practicality should be sought through a carefully documented programme pilot that compares actual RPS assessment artefacts, CPL review minutes, lecturer interviews, and classroom observations across time; subsequent multi-institutional studies should examine decision consistency, workload, and unintended consequences. The five-document sample, unavailable enacted-assessment data, and absence of independent coding checks limit the present study to documentary and conceptual conclusions.

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## VI. CONTRIBUTION RESEARCHERS

Alwazir Abdusshomad, as the sole author, was responsible for conceptualisation, document selection, analysis, interpretation, drafting, revision, and approval of the manuscript.

## VII.REFFERENCE

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