

FROM NORMATIVE IDEALS TO ACADEMIC SYSTEMS: STRENGTHENING PROPHETIC VALUES IN POSTGRADUATE GRADUATE PROFILES

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ABSTRACT

The increasing technocratic orientation of postgraduate education has raised concerns about the marginalization of ethical responsibility and character formation in advanced scholarship. This study aims to develop a systemic framework for strengthening prophetic values within the postgraduate graduate profile of Universitas Muhammadiyah Metro. Using a qualitative conceptual–normative design, the study synthesizes Islamic educational philosophy, contemporary literature on graduate attributes, higher education policy documents, and institutional practices. The analytical process is guided by the Data Information Knowledge Wisdom framework to translate normative values into operational academic strategies. The results demonstrate that prophetic values can be positioned as the core of the postgraduate graduate profile, integrating academic competence, research capability, professional responsibility, and moral–spiritual orientation. Four prophetic dimensions integrity, trustworthiness, communicative responsibility, and wise intelligence are shown to align systematically with teaching, research, and community engagement. The study further proposes a nine-stage institutional roadmap encompassing paradigm alignment, methodological internalization, human resource development, curriculum and learning outcome integration, cultural and architectural reinforcement, cross-disciplinary knowledge integration, sustained value campaigning, and reflective evaluation. Collectively, these stages illustrate how prophetic values transition from normative ideals to institutional practice. The findings suggest that prophetic values must move from slogan to system in order to meaningfully shape postgraduate outcomes. By offering a DIKW-based institutional roadmap, this study contributes a replicable conceptual model for Islamic higher education institutions seeking to balance academic excellence with integrity, responsibility, and public benefit. The framework has implications for policy development, quality assurance, and future empirical research on value-based postgraduate education.

Keywords: DIKW framework; islamic higher education; postgraduate education; prophetic values; value-based education



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A. INTRODUCTION

Higher education systems across the globe are increasingly challenged to balance the pursuit of academic excellence with the cultivation of ethical responsibility, social engagement, and moral integrity among graduates. In the context of postgraduate education, this challenge becomes particularly acute, as universities are expected to produce advanced knowledge, high-quality research outputs, and professionals capable of addressing complex societal problems. Yet, numerous studies indicate that postgraduate education has gradually become dominated by technocratic and performance-driven orientations, emphasizing measurable outputs such as publication counts, graduation rates, employability statistics, and international rankings (Barrie, 2006; Schueller, 2023). While these indicators are important, critics argue that an excessive focus on technical performance risks marginalizing the moral and ethical dimensions of education, thereby weakening the formative role of higher education in shaping responsible scholars and professionals (Mohamad et al., 2019; Andrade et al., 2020).

Within Islamic higher education, the integration of moral–spiritual values with academic excellence is not merely an optional enhancement but constitutes a foundational mission. Recent literature underscores that Islamic universities are expected to develop graduates who demonstrate intellectual rigor alongside ethical integrity, spiritual awareness, and social responsibility (Azme, 2024; Rahayu et al., 2024; Faizin, 2025). Studies on graduate attributes further highlight that clearly articulated value-based graduate profiles can function as strategic

instruments that guide curriculum development, pedagogical practices, and institutional identity (Barrie, 2006; Aitken et al., 2019). Nevertheless, empirical and conceptual research also reveals a persistent gap between institutional value statements and their concrete implementation, particularly at the postgraduate level where academic productivity often overshadows systematic character formation (Halibas et al., 2020; Habiburrahim et al., 2021).

One influential response to this challenge within contemporary Islamic educational thought is the concept of prophetic education. Prophetic education conceptualizes education as a transformative process inspired by prophetic values that integrate transcendence, humanization, and liberation. Transcendence emphasizes faith-oriented moral consciousness, humanization highlights justice, compassion, and respect for human dignity, while liberation focuses on addressing ignorance, injustice, and social inequality (Arifin, 2025; Dinata & Andriani, 2025). Rather than positioning education as a neutral or purely technical endeavor, this paradigm frames knowledge as ethically purposeful and socially accountable. In postgraduate contexts, prophetic education offers a normative framework through which advanced scholarship, research ethics, and professional preparation can be aligned with virtues such as integrity (*shiddiq*), trustworthiness (*amanah*), communicative responsibility (*tabligh*), and wise intelligence (*fathanah*).

Despite its strong normative appeal, the implementation of prophetic education faces significant institutional challenges. The literature consistently points to the tendency

of prophetic values to remain at the level of discourse, slogans, or symbolic references, without being fully embedded into academic systems such as curriculum structures, learning outcomes, assessment mechanisms, and quality assurance processes (Mohamad et al., 2019; Halibas et al., 2020). As a result, lecturers and postgraduate students may acknowledge prophetic values rhetorically while struggling to translate them into daily academic practices, including teaching, research conduct, and community engagement. This situation is further reinforced by global pressures related to outcome-based education, accreditation standards, and international competitiveness, which often prioritize quantifiable achievements over less tangible dimensions such as ethical maturity and moral judgment (Schueller, 2023; Irfansyah et al., 2024).

To address these concerns, previous studies have proposed several approaches. Curriculum-oriented strategies emphasize the explicit integration of ethical and spiritual competencies into graduate profiles and learning outcomes, arguing that values must be structurally aligned with outcome-based education frameworks to influence teaching and assessment practices (Hidayat et al., 2019; Halibas et al., 2020). Other scholars stress the central role of faculty development, highlighting that lecturers function as key agents of value transmission through their pedagogical choices, research behavior, and academic integrity (Azme, 2024; Arifin, 2025). Complementary approaches focus on strengthening campus culture by fostering ethical climates, reflective learning spaces, and community-engaged programs that connect academic work with social

responsibility (Budiana et al., 2023; Park & Savelyeva, 2022).

In addition, a growing body of literature advocates for systemic and integrative frameworks that move beyond isolated interventions. These studies argue that values should be understood as the “spirit” or “soul” of educational systems, shaping not only individual behavior but also institutional structures, policies, and cultures (Gallagher, 2015; Basir et al., 2023). From this perspective, graduate profiles play a critical role in articulating institutional identity and aligning curricula, pedagogy, and assessment with core values (Jones & Killick, 2013; Aitken et al., 2019). However, research also indicates that many higher education institutions struggle to operationalize value-based graduate profiles in ways that are coherent, assessable, and sustainable, particularly in postgraduate programs characterized by disciplinary specialization and research intensity (Halibas et al., 2020).

Within the existing literature on prophetic education and value-based graduate attributes, a notable gap remains. While numerous studies elaborate the philosophical foundations of prophetic education or document specific best practices, relatively few offer a comprehensive institutional roadmap that connects paradigm alignment, methodological internalization, human resource development, curriculum integration, campus culture, and evaluation mechanisms into a unified framework. Moreover, limited attention has been given to how knowledge integration across disciplines and symbolic institutional spaces—such as mosques or learning hubs—can function as catalysts for internalizing prophetic values at

the postgraduate level. This gap suggests the need for a structured and staged model that translates prophetic ideals into operational academic systems.

Responding to this gap, the present study aims to develop a systemic framework for strengthening prophetic values within the postgraduate graduate profile of Universitas Muhammadiyah Metro. The study is guided by the assumption that prophetic values must move from slogan to system in order to meaningfully shape graduate outcomes. Drawing on contemporary literature on value-based education, graduate attributes, and Islamic educational philosophy, the study proposes an institutional roadmap informed by the Data–Information–Knowledge–Wisdom (DIKW) framework. The roadmap encompasses paradigm strengthening, methodological internalization across teaching, research, and community service, human resource development, curriculum and learning outcome integration, institutional culture and architectural symbolism, cross-disciplinary knowledge integration, sustained value campaigns, and continuous evaluation. The originality of this study lies in its integrative, institution-wide perspective, offering a conceptual foundation for future empirical research and policy development in postgraduate Islamic higher education.

B. LITERATURE REVIEW

The discourse on prophetic values in higher education is rooted in broader debates on the role of ethics, spirituality, and social responsibility in advanced learning systems. Contemporary higher education literature has increasingly criticized the dominance of technocratic and performance-driven paradigms that prioritize measurable

outputs—such as publication counts, rankings, and employability—while marginalizing character formation and moral accountability (Barrie, 2006; Schueller, 2023). Within this context, value-based education has emerged as a significant counter-narrative, emphasizing that universities are not merely knowledge-producing institutions but also moral and cultural actors responsible for shaping socially responsible graduates (Gallagher, 2015; Andrade et al., 2020).

In Islamic higher education, this value-based orientation is not an external addition but an intrinsic mandate. Islamic educational philosophy views knowledge as inherently value-laden, oriented toward ethical purpose and the common good rather than neutral or purely instrumental ends (Al-Attas, 1993; Al-Faruqi, 1982). Recent studies argue that Islamic universities are uniquely positioned to integrate intellectual rigor with spiritual consciousness and social responsibility, particularly at the postgraduate level where advanced scholarship carries significant societal implications (Azme, 2024; Rahayu et al., 2024). However, the literature also indicates that this integration often remains aspirational, articulated in vision statements without being systematically embedded in academic structures and practices (Habiburrahim et al., 2021).

A central conceptual framework that has gained prominence in this discourse is prophetic education. Prophetic education conceptualizes education as a transformative process inspired by prophetic missions, integrating transcendence, humanization, and liberation. Transcendence emphasizes faith-oriented moral awareness as the foundation of

knowledge; humanization highlights justice, compassion, and respect for human dignity; and liberation focuses on addressing ignorance, oppression, and social inequality through knowledge and action (Arifin, 2025; Dinata & Andriani, 2025). Within this paradigm, education is not value-neutral but ethically purposeful, positioning scholars as moral agents whose intellectual work must contribute to societal well-being.

Empirical and conceptual studies further elaborate prophetic values through the classical attributes of shiddiq, amanah, tabligh, and fathanah. Shiddiq, understood as integrity and truthfulness, has been linked to contemporary discussions on academic integrity, research ethics, and transparency in scholarly practice (Mohamad et al., 2019; Halibas et al., 2020). Amanah, or trustworthiness, expands the notion of academic responsibility to include accountability for the social consequences of knowledge production, resonating with literature that frames universities as institutions with moral obligations toward society (Gallagher, 2015; Park & Savelyeva, 2022). Tabligh, interpreted as communicative responsibility, aligns with growing calls for public engagement, ethical science communication, and knowledge dissemination beyond academic audiences (Aitken et al., 2019; Budiana et al., 2023). Fathanah, conceptualized as wise and integrated intelligence, complements graduate attribute research that emphasizes critical thinking, adaptability, and judgment while extending these competencies to include ethical discernment and spiritual awareness (Barrie, 2006; Schueller, 2023).

Parallel to the prophetic education literature, research on graduate attributes and graduate profiles provides an important analytical lens for operationalizing values in higher education. Graduate profiles are widely recognized as strategic instruments that articulate institutional identity and guide curriculum design, pedagogy, and assessment (Barrie, 2006; Jones & Killick, 2013). Studies suggest that when values are explicitly embedded within graduate attributes and aligned with learning outcomes, they can shape both teaching practices and student learning experiences (Aitken et al., 2019). Nevertheless, several authors note persistent challenges in translating abstract values into assessable and sustainable outcomes, particularly in postgraduate programs characterized by disciplinary specialization and research intensity (Halibas et al., 2020).

Recent scholarship therefore calls for systemic and integrative approaches to value-based education. Rather than relying on isolated interventions—such as standalone ethics courses or symbolic institutional statements—values are increasingly conceptualized as the “spirit” or “soul” of educational systems that must permeate curricula, institutional culture, governance, and quality assurance (Gallagher, 2015; Basir et al., 2023). In Islamic higher education contexts, this systemic perspective is echoed in calls to “ground” prophetic values in everyday academic practices, transforming them from symbolic ideals into lived institutional realities. However, despite these theoretical advances, the literature offers limited guidance on comprehensive institutional frameworks that connect paradigmatic alignment, methodological

implementation, human resource development, and evaluative mechanisms into a coherent model.

Another strand of relevant literature concerns methodological frameworks for translating normative values into operational academic systems. The Data–Information–Knowledge–Wisdom (DIKW) framework has been widely applied in organizational and educational research to explain how raw data and information can be transformed into actionable knowledge and value-oriented decision-making (Rowley, 2007; Zeleny, 2012). While DIKW has been used to analyze knowledge management and learning processes, its application to value internalization—particularly within Islamic higher education—remains underexplored. Integrating DIKW with prophetic education offers a promising methodological pathway for moving from normative ideals to institutional practice.

Finally, studies on campus culture, institutional spaces, and the “hidden curriculum” highlight the importance of environmental and symbolic factors in shaping student values and identities. Research indicates that values are reinforced not only through formal curricula but also through institutional rituals, role models, physical spaces, and everyday academic interactions (Halibas et al., 2020). In faith-based universities, shared spaces such as mosques or learning hubs can function as loci for interdisciplinary dialogue and moral reflection, yet their role in systematic value internalization has received limited scholarly attention.

Taken together, the existing literature establishes the normative importance of

prophetic values, the strategic role of graduate profiles, and the need for systemic approaches to value-based postgraduate education. However, a clear gap remains regarding how prophetic values can be translated into an integrated institutional framework that aligns paradigms, methodologies, human resources, curricula, culture, and evaluation. Addressing this gap, the present study positions prophetic values not merely as ethical ideals but as an operational paradigm embedded within a DIKW-based institutional roadmap for strengthening postgraduate graduate profiles in Islamic higher education.

C. METHODOLOGY

This study employs a qualitative conceptual–normative research design to develop a systemic framework for strengthening prophetic values within the postgraduate graduate profile of Universitas Muhammadiyah Metro. A conceptual–normative approach is appropriate because the primary objective of the study is not to test hypotheses statistically, but to construct, synthesize, and refine a value-based institutional framework grounded in Islamic educational philosophy, higher education policy, and contemporary scholarship on graduate attributes. Previous studies in Islamic education and higher education policy emphasize that value-oriented research requires methodological approaches capable of integrating normative sources with institutional and policy analysis (Al-Attas, 1993; Al-Faruqi, 1982; Gallagher, 2015). Accordingly, this study positions prophetic values not as isolated variables, but as a paradigm that informs the entire formulation of postgraduate graduate profiles.

The conceptual–normative design enables the study to bridge three analytical domains. First, it draws on normative Islamic sources and prophetic educational thought to clarify the ethical and axiological foundations of prophetic values. Second, it engages with higher education literature on graduate attributes, curriculum alignment, and institutional identity to situate prophetic values within contemporary academic discourse. Third, it incorporates institutional documents and practices of Universitas Muhammadiyah Metro to ensure contextual relevance and practical applicability. This triangulation of normative, theoretical, and institutional perspectives is consistent with methodological recommendations in value-based higher education research (Barrie, 2006; Jones & Killick, 2013).

The data sources used in this study are primarily textual and documentary in nature. Normative data consist of selected Qur’anic principles and Prophetic traditions that emphasize integrity, responsibility, communication of truth, and wisdom as ethical foundations of knowledge and education. These sources provide the ontological and axiological basis for the concept of prophetic values, commonly articulated through the attributes of shiddiq, amanah, tabligh, and fathanah (Al-Ghazali, 2001). Secondary data include national higher education policy documents, institutional regulations, and strategic plans related to postgraduate education, as well as peer-reviewed journal articles and scholarly books addressing prophetic education, Islamic higher education, graduate profiles, and value-based learning outcomes. The use of policy and institutional documents follows

established practices in higher education research, where such texts are treated as authoritative expressions of institutional intent and governance (Aitken et al., 2019).

Data collection was conducted through systematic document analysis. Relevant texts were identified based on their direct relevance to prophetic values, postgraduate education, graduate attributes, and institutional development. The documents were then classified thematically into categories such as prophetic paradigm, curriculum and learning outcomes, academic culture, institutional identity, and quality assurance. This classification process allowed the study to map the relationships between prophetic values and various dimensions of postgraduate education. Document analysis has been widely recognized as a rigorous qualitative method for examining policy intentions, conceptual frameworks, and institutional practices in higher education contexts (Bowen, 2009; Halibas et al., 2020).

The analytical framework of the study is structured around the Data–Information–Knowledge–Wisdom (DIKW) model. The DIKW framework was selected because it provides a coherent methodological pathway for transforming normative and conceptual inputs into actionable institutional strategies. In the data stage, all relevant normative texts, policy documents, and scholarly sources were collected and described without interpretation. In the information stage, these data were contextualized and organized to identify patterns and relationships between prophetic values and postgraduate educational practices. In the knowledge stage, conceptual synthesis was conducted to integrate prophetic values with graduate

profile components, curriculum structures, and institutional mechanisms. Finally, in the wisdom stage, the synthesized knowledge was oriented toward institutional decision-making, policy formulation, and the pursuit of public benefit (Rowley, 2007; Zeleny, 2012).



Figure 1. Illustrates the DIKW-based Analytical Flow

Figure 1 illustrates the DIKW-based analytical flow used in this study, demonstrating how normative and policy data are progressively transformed into a coherent institutional roadmap for strengthening prophetic values. The figure positions prophetic values at the core of the framework, linking academic competence, professional responsibility, and social engagement as interconnected outcomes of postgraduate education. This visualization supports the methodological argument that values function as integrative forces rather than additive components within educational systems.

In addition to DIKW-based analysis, the study applies thematic conceptual analysis to interpret the meaning and implications of prophetic values in postgraduate contexts. Thematic analysis focuses on identifying recurring concepts such as integrity, responsibility, communication, wisdom, and public benefit, and examining how these

concepts are articulated across normative texts, policy documents, and academic literature. This approach aligns with qualitative traditions that emphasize meaning-making and conceptual coherence rather than measurement (Braun & Clarke, 2006). Thematic interpretation also enables the study to connect abstract values with concrete institutional practices, such as curriculum design, assessment, faculty development, and campus culture.

To ensure analytical rigor and credibility, the study employs several strategies of qualitative trustworthiness. Conceptual validity is maintained by ensuring consistency between normative sources, theoretical frameworks, and the institutional model produced. Source triangulation is achieved by comparing insights from Islamic educational philosophy, higher education research, and institutional documentation. In addition, the use of widely cited theoretical frameworks, such as graduate attributes theory and the DIKW model, strengthens the analytical reliability of the study (Barrie, 2006; Rowley, 2007). Although the study does not involve empirical data from human participants, methodological transparency and systematic documentation of analytical steps enhance its scholarly credibility.

Ethical considerations in this study relate primarily to academic integrity and responsible use of sources. As a document-based study, it does not involve direct human subjects; nevertheless, ethical research practices are upheld through accurate citation, faithful representation of sources, and avoidance of plagiarism. Normative Islamic texts and scholarly works are cited respectfully and contextually, acknowledging

their intellectual and spiritual significance. The study also maintains reflexivity by recognizing its normative orientation and clarifying that its purpose is to offer a conceptual framework rather than empirical generalization.

The methodological output of this study is presented in the form of a staged institutional roadmap for strengthening prophetic values in postgraduate graduate profiles. Table 1 summarizes the stages of the roadmap, including paradigm alignment, DIKW-based methodological strengthening, human resource development, curriculum and learning outcome integration, campus culture and image formation, institutional knowledge integration, architectural symbolism, sustained value campaigning, and reflective evaluation. The table serves as a methodological synthesis, translating conceptual analysis into an organized framework that can guide institutional policy and practice.

Overall, this methodology provides a systematic and theoretically grounded approach to examining and operationalizing prophetic values within postgraduate education. By combining conceptual–normative analysis, document-based data, DIKW methodology, and thematic synthesis, the study offers a robust foundation for understanding how prophetic values can be internalized as the “spirit” of postgraduate education and translated into concrete graduate profiles. While the findings are contextually situated within Universitas Muhammadiyah Metro, the methodological approach is transferable to other Islamic higher education institutions seeking to strengthen value-based graduate outcomes.

D. RESULTS AND DISCUSSIONS

Conceptual Framework of a Prophetic-Based Postgraduate Graduate Profile

The primary result of this study is the formulation of a conceptual framework that positions prophetic values as the core of the postgraduate graduate profile at Universitas Muhammadiyah Metro. The analysis demonstrates that prophetic values are not treated as complementary ethical attributes but function as an integrative paradigm that shapes academic competence, professional responsibility, and social engagement simultaneously. Consistent with the literature on value-based higher education, graduate profiles are most effective when they articulate institutional identity and guide curriculum, pedagogy, and assessment in a coherent manner (Barrie, 2006; Jones & Killick, 2013). In this study, the prophetic paradigm provides such coherence by aligning intellectual excellence with moral purpose and societal relevance.

The framework conceptualizes the graduate profile as a multidimensional construct in which academic mastery, research capability, and professional skills are inseparable from ethical integrity and spiritual orientation. This finding reinforces arguments in Islamic educational philosophy that knowledge is inherently value-laden and oriented toward the common good rather than neutral or purely instrumental (Al-Attas, 1993; Al-Faruqi, 1982). Within the postgraduate context, the prophetic framework serves as a unifying reference that links advanced scholarship with responsibility toward society, ensuring that graduates are prepared not only as competent

specialists but also as morally accountable scholars.

Dimensions of Prophetic Values in the Graduate Profile

Integrity and Truthfulness (Shiddiq)
The first dimension identified in the results is shiddiq, conceptualized as integrity and truthfulness in academic and research practices. Shiddiq is manifested in commitments to academic honesty, methodological transparency, and consistency between data, interpretation, and scholarly claims. The analysis shows that shiddiq functions as the ethical foundation of postgraduate scholarship, directly addressing contemporary concerns about plagiarism, data fabrication, and questionable research practices that have been widely discussed in higher education literature (Mohamad et al., 2019; Halibas et al., 2020). By embedding shiddiq within the graduate profile, integrity becomes a defining characteristic of scholarly identity rather than a procedural requirement.

Responsibility and Trustworthiness (Amanah)
The second dimension, amanah, is interpreted as responsibility and trustworthiness in knowledge production and application. In postgraduate education, amanah is reflected in accountability for research outcomes, sensitivity to the social implications of scholarly work, and adherence to ethical standards in teaching and community engagement. The results indicate that amanah expands the notion of responsibility beyond individual achievement to include collective and societal trust in academic institutions. This finding aligns with studies emphasizing that higher education institutions bear moral

responsibility for the consequences of the knowledge they generate and disseminate (Gallagher, 2015; Park & Savelyeva, 2022).

Communicative Responsibility (Tabligh)
The third dimension, tabligh, is conceptualized as communicative responsibility and the ethical dissemination of knowledge. Tabligh emphasizes the obligation of postgraduate graduates to communicate research findings accurately, accessibly, and responsibly to both academic and non-academic audiences. The analysis highlights that tabligh addresses contemporary demands for public engagement, knowledge transfer, and societal impact, which are increasingly emphasized in global higher education policy discourse (Aitken et al., 2019; Budiana et al., 2023). Within the prophetic framework, communication is not merely a technical skill but an ethical commitment to truth and public benefit.

Wise and Integrated Intelligence (Fathanah)
The fourth dimension, fathanah, is defined as wise and integrated intelligence encompassing intellectual, emotional, and spiritual capacities. The results show that fathanah underpins critical thinking, problem-solving, and leadership in complex and uncertain contexts. Unlike narrowly defined cognitive competence, fathanah emphasizes judgment, discernment, and the integration of knowledge with ethical reflection. This interpretation resonates with contemporary discussions on graduate attributes that stress adaptive expertise and moral reasoning alongside technical proficiency (Barrie, 2006; Schueller, 2023).

Integration of Prophetic Values with Postgraduate Competencies

The results further demonstrate that prophetic values can be systematically integrated with core postgraduate competencies rather than positioned as parallel outcomes. Academic competence, research capability, professional skills, and moral–spiritual orientation emerge as four interrelated layers of the graduate profile. This layered integration confirms that value-based education is most effective when ethical dimensions are embedded within disciplinary learning and research practices (Halibas et al., 2020).

Table 1 summarizes the relationship between prophetic values and postgraduate competencies, illustrating how each prophetic dimension informs academic, research, professional, and moral–spiritual outcomes. The table functions as a synthesis of the conceptual analysis and provides a practical reference for curriculum alignment and assessment design.

Integration of Prophetic Values and Postgraduate Competencies

Prophetic Values	Academic Mastery	Research Ethics & Rigor	Professional Responsibility	Moral-Spiritual Orientation
Shiddiq (Integrity)	Academic Mastery	Research Ethics & Rigor	Professional Responsibility	Moral-Spiritual Orientation
Amanah (Trustworthiness)	✓	✓	✓	✓
Tabligh (Communicative Responsibility)	✓	✓	✓	✓
Fathanah (Wise Intelligence)	✓	✓	✓	✓
Fathanah (Wise Intelligence)	✓	✓	✓	✓

Figure 2. Integration of Prophetic Values and Postgraduate Competencies

This Figure 2. presents the alignment between shiddiq, amanah, tabligh, and

fathanah and four domains of postgraduate competence: academic mastery, research ethics and rigor, professional responsibility, and moral–spiritual orientation. The table demonstrates that each prophetic value contributes to multiple competency domains, reinforcing the integrative nature of the framework.

Implementation of Prophetic Values across the Tri-Dharma

Teaching and Learning, In the domain of teaching and learning, prophetic values are operationalized through learning outcomes, pedagogical approaches, and assessment practices that emphasize integrity, responsibility, communication, and wisdom. The results indicate that when prophetic values are explicitly articulated within learning outcomes, they influence instructional design and student engagement, supporting findings from graduate attribute research that emphasize the importance of constructive alignment (Barrie, 2006; Aitken et al., 2019).

Research Activities, In research activities, prophetic values shape ethical decision-making, methodological rigor, and the orientation of research agendas toward societal needs. The analysis shows that prophetic values encourage postgraduate researchers to prioritize ethical integrity and public benefit alongside scholarly contribution. This result aligns with broader discussions on responsible research and innovation, which call for closer alignment between research excellence and social responsibility (Park & Savelyeva, 2022).

Community Engagement, In community engagement, prophetic values are

manifested through participatory and service-oriented approaches that seek to address real social problems. The results indicate that prophetic values provide a moral rationale for community-based research and service learning, positioning postgraduate graduates as agents of social transformation rather than detached experts. This finding supports literature emphasizing the role of higher education in fostering civic engagement and social impact (Budiana et al., 2023).

Prophetic-Based Graduate Profile Formulation

Based on the integration of prophetic values and competencies, the study formulates a prophetic-based postgraduate graduate profile characterized by faith-informed integrity, academic excellence, professional responsibility, communicative accountability, and orientation toward public benefit. This profile reflects the institutional identity of Universitas Muhammadiyah Metro and responds to both national and global expectations of postgraduate education. The results suggest that such a profile provides a clear normative and operational reference for curriculum development, faculty practice, and quality assurance.

Institutional Roadmap for Strengthening Prophetic Values

The final result of the study is the articulation of a staged institutional roadmap for strengthening prophetic values, informed by the Data–Information–Knowledge–Wisdom (DIKW) framework. Figure 1 illustrates the roadmap, showing the progression from paradigm strengthening to reflective evaluation. The stages include

paradigm alignment, DIKW-based methodological internalization across teaching, research, and community service, prophetic human resource development, curriculum and learning outcome integration, campus culture and image formation, cross-disciplinary knowledge integration through institutional spaces, architectural symbolism, sustained value campaigning, and continuous evaluation.

DIKW-Based Institutional Roadmap for Strengthening Prophetic Values

This figure depicts prophetic values at the center of an institutional ecosystem, connecting academic competence, professional responsibility, and social engagement through a staged process of internalization. The visualization underscores the finding that values function most effectively when embedded systemically rather than implemented through isolated interventions.

Overall, the results demonstrate that prophetic values can be translated into a coherent and operational framework for postgraduate education. By integrating normative foundations with institutional mechanisms, the prophetic-based graduate profile offers a viable response to the challenges of technocratic and performance-driven postgraduate education, reinforcing the role of Islamic higher education in cultivating scholars and professionals committed to integrity, responsibility, and the common good.

The findings of this study reaffirm the growing scholarly concern that postgraduate education, particularly within research-intensive and outcome-oriented systems, risks

being reduced to technocratic processes that prioritize measurable outputs over ethical formation. The conceptual framework developed in this study demonstrates that prophetic values can function as a systemic integrative paradigm rather than as ancillary moral attributes. This result resonates with earlier critiques of performance-driven higher education, which argue that excessive reliance on quantitative indicators may erode the formative and ethical missions of universities (Barrie, 2006; Schueller, 2023). By positioning prophetic values at the core of the postgraduate graduate profile, the study provides an alternative normative orientation that aligns academic excellence with moral responsibility and social relevance.

The articulation of prophetic values as the “spirit” of postgraduate education offers an important interpretive contribution to debates on institutional identity in higher education. Previous research emphasizes that graduate profiles are not merely descriptive documents but strategic instruments that shape curriculum alignment, pedagogical practices, and quality assurance mechanisms (Jones & Killick, 2013; Aitken et al., 2019). The present findings extend this literature by demonstrating that when prophetic values are explicitly embedded within the graduate profile, they operate as an organizing principle that connects academic, research, professional, and moral–spiritual competencies. This integrative role challenges the tendency to compartmentalize ethics as a separate or optional component of postgraduate education.

The four prophetic dimensions identified in the results—shiddiq, amanah, tabligh, and fathanah—provide a nuanced

ethical vocabulary that is particularly relevant to contemporary concerns in postgraduate education. The emphasis on shiddiq as academic integrity directly addresses widespread anxieties regarding plagiarism, data manipulation, and questionable research practices that have been documented across global higher education systems (Mohamad et al., 2019; Halibas et al., 2020). By interpreting integrity as a core attribute of scholarly identity rather than a procedural compliance issue, the study aligns with calls for more values-driven approaches to research ethics and academic conduct.

Similarly, the interpretation of amanah as scholarly responsibility expands existing discussions on accountability in higher education. The findings suggest that responsibility in postgraduate education should be understood not only in terms of individual performance but also as an institutional and societal obligation. This perspective is consistent with scholarship that frames universities as moral actors responsible for the social consequences of knowledge production (Gallagher, 2015; Park & Savelyeva, 2022). Within the prophetic framework, amanah reinforces the idea that postgraduate graduates are entrusted with knowledge that must be applied ethically and for the public good.

The dimension of tabligh offers a significant contribution to debates on knowledge dissemination and public engagement. Contemporary higher education policy increasingly emphasizes impact, engagement, and knowledge transfer, yet these priorities are often framed instrumentally in terms of visibility or economic return (Aitken et al., 2019). The

findings of this study reinterpret communication as an ethical responsibility grounded in truthfulness and public benefit. This aligns with emerging literature on responsible communication of science and the moral obligations of scholars to engage society in accessible and meaningful ways (Budiana et al., 2023). In this sense, tabligh enriches existing frameworks by embedding communicative competence within a normative ethical orientation.

The concept of fathanah as integrated and wise intelligence further broadens prevailing understandings of postgraduate competence. While graduate attributes literature increasingly recognizes the importance of critical thinking, adaptability, and leadership, these attributes are often defined in cognitively narrow terms (Barrie, 2006; Schueller, 2023). The present study suggests that intelligence in postgraduate education should be understood holistically, encompassing intellectual rigor, emotional discernment, and spiritual awareness. This interpretation supports arguments in both Islamic educational philosophy and global higher education research that advocate for the development of judgment and wisdom as essential outcomes of advanced education.

The integration of prophetic values with core postgraduate competencies represents one of the most significant implications of the findings. Rather than treating ethical and spiritual values as parallel outcomes, the study demonstrates that prophetic values can be embedded within academic mastery, research capability, and professional practice. This finding reinforces theoretical perspectives on constructive alignment, which emphasize the coherence between

learning outcomes, teaching strategies, and assessment practices (Barrie, 2006; Aitken et al., 2019). By aligning prophetic values with competency domains, the framework offers a practical response to critiques that value-based education lacks operational clarity.

The discussion of implementation across the tri-dharma—teaching, research, and community engagement—highlights the systemic nature of prophetic internalization. The results indicate that prophetic values gain institutional traction when they are enacted consistently across all core academic functions. This observation aligns with studies on civic engagement and responsible research, which stress that values are most effectively internalized when students encounter them in multiple and reinforcing contexts (Park & Savelyeva, 2022). In postgraduate education, where disciplinary specialization is pronounced, such cross-functional consistency becomes particularly important.

Step	Focus	Strategic Actions
1	Paradigm Alignment	<ul style="list-style-type: none"> Aligning vision and mission abroad institutional paradigm Defining prophetic values for integration in academia Conduct workshops on prophetic thinking
2	DKW Methodological Strengthening	<ul style="list-style-type: none"> Refining DKW-based mechanisms to include normative elements and human-centric analysis for Prophetic Values Design integration methods for Prophetic Values
3	Prophetic HR Development	<ul style="list-style-type: none"> Implement training and staff mentor programs to instill prophetic character & ethics Form a prophetic leadership team across faculties
4	Curriculum & Outcome Integration into curriculum & assessments	<ul style="list-style-type: none"> Revising curriculum structures & learning outcomes to explicitly embrace prophetic dimensions Enriching learning environment with Islamic-prophetic modules
5	Cultural & Campus Image Formation	<ul style="list-style-type: none"> Promoting prophetic practices across campus life, from rituals to discourses Creating campus symbols that reflect Prophetic Values (e.g. architecture)
6	Institutional Knowledge Integration	<ul style="list-style-type: none"> Establishing cross-faculty knowledge sharing platforms like "Masjid Ilmu" Facilitate interdisciplinary prophetic research & community projects
7	Prophetic Architectural Symbolism	<ul style="list-style-type: none"> Infusing prophetic elements into campus buildings as hidden curriculum Develop iconic spaces that inspire prophetic values and well-being
9	Reflective Evaluation	<ul style="list-style-type: none"> Establish mechanisms for ongoing evaluation of prophetic values Use reflective assessments to continuously improve learning

Figure 3. Institutional Roadmap of Strengthening Prophetic Values in Graduate Profiles

The institutional roadmap proposed in this study, as visualized in Figure 3, offers an interpretive lens for understanding how values transition from abstract ideals to lived

academic practices. The staged progression—from paradigm alignment to reflective evaluation—mirrors insights from organizational change literature, which emphasizes that cultural and value transformation requires sustained, multi-level interventions rather than isolated initiatives (Gallagher, 2015). The incorporation of the DIKW framework further strengthens this interpretation by providing a methodological logic that links normative foundations with institutional decision-making and policy formulation.

The discussion also highlights the significance of institutional spaces and symbolism, particularly the integration of cross-disciplinary knowledge through shared academic and spiritual hubs. Although the role of physical and symbolic spaces in higher education has been explored in studies on campus culture, it remains under-theorized in relation to value internalization (Halibas et al., 2020). The findings suggest that spaces designed to foster dialogue, reflection, and interdisciplinary engagement can function as a form of “hidden curriculum” that reinforces prophetic values beyond formal instruction. This insight extends existing literature by connecting architectural and spatial considerations with ethical and educational outcomes.

From a broader comparative perspective, the findings contribute to global discussions on value-based higher education by offering an Islamic prophetic paradigm as a viable and contextually grounded model. While much of the international literature on ethics in higher education draws on secular humanist frameworks, the prophetic approach demonstrates how faith-based institutions can

articulate distinctive yet universally resonant value systems centered on integrity, responsibility, communication, and wisdom. This positions Islamic higher education not as an outlier but as an active contributor to global debates on the future of postgraduate education.

Finally, the discussion underscores the policy relevance of the study’s findings. As higher education systems worldwide grapple with balancing accountability, excellence, and social responsibility, the prophetic-based framework provides a conceptual resource for rethinking graduate profiles and institutional missions. By demonstrating how values can be operationalized through systemic alignment rather than rhetorical commitment, the study addresses a persistent critique in the literature that value-based education lacks scalability and sustainability. The interpretive insights offered here thus open pathways for further empirical investigation and comparative analysis across diverse higher education contexts.

E. CONCLUSION

This study demonstrates that strengthening prophetic values within postgraduate education requires a systemic and institutionalized approach rather than rhetorical commitment. The findings show that prophetic values can function as an integrative paradigm that unites academic excellence, research integrity, professional responsibility, and social engagement within a single graduate profile. By articulating *shiddiq*, *amanah*, *tabligh*, and *fathanah* as core attributes of postgraduate graduates, the study confirms that ethical and spiritual dimensions are not peripheral to advanced scholarship but

foundational to its credibility and societal relevance. The discussion further indicates that the technocratic orientation dominating contemporary postgraduate education can be constructively addressed when values are embedded within curriculum design, learning outcomes, research practices, and community engagement.

A key contribution of this study lies in the formulation of a DIKW-based institutional roadmap that translates prophetic ideals into operational academic mechanisms. The staged framework clarifies how values move from paradigm alignment to methodological internalization, human resource development, curriculum integration, cultural reinforcement, cross-disciplinary knowledge integration, and reflective evaluation. This approach advances existing literature by demonstrating that value-based education can be systematized, aligned with quality assurance, and sustained at the institutional level. The findings therefore contribute to the body of knowledge on graduate attributes, Islamic higher education, and value-based educational governance by offering a coherent model that links normative foundations with policy and practice.

The implications of this study are both theoretical and practical. Theoretically, it enriches debates on ethics and values in postgraduate education by introducing a prophetic paradigm grounded in Islamic educational philosophy yet resonant with global concerns for integrity, responsibility, and public benefit. Practically, the framework provides higher education leaders and policymakers with a structured reference for strengthening graduate profiles beyond

technical competence. Future research may empirically examine the implementation of this roadmap, assess its impact on student outcomes and academic culture, and compare prophetic-based frameworks with other value-oriented models across diverse higher education contexts.

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