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# Exploring Organizational Performance Measurement in Islamic Higher Education: A Literature-Based Analysis

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**Abstract**
**Purpose:** Islamic Higher Education Institutions (IHEIs), with their unique integration of academic objectives and da'wah missions, require a performance measurement framework that extends beyond conventional indicators. This study aims to develop a comprehensive performance measurement model contextualized for Islamic higher education values.
**Design/methodology/approach:** A systematic literature review was conducted following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. A total of 43 articles relevant to IHEIs were selected from an initial pool of over 75,000 academic sources, filtered based on quality, relevance, and focus on performance indicators.
**Findings:** The study proposes a five-dimensional framework for organizational performance in IHEIs: (1) Shariah-compliant financial management, (2) academic outcomes, (3) human resource performance, (4) operational efficiency, and (5) community impact. These dimensions combine conventional metrics with spiritual and ethical considerations grounded in Islamic values.
**Practical implications:** This framework offers practical guidance for administrators and policy makers in Islamic higher education to assess institutional performance holistically. It ensures that both academic excellence and Islamic principles are integrated into strategic evaluations and planning processes.
**Originality/value:** This study is among the first to comprehensively synthesize performance dimensions specific to Islamic higher education. It contributes to the literature by offering a contextually relevant model for measuring organizational effectiveness while maintaining alignment with Islamic mission and identity.
**Paper type:** Literature Review.
**Keywords:** Organizational Performance, Islamic Higher Education, Performance Measurement, Shariah-compliant Management, Systematic Review

## 1. Introduction

Organizational performance represents the degree to which an institution achieves its defined objectives effectively and efficiently. In higher education institutions (HEIs), performance is often conceptualized as the outcome of resource optimization spanning human capital, financial assets, and technological capabilities to produce meaningful academic outputs, societal contributions, and long-term institutional impact (Al-Salim, 2018; Uluskan et al., 2016). In today's competitive and rapidly evolving educational landscape, performance measurement in HEIs has grown increasingly complex. Institutions are expected not only to produce academically competent graduates but also to respond to globalization, digital transformation, and financial pressures (Nasution & Rafiki, 2019; Rehman & Iqbal, 2020).

Within this context, Islamic Higher Education Institutions (IHEIs) face an even greater challenge. Their mission extends beyond academic excellence to include da'wah (Islamic missionary work), the cultivation of faith and character, and the promotion of Shariah-compliant governance. Consequently, conventional performance models may fail to capture the spiritual, ethical, and societal dimensions that are central to IHEIs (Junusi & Mubarok, 2021; Zaki et al., 2022). Traditional frameworks such as the Balanced Scorecard with its emphasis on financial, customer, internal process, and learning perspectives while robust, require significant adaptation when applied to institutions with Islamic value systems.

While existing literature offers a range of performance indicators for public and private universities, there remains a notable gap in contextually appropriate models tailored to the Islamic higher education environment. Several scholars have called for expanded dimensions that incorporate faith development, moral integrity, and socio-religious impact (Rofiaty, 2019; Iqbal et al., 2022). However, a comprehensive and synthesized framework for performance measurement in IHEIs remains underdeveloped.

This study addresses this gap by systematically reviewing the literature on organizational performance in higher education, with a focus on Islamic institutions. The objective is to propose a holistic framework that integrates both conventional performance metrics and Islamic ethical values, thereby offering a more meaningful tool for evaluating institutional effectiveness in IHEIs.

## 2. Literature Review and Hypotheses Development

Organizational performance has evolved from a traditional emphasis on financial outcomes into a multidimensional construct encompassing financial sustainability, operational effectiveness, stakeholder satisfaction, and organizational learning (Kaplan & Norton, 1992; Richard et al., 2009; Yu et al., 2020). In the higher education context, organizational performance reflects the extent to which universities achieve their strategic objectives through effective resource management while fulfilling their core missions of teaching, research, and community service (Badri et al., 2005; Guzmán et al., 2018; Sciarelli et al., 2020; Iqbal et al., 2022). Accordingly, university performance is commonly assessed using both financial and non-financial indicators, including budgetary sustainability, academic achievement, operational efficiency, stakeholder satisfaction, and societal contributions, highlighting the multidimensional nature of institutional effectiveness (Yaakub et al., 2019; Teixeira-Quiros et al., 2022; Ali Warakkah et al., 2022).

In Islamic higher education institutions (IHEIs), organizational performance extends beyond conventional managerial outcomes by incorporating the achievement of Islamic educational, ethical, and societal missions. Besides demonstrating effectiveness in education, research, and community engagement, IHEIs are expected to produce graduates with strong Islamic values, moral integrity, and social responsibility while ensuring institutional governance consistent with Sharia principles (El Junusi & Mubarok, 2021; Hambali, 2020; Zaki et al., 2022). Although previous studies generally evaluate Islamic higher education using conventional higher education performance frameworks, few have operationalized Islamic values into measurable organizational performance dimensions. Therefore, this study conceptualizes Islamic Higher Education Performance through four integrated dimensions: Sharia Budget Management Outcomes, Islamic Academic Outcomes, Islamic Operational Outcomes, and Islamic Community Outcomes, representing an adaptation of higher education performance measurement enriched with Islamic values and institutional objectives (Badri et al., 2005; Sciarelli et al., 2020; El Junusi & Mubarok, 2021; Hambali, 2020).

## 3. Research Method

The present systematic review employs a systematic literature review (SLR) guided by the PRISMA 2020 framework to ensure a rigorous, transparent, and reproducible review process (Moher et al., 2009; Ter Huurne et al., 2017). The decision to adopt an SLR approach is grounded in the objective of synthesizing fragmented yet growing literature on organizational performance in higher education institutions, particularly within Islamic contexts. Unlike empirical research that relies on primary data collection, this method allows for a comprehensive and rigorous examination of existing studies to construct an integrative and context-sensitive performance measurement framework for Islamic Higher Education Institutions (IHEIs).

In the identification phase, 75,317 articles were initially retrieved. After removing duplicates (n=12,408), title and abstract screening against the inclusion criteria eliminated 62,584 records based on irrelevance to higher education performance or absence of Islamic dimensions, leaving 325 articles for full-text review. Full-text eligibility assessment excluded 282 articles due to lack of institutional performance focus (n=134), absence of measurable indicators (n=89), or no relevance to Islamic values (n=59). This rigorous and transparent process yielded a final corpus of 43 articles directly relevant to the performance measurement of Islamic Higher Education Institutions (IHEIs), ensuring that every reduction step from 75,317 to 43 studies is fully auditable and replicable. This search protocol ensures full transparency and replicability in accordance with PRISMA standards.

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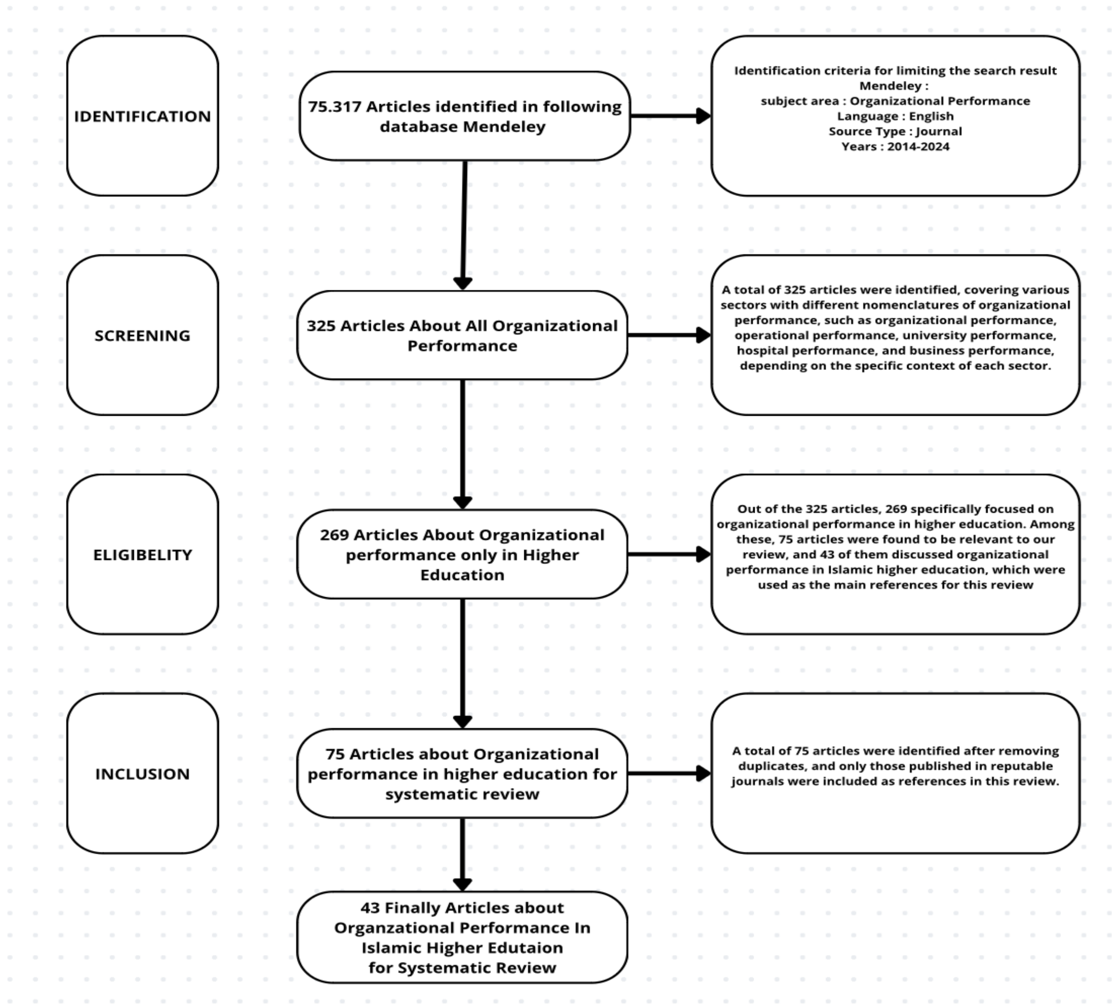


**Figure 1. PRISMA Protocol for Article Retrieval and Selection**

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The structured and transparent review process enabled this study to systematically uncover patterns, highlight conceptual gaps, and generate a holistic framework that integrates conventional performance dimensions with Islamic ethical principles. The resulting synthesis informs the development of a five-dimensional model specifically tailored to the institutional values and operational realities of Islamic higher education.

## 4. Result and Discussion

This review identifies five core dimensions that collectively define organizational performance in Islamic Higher Education Institutions (IHEIs). These dimensions are derived from both conventional higher education performance models and faith-based adaptations that reflect Islamic institutional values. The synthesis process involved categorizing studies by sector and performance indicators, allowing for both cross-sectoral comparison and IHEI-specific mapping.

The concept of performance, as commonly discussed in the literature, is multilayered. At the broadest level lies general organizational performance, which applies across industries. Within that, higher education performance occupies a distinct space, characterized by academic missions and stakeholder complexity. Nested within this domain, Islamic Higher Education Institutions represent a unique category with spiritual mandates, Shariah compliance, and da'wah-driven objectives.


**Figure 2. Hierarchical Positioning of Islamic Higher Education Performance**

## 5. Conclusion

This study offers a comprehensive literature-based framework for measuring the organizational performance of Islamic Higher Education Institutions (IHEIs). Drawing on five interrelated dimensions—Shariah-compliant financial management, academic excellence, ethical human resource outcomes, operational efficiency, and societal impact—the proposed model highlights the need for performance systems that are both empirically sound and spiritually grounded.

The framework reflects the distinctive identity of Islamic institutions by integrating conventional organizational indicators with Islamic values, such as the application of *waqf*, avoidance of *riba*, and adherence to ethical governance. These dimensions not only align with institutional goals but also uphold the spiritual and social missions central to IHEIs. Practically, the model provides a context-sensitive foundation for IHEI administrators and policymakers to design performance strategies that are morally accountable and culturally appropriate. It also offers direction for accreditation and quality assurance bodies seeking to embed Islamic character within institutional evaluation processes.

However, several limitations must be acknowledged. The interpretation and implementation of Islamic values across institutions may vary significantly, leading to inconsistencies in performance assessment. The reliance on qualitative indicators such as stakeholder trust or ethical alignment may also pose challenges for standardization. Furthermore, data availability and transparency remain critical concerns that can affect benchmarking efforts. Future research should focus on empirically validating this model across different regions and institutional types, while exploring the dynamic interplay between operational indicators and religious mandates. By doing so, scholars and practitioners can further refine the tools needed to assess institutional success within Islamic higher education in a more integrated and meaningful manner.

This conceptual diagram illustrates how performance in Islamic higher education is a subset of broader organizational and higher education performance frameworks. It emphasizes the narrowing focus from generic performance concepts to the specific context of Islamic institutions. This positioning reinforces that performance measurement in IHEIs must integrate both universal and context-specific indicators merging academic effectiveness with Islamic ethical fulfillment.

**Financial (Shariah-Compliant) Performance**

Financial performance remains a foundational element across sectors. In IHEIs, however, this is framed through the lens of Shariah compliance, emphasizing financial sustainability without reliance on riba (interest), and instead utilizing Islamic financial mechanisms such as waqf, zakat, and risk-sharing instruments. Literature highlights the importance of transparency, ethical budgeting, and the effective allocation of funds to support mission-based goals (Ghani & Rahman, 2015; Alzeaideen, 2019a).

**Academic Outcomes**

Academic performance encompasses both conventional metrics—such as student achievement, graduation rates, and research outputs—and religious-aligned outcomes, such as integration of Islamic values into curriculum, moral formation, and societal relevance. Studies emphasize that IHEIs must produce graduates who are both intellectually competent and spiritually grounded (Junusi & Mubarok, 2021; Badri et al., 2006).

**Human Resource Results**

The human capital component focuses on the effectiveness of lecturers, administrative staff, and educational personnel. In IHEIs, performance is also measured through character development, adherence to Islamic ethics, and participation in institutional programs. Faculty satisfaction, academic rank progression, and teaching quality evaluations also serve as key indicators (Iqbal et al., 2022; Psomas & Antony, 2017).

**Operational Efficiency**

Operational performance includes internal process quality, administrative effectiveness, strategic partnership development, and academic service delivery. For Islamic institutions, this dimension is closely linked with maqashid al-shariah realization, including maintaining student-to-staff ratios, sustaining enrollment trends, and managing institutional accreditation and governance in line with Islamic principles (Yaakub et al., 2019).

**Societal and Community Impact**

A critical dimension unique to IHEIs is the extent of their community engagement and contribution to the ummah. Literature reveals that institutions are evaluated not only by their academic outputs but also by their societal footprint measured through alumni roles, collaborative networks with religious and social organizations, and public perceptions of institutional integrity (Psomas & Antony, 2017; Sciarelli et al., 2020).

To further substantiate the synthesis of performance dimensions across various institutional sectors, including Islamic higher education, the following table summarizes key studies reviewed. The table outlines each study's organizational context and the performance dimensions identified, thereby illustrating the thematic convergence and sectoral variation in performance measurement approaches.

**Table 1. Systematic Review in organizational performance**

| No | Author | Sector | Dimension Of Organizational Performance |
|---|---|---|---|
| 1 | Androwis et al. (2018) | construction | Finance (Economic performance (ECP)); Operational performance (OP); Employee performance (EMP); Innovation performance (IP); Environmental performance (ENP); Customer performance (CP). |
| 2 | Puthanveettil et al. (2020) | Hospital | Satisfaction results (SR); Business results. |
| 3 | Zaidi and Ahmad, (2020) | Manufacture | Operational performance (OP); |
| 4 | Adem and Virdi (2020); Qasrawi et al. (2017) | Manufacture | Finance (Economic [erformance (ECP)), Operational performance; Quality performance. |
| 6 | Valmohammadi (2011) | manufacturing SMEs. | Finance (Economic performance (ECP), Employee performance; Customer peformance; Bussiness results; Market share. |
| 7 | Shafiq et al. (2017) | textile companies | Financial; Non-financial. |
| 10 | Sawaean and Ali (2019); Antunes et al. (2021) | SMEs | Finance (Economic performance (ECP)), Operational performance. |

| No | Author | Sector | Dimension Of Organizational Performance |
|---|---|---|---|
| 12 | Yaakub et al. (2019) | Secondary school | Students' achievement, Graduation rate. |
| 13 | Rofiaty (2019) | Boarding school | Financial; Customer performance; Bussiness results; Learning and growth perspective. |
| 14 | Stanescu et al. (2024) | Islamic Bank | Non-financial perspective that consists of production and efficiency, adaptability, capacity, market share and future growth. |
| 17 | Suprihati (2019) | Dubai Police | Finance Economic performance (ECP); Customer performance (CP); Bussiness results; Learning and growth perspective. |
| 20 | Psomas and Antony (2017) | Higher Education | Financial performance improvement; Operational performance improvement; teaching staff and employee satisfaction; STUDENT SATISFACTION; Service quality performance improvement; Market performance improvement; Positive impact on society. |
| 21 | Sciarelli et al. (2020) | Higher Education | Student learning results; Student – and stakeholder – focused results; Faculty and staff results; Organizational effectiveness results; Governance and social responsibility results. |
| 22 | Veiga et al. (2026) | Higher Education | Student learning results; Non-academic outcomes. |
| 23 | Kalam and Hossain (2021) | Higher Education | Student quality; School reputation; |
| 24 | Leung and Zou (2025) | Higher Education | Community involvement; Research results; Curriculum planning. |
| 26 | Yaakub et al. (2019) | Higher Education | Finance economic performance (ECP); Community involvement; Research results; School reputation. |
| 28 | Munawir et al. (2019) | Higher Education | Academic Effectiveness; Spiritual performance. |
| 29 | Rehman and Iqbal (2020) | Higher Education | Student satisfaction; Graduation rate; Curriculum planning; Academik efectiveness; Spiritual performance; Responsiveness. |
| 31 | Al-Salim (2018) | Higher Education | Finance economic performance (ECP); Operational performance (OP). |
| 32 | Mohammed et al. (2016) | Higher Education | Finance Economic performance (ECP); Customer performance (CP); Business results; Learning and growth perspective. |
| 33 | Arif et al. (2018) | Higher Education | Academic effectiveness. |
| 34 | Volchik et al. (2018) | Higher Education | Finance economic performance (ECP) |
| 37 | Ramos and Ellitan (2023) | Literature review private and public | Organizational results, Responsiveness; Quality performance. |

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| No | Author | Sector | Dimension Of Organizational Performance |
|---|---|---|---|
| 38 | Faliza et al. (2023) | AMIL ZAKAT | Financial performance; Customer performance; Business results; Learning and growth. |
| 39 | Al-Hosaini and Sofian (2016) | Review | Finance economic performance (ECP); Learning and growth perspective. |
| 40 | Iqbal et al. (2022) | Higher Education | Leadership effectiveness; Knowledge management; Innovation performance. |
| 42 | Noorani et al. (2025) | Higher Education | Finance economic performance (ECP); Operational performance (OP); School reputation,; Organizational effectiveness results. |
| 43 | Purba et al. (2022) | Higher Education | finance Economic performance (ECP); Employee performance (EMP); Market oriented; Organizational effectiveness results. |
| 44 | Yasmin et al. (2023) | Higher Education | Employee performance (EMP); Customer performance (CP). |
| 45 | Pradhan and Jena (2016) | Higher Education | Employee performance (EMP); Customer performance (CP). |
| 47 | Rutherford (2016); Fadda et al. (2021) | Higher Education | Academic effectiveness. |
| 50 | Memon and Baladi (2020) | Higher Education | Employee performance (EMP); Customer performance (CP); Learning and growth perspective. |
| 51 | Kasalak et al. (2022) | Higher Education | Organizational efevtiveness. |
| 52 | Astutik et al. (2025) | Islamic Higher Education | Employee performance (EMP). |
| 53 | Amin and Dogan (2021) | Islamic Higher Education | Finance economic performance (ECP); Non-finance economic performance (ECP). |
| 55 | Degtjarjova et al. (2018) | Islamic Higher Education | Finance economic performance (ECP); Student–and stakeholder–focused results; Customer performance (CP); Business results; Learning and growth perspective. |
| 56 | Junusi and Mubarok (2021) | Islamic Higher Education | Finance economic performance (ECP); Operational performance (OP); Employee performance (EMP); Customer performance (CP); Quality performance. |

## DISCUSSION

The results of this systematic review reveal that performance in Islamic Higher Education Institutions (IHEIs) must be evaluated using a framework that integrates conventional organizational indicators with Islamic ethical and institutional values. The five performance dimensions identified Shariah-compliant financial management, academic outcomes, human resource performance, operational efficiency, and community impact collectively represent a holistic and context-sensitive model that aligns with the unique mission of IHEIs.

### Financial Performance: The Role of Shariah Compliance

Financial sustainability remains a foundational concern for all higher education institutions. However, within IHEIs, financial management is not merely a matter of efficiency or profitability. It must also demonstrate adherence to Shariah principles, which include the prohibition of riba (interest), the ethical allocation of funds, and the utilization of Islamic financial instruments such as *waqf* (endowment) and *zakat* (obligatory almsgiving). This reorients financial performance from a purely economic focus toward one of moral accountability and faith-based financial stewardship (Ghani & Rahman, 2015; Alosani et al., 2020).

This distinct orientation differentiates IHEIs from both conventional universities and religious institutions that do not adopt formal performance systems. In practice, performance indicators such as budget execution rates, financial transparency, and liquidity must be interpreted in light of Islamic legal and ethical imperatives.

**Academic Performance: Balancing Excellence and Islamic Mission**

Academic outcomes in IHEIs cannot be measured solely by student grades, graduation rates, or research productivity. As the reviewed literature shows, effective academic performance in Islamic institutions requires the fusion of academic excellence with Islamic moral formation (Junusi & Mubarok, 2021). This dual responsibility is rooted in the IHEIs' mission to produce graduates who are intellectually competent, ethically upright, and spiritually aware.

Thus, indicators such as student GPA and research output must be assessed alongside more intangible elements such as integration of Islamic worldview in teaching materials, da'wah initiatives, and the institution's contribution to the intellectual tradition of Islam. This broader conceptualization underscores the epistemological distinction between IHEIs and secular HEIs.

**Human Resource Performance: Integrating Competence with Faith and Character**

Human capital is a vital pillar of organizational success in any academic institution. However, in IHEIs, performance evaluation for faculty and staff also involves the extent to which personnel embody Islamic values, both in their professional conduct and institutional participation. Literature reviewed highlights the importance of metrics such as staff satisfaction, teaching quality, and research engagement (Iqbal et al., 2022), but within IHEIs, these are complemented by measures such as adherence to Islamic dress codes, attendance in Islamic development programs (e.g., Baitul Arqam), and active participation in spiritual activities.

This creates a dual-layered performance structure: conventional human resource outcomes (productivity, satisfaction, development) and Islamic-cultural outcomes (akhlaq, ideological alignment, da'wah involvement). Together, these reflect the IHEIs' commitment to holistic human development.

**Operational Efficiency: Institutionalizing Islamic Governance**

Operational performance in IHEIs covers institutional effectiveness in delivering services, maintaining quality standards, and managing growth. Yet, distinctively, it must be achieved through Islamic organizational ethics and value-driven governance. Studies reviewed (Yaakub et al., 2019; Psomas & Antony, 2017) emphasize indicators like digital readiness, student-faculty ratio, and strategic partnerships, all of which remain relevant. However, in IHEIs, such indicators must also reflect maqashid al-shariah (the higher objectives of Islamic law), including justice, transparency, and community benefit.

For example, cooperation agreements are not merely measured by quantity but by alignment with Islamic social and educational objectives. Institutional decisions are expected to uphold Islamic accountability, not just managerial efficiency.

**Community Impact: Measuring Contribution to the Ummah**

Perhaps the most distinctive dimension of IHEI performance is its societal contribution rooted in religious mission. IHEIs are expected not only to serve their students and staff but also to actively contribute to the welfare of the ummah. This includes public trust, ethical leadership development, Islamic outreach, and engagement with marginalized communities.

The reviewed literature indicates a growing emphasis on community engagement and stakeholder perceptions (Sciarelli et al., 2020; Psomas & Antony, 2017), yet few conventional models address the da'wah and ummatic functions inherent in IHEIs. By incorporating these into the performance framework, this study proposes a more socially grounded and spiritually aligned performance model.

**Acknowledgement**

This study offers a comprehensive literature-based framework for measuring the organizational performance of Islamic Higher Education Institutions (IHEIs). Drawing on five interrelated dimensions; Shariah-compliant financial management, academic excellence, ethical human resource outcomes, operational efficiency, and societal impact. the proposed model highlights the need for performance systems that are both empirically sound and spiritually grounded.

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Future research should focus on empirically validating this model across different regions and institutional types, while exploring the dynamic interplay between operational indicators and religious mandates. By doing so, scholars and practitioners can further refine the tools needed to assess institutional success within Islamic higher education in a more integrated and meaningful manner.

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