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From Islamic Education to the Workplace: A Documentary Case Study of Employability Formation and Transition at an Indonesian Islamic University

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ABSTRACT

Graduate employability in Islamic higher education is often inferred from employment outcomes, leaving the institutional process connecting curriculum, practice-based learning, professional values, graduate transition, and employer feedback insufficiently integrated. This study examines that connection in the undergraduate Islamic Education (PAI) programme at UIN Sunan Gunung Djati Bandung. Using a qualitative documentary institutional case study, it analyses the 2021 programme curriculum and 2024 self-evaluation report through framework-guided thematic document analysis across intended, developed, transition, and recognised employability. The curriculum shows a teacher-centred but diversified graduate profile supported by microteaching, field practice, MBKM, digital and AI learning, research, language development, and entrepreneurship. Of 693 graduates in three reported cohorts, 523 were traced (75.5%); among those traced, 83.9% obtained first employment within six months and 94.1% entered work with high or moderate field relevance. Employer ratings were strongest for ethics, core competence, teamwork, communication, information technology, and self-development, while English was the clearest documented gap. The study proposes a source-traceable curriculum-to-workplace conversion framework for quality assurance in Islamic higher education, while treating the documented sequence as analytical rather than causal.

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ABSTRAK

Employability lulusan dalam pendidikan tinggi Islam sering disimpulkan dari hasil ketenagakerjaan, sementara proses institusional yang menghubungkan kurikulum, pembelajaran berbasis praktik, nilai profesional, transisi lulusan, dan umpan balik pengguna belum terintegrasi secara memadai. Studi ini mengkaji hubungan tersebut pada Program Studi Pendidikan Agama Islam (PAI) UIN Sunan Gunung Djati Bandung. Dengan desain studi kasus institusional berbasis dokumen, penelitian menganalisis kurikulum program tahun 2021 dan laporan evaluasi diri tahun 2024 melalui analisis dokumen tematik berbasis kerangka employability yang direncanakan, dikembangkan, ditransisikan, dan diakui. Kurikulum menunjukkan profil lulusan yang berpusat pada pendidik tetapi terdiversifikasi melalui microteaching, PPL, MBKM, pembelajaran digital dan AI, penelitian, pengembangan bahasa, serta kewirausahaan. Dari 693 lulusan pada tiga kohort yang dilaporkan, 523 terlacak (75,5%); di antara lulusan terlacak, 83,9% memperoleh pekerjaan pertama dalam enam bulan dan 94,1% bekerja dengan relevansi bidang tinggi atau sedang. Pengguna menilai etika, kompetensi inti, kerja sama, komunikasi, teknologi informasi, dan pengembangan diri sangat baik, sedangkan bahasa Inggris merupakan kesenjangan terdokumentasi paling jelas. Studi ini menawarkan kerangka konversi kurikulum-ke-dunia-kerja yang dapat ditelusuri sumbernya untuk penjaminan mutu pendidikan tinggi Islam, dengan menempatkan urutan tersebut sebagai hubungan analitis, bukan kausal.

KATA KUNCI
employability lulusan; pendidikan tinggi Islam; studi kasus dokumenter; transisi lulusan; penjaminan mutu

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Introduction

Graduate employability has become a central concern in higher education because universities are increasingly expected to demonstrate not only what students know at graduation but also how graduates can mobilise knowledge, skills, identities, and networks in changing labour markets. Recent scholarship cautions against equating employability with employment status or a checklist of generic skills. Systematic reviews show that employability models now span human capital, career development, social and psychological resources, identity, and contextual opportunity, while evidence on institutional employability programmes remains uneven in quality and causal strength (Eimer & Bohndick, 2023; Monteiro & Almeida, 2021; Scandurra et al., 2024). Tight (2023) similarly argues that employability has become a core but contested role of higher education, and Healy (2023) reframes careers and employability learning as a pedagogical process that should be embedded across curriculum rather than attached near graduation. This perspective matters for professional programmes because the decisive question is not whether competencies are listed in curriculum documents, but whether students encounter sufficiently authentic opportunities to develop them, whether graduates can enact them during transition, and whether employers recognise them as useful. Global reviews of workplace expectations reinforce this multidimensional view by identifying communication, problem-solving, teamwork, adaptability, digital competence, and continuous learning as recurrent employability requirements rather than isolated technical attributes (Tushar & Sooraksa, 2023).

This problem is particularly salient in undergraduate Islamic Education (Pendidikan Agama Islam, PAI) programmes. Such programmes are expected to prepare educators who combine Islamic disciplinary knowledge, pedagogy, ethical conduct, and social responsibility, while the contemporary labour market also demands digital fluency, data awareness, collaboration, adaptability, and the ability to work across organisational settings. Indonesian scholarship has documented important components of this preparation. Field-introduction programmes can strengthen both hard and soft skills of prospective religious education teachers (Muflihin et al., 2024), while curriculum and leadership scholarship also stresses adaptive institutional learning (Munajat & Muqowim, 2025; Wasehudin et al., 2023), and teacher-leader studies emphasise contextual instructional design and the capacity to adapt learning materials to learner needs (Rahmah et al., 2025). Research on reflective practice, problem-based learning, and higher-order thinking likewise indicates that professional readiness in Islamic education depends on translating religious and pedagogical knowledge into situated judgement and problem solving rather than reproducing content alone (Muttaqin et al., 2025; Nugraha et al., 2024; Purwanto et al., 2023). At the same time, the institutional mandate of PAI programmes has widened: graduates may teach in schools and madrasahs, contribute to educational research, develop learning media, manage educational programmes, or pursue educational entrepreneurship. This expansion raises a conceptual issue that conventional graduate-outcome indicators do not fully resolve: what does it mean for a PAI graduate to be employable when career pathways are increasingly diverse but the curriculum remains strongly anchored in teacher education?

One major strand of employability research points to work-integrated learning (WIL) as a bridge between university learning and occupational performance. Comparative studies distinguish placements, internships, projects, simulations, and other authentic forms of WIL, showing that their contribution depends on the quality of learning design rather than the mere presence of workplace exposure (Jackson & Dean, 2023). Contemporary curriculum work therefore conceptualises WIL as intentional integration

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of academic learning with authentic practice, reflection, assessment, and stakeholder participation (Ferns et al., 2025). Earlier evidence also shows that curricular, co-curricular, extra-curricular learning, and paid work can contribute differently to employability, which means programmes should not assume that one practicum can carry the entire burden of work readiness (Jackson & Bridgstock, 2021). The experience is also socially differentiated: placements may generate very different career narratives for students depending on access, supervision, identity, and prior resources (Dollinger et al., 2024), and inclusive WIL research warns that opportunities and benefits are not automatically distributed equitably (Lasrado et al., 2024). These insights are directly relevant to PAI, where microteaching and school field practice can provide a strong pedagogical pathway but may expose students less systematically to research, educational technology, social-sector work, or entrepreneurship. The analytical issue is therefore how multiple learning experiences combine into an employability pathway, not simply whether a practicum exists.

A second strand shifts attention from educational provision to the conversion of resources during labour-market transition. Graduate capital research argues that degrees and competencies do not become labour-market value automatically; graduates must mobilise educational, social, cultural, identity, and psychological resources within particular opportunity structures. Recent work on employability capitals similarly finds that sustainable employment depends on how graduates activate resources for job obtainment and career development rather than on qualifications alone (Clarke, 2018; Pham et al., 2024). Studies of internships and graduate transitions show that workplace exposure may improve some soft skills while still leaving uncertain pathways to stable employment when experience is narrow or poorly aligned with employer needs (Mseleku, 2024). Digital literacy also increasingly mediates the relationship between work-integrated learning and employability, especially where work processes, communication, and evidence of performance are technology dependent (Adegbite, 2024). Authentic online learning can strengthen students' perceived employability when tasks resemble professional practice and require meaningful problem solving (Martínez-Argüelles et al., 2023). Taken together, this literature suggests that transition should be studied as an active process of conversion and adaptation. It also directs attention to relational resources, supervisors, peers, alumni, mentors, employers, and professional networks, because employability is partly recognised and enabled through social relationships rather than produced by the individual in isolation.

Digital transformation adds a third layer to this problem. In Islamic religious education, studies increasingly document the movement from basic use of digital platforms toward more demanding forms of professional digital competence. Reksiana et al. (2024) found that many PAI teachers remained at the level of using established applications rather than producing more advanced digital learning resources, suggesting a gap between functional adoption and transformative practice. Research on ChatGPT and AI-supported learning materials shows both the potential of generative technologies and the need for verification, ethical judgement, privacy awareness, and pedagogical control (Adiyono et al., 2025; Kurniawan et al., 2024). A recent multi-site study of in-service PAI teacher education similarly argues that digital competence is enacted through institutional conditions, professional judgement, and pedagogical disposition rather than through technical proficiency alone (Ritonga et al., 2026). This aligns with broader teacher-digital-competence research, which distinguishes operational technology use from the capacity to integrate digital tools into pedagogical, assessment, and professional practices (Tzafilkou et al., 2023). For employability research, the implication is

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significant: technology should be treated as a dynamic workplace capability that interacts with pedagogy and ethics, not as a discrete skill that can be checked once in a curriculum matrix.

Despite these advances, three limitations remain visible in the literature relevant to Islamic teacher education. First, employability studies often focus on outcomes, student perceptions, generic skills, or discrete institutional interventions, leaving the institutional sequence that connects curriculum intentions with workplace recognition underexplained (Eimer & Bohndick, 2023; Scandurra et al., 2024). Second, PAI and Islamic-education studies have generated valuable evidence on pedagogy, digital competence, teacher performance, learning assessment, and educational values, but they rarely connect these dimensions to graduates' movement from university into multiple career settings (Ardiansyah et al., 2022; Huriyah et al., 2025; Sholeh et al., 2024). Third, employability in faith-oriented professional education has a distinctive normative dimension: integrity, amanah, responsibility, moderation, tolerance, and service are intended as professional dispositions, yet their place alongside technical competence in employer judgement remains insufficiently specified. Research on spirituality-based Islamic education and contemporary digital religious education demonstrates that values can be integrated with learning design and social responsibility (Chanifah et al., 2021; Maemonah et al., 2022), but institutional evidence connecting those values to graduate-transition and employer-recognition indicators remains limited. These gaps define the study's evidence logic. RQ1 addresses the curriculum and capability-development gap through the 2021 PAI curriculum and the curriculum-implementation evidence reported in 2024; RQ2 addresses the transition-outcome gap through tracer-study waiting-time and field-relevance tables; and RQ3 addresses the recognition and capability-gap question through employer/user ratings and documented programme follow-up.

This study addresses these gaps by conceptualising employability as a curriculum-to-workplace conversion process that can be examined through institutional documentary evidence. The analytical sequence distinguishes intended employability, expressed in graduate profiles and learning outcomes, from developed employability, represented by curriculum and documented learning mechanisms such as microteaching, PPL, MBKM, digital and AI learning, research, language development, and entrepreneurship. It then treats tracer-study waiting time and field relevance as transition outcomes and employer or user ratings as evidence of recognised employability. The sequence does not assume a frictionless pipeline or a causal effect of curriculum on employment. Its incremental value lies in connecting three strands that are commonly analysed separately. Outcome-based employability studies describe employment indicators but do not necessarily show how programme intentions and employer recognition are linked; graduate-capital approaches explain how individuals mobilise resources but are not designed as programme-level documentary audit frameworks; and WIL models illuminate authentic learning and transfer but usually focus on the learning-practice interface rather than the full sequence from curriculum intention to transition and employer feedback. The present framework therefore positions WIL as one capability-development route within a broader institutional evidence chain. The originality is contextual and analytical rather than universal: it integrates disciplinary capability, professional practice, Islamic values, transition indicators, employer recognition, and programme follow-up in one source-traceable structure for Islamic higher-education quality assurance (Dollinger et al., 2024; Healy, 2023; Pham et al., 2024).

The study therefore asks three questions: (RQ1) How does the PAI programme conceptualise and structure graduate employability through graduate profiles, learning

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outcomes, and documented institutional learning mechanisms? (RQ2) What graduate-transition patterns are documented in tracer-study evidence concerning waiting time and field relevance? (RQ3) How do employer or user ratings align with programme-developed capability domains, and what documented gaps and follow-up priorities emerge? The empirical setting is the undergraduate PAI programme at UIN Sunan Gunung Djati Bandung. The programme's 2021 curriculum explicitly defines graduate profiles in relation to society and the world of work, while the 2024 self-evaluation report contains programme-level evidence on curriculum implementation, tracer-study outcomes, field relevance, employer satisfaction, and follow-up actions (Program Studi PAI UIN Sunan Gunung Djati Bandung, 2021, 2024). RQ1 is addressed primarily through the curriculum's graduate-profile, learning-outcome, course-structure, and MBKM evidence, complemented by the 2024 report's implementation record. RQ2 is addressed through Tables 9.1.2.4 and 9.1.2.5 of the self-evaluation report, while RQ3 uses Table 9.1.2.6 and the associated evaluation and follow-up sections. By limiting the evidence base to these traceable institutional sources, the article examines what the programme documents about employability and quality assurance without claiming direct evidence about individual graduates' lived transition mechanisms.

Methods

This study uses a qualitative documentary institutional case-study design to examine how employability is represented, developed, monitored, and evaluated within one bounded Islamic higher-education programme. The bounded case is the undergraduate Islamic Education programme (Pendidikan Agama Islam, PAI) at UIN Sunan Gunung Djati Bandung. A documentary case design was selected because the research questions concern programme-level curriculum architecture, documented learning mechanisms, tracer-study transition indicators, employer evaluation, and institutional follow-up. The study therefore analyses institutional evidence rather than claiming direct access to graduates' lived transition experiences. Case-study logic is used to preserve the relationship among curriculum, programme practice, outcome monitoring, and quality assurance within the same institutional setting (Yin, 2018).

The programme is located in the Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung. The documentary source coverage spans 2021 to 2024 and comprises two formal programme-level sources issued by Program Studi PAI UIN Sunan Gunung Djati Bandung: the 2021 PAI curriculum and the 2024 programme self-evaluation report. The curriculum, implemented from the 2021/2022 academic year, specifies the programme vision, graduate profiles, learning outcomes, course structure, MBKM arrangements, and curriculum-evaluation logic. The self-evaluation report is an institution-produced document covering curriculum implementation, learning facilities, student development, tracer study, field relevance, employer satisfaction, and programme follow-up. The copies analysed are cited in the reference list and are not reproduced as open supplementary files; access to underlying institutional records remains subject to university document-governance arrangements (Program Studi PAI UIN Sunan Gunung Djati Bandung, 2021, 2024).

Source inclusion followed three criteria: a source had to be a formal programme or faculty record connected to the PAI programme, contain evidence relevant to at least one research question, and permit traceability to a named section, table, or curriculum component. The corpus is purposive rather than exhaustive. Other potentially relevant records, including individual course plans, PPL rubrics, meeting minutes, or separate career-support records, were not part of the verified two-document corpus; therefore, no

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claim is made that the corpus represents every programme record. No interview, observation, or participant-based material was analysed. The unit of analysis is the programme-level documentary record, not individual students, graduates, lecturers, or employers.

Analysis combined framework-guided and inductive thematic document analysis. The initial frame comprised intended employability, developed employability, transition outcomes, and recognised employability. These categories captured, respectively, graduate profiles and learning outcomes; documented capability-development routes; tracer-study waiting time and field relevance; and employer/user ratings. Analysis proceeded through repeated reading, extraction, category assignment, cross-document comparison, and analytic memoing (Braun & Clarke, 2021). The audit trail followed the source-to-claim structure summarised in Table 4: each extracted item was linked to its source and locator, assigned to an analytical stage, and classified as direct documentary evidence, a derived calculation, or interpretation. The analysis does not rely on an inter-coder agreement claim; credibility rests on transparent source traceability, calculation checking, and explicit separation of evidence from interpretation.

Quantitative values reported in the Results were treated as descriptive institutional indicators embedded in the documentary case. Counts were transcribed from the self-evaluation report's tracer-study and employer-satisfaction tables and then checked arithmetically. Across three reported cohorts, 523 of 693 graduates were traced, producing a trace rate of 75.5%. Of the 523 traced graduates, 439 obtained first employment in less than six months, yielding 83.9%. High or moderate field relevance was recorded for 492 of 523 traced graduates, yielding 94.1%. Employer-satisfaction percentages are reproduced as institutional survey ratings and are not interpreted as effect sizes. No causal inference is made between curriculum components and employment outcomes because the available documents do not identify exposure intensity, comparison groups, pre-post change, or individual-level linkage between learning experiences and employment.

Rigor was strengthened through source-bounded claims, cross-document comparison where the sources overlapped, calculation checks, and the data-to-framework traceability matrix. Negative and boundary evidence was retained, including the 24.5% tracer nonresponse, the stronger visibility of the teaching pathway, the weaker English rating, and the absence of evidence that follow-up actions caused later rating improvements. Because the 2024 self-evaluation report is institution-produced, it was treated as evidence of reported indicators, evaluations, and responses, not as independent proof of intervention effectiveness. The two-source corpus also limits triangulation: it can compare curriculum intention with institutional evaluation evidence but cannot independently verify graduates' lived transition mechanisms. These safeguards reduce the risk of interpreting institutional self-reporting more strongly than the source base permits.

Several authors are affiliated with UIN Sunan Gunung Djati Bandung, creating an insider relationship to the institutional context. This proximity can support contextual understanding but also creates a risk of confirmation bias. The analysis therefore restricted factual claims to the two identified institutional documents, separated description from interpretation, retained unfavourable and incomplete evidence, and used external scholarship only in the Discussion to interpret rather than manufacture findings. The ethical scope of the reported study is limited to programme-level institutional documents and aggregated tracer and employer-satisfaction data. No direct human-participant procedures, interview records, observations, or identifiable personal

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data are analysed in this article, so no participant-consent claim is made for the reported documentary analysis. Future research involving individual graduates, staff, or employers should follow the applicable institutional ethics, consent, confidentiality, and data-governance procedures before those data are analysed or reported.

Results

The Results are organised by the three research questions and the four stages of the documentary curriculum-to-workplace framework. All findings reported here are derived from the 2021 PAI curriculum and the 2024 self-evaluation report. Programme structures and percentages are treated as institutional documentary evidence, while percentages calculated from source-table counts are identified as derived calculations. The section first examines intended and developed employability in curriculum architecture, then presents tracer-study transition outcomes, and finally analyses employer or user recognition and documented follow-up. This structure keeps descriptive evidence separate from the theoretical interpretation developed in the Discussion.

RQ1: From Intended to Developed Employability

The verified curriculum presents employability indirectly but consistently through the idea of professional roles. It defines a graduate profile as the role expected of a graduate in society and the world of work and identifies the PAI educator as the programme's primary profile. Assistant researcher and PAI edupreneur are complementary profiles. This architecture is important because it shows that teacher preparation is institutionally dominant without making teaching the only conceivable destination. The curriculum-development rationale explicitly links programme revision to technological change, societal need, stakeholder need, KKNI alignment, and MBKM. It therefore embeds labour-market responsiveness inside curriculum governance rather than locating it solely in a career-service function (Program Studi PAI UIN Sunan Gunung Djati Bandung, 2021).

The profile architecture is translated into learning outcomes across attitudes, knowledge, general skills, and specialised skills. The verified document specifies outcomes related to Islamic knowledge, planning and implementation of PAI learning, learning management and evaluation, communication, logical and critical thinking, independent and measurable work, technology-supported learning, social responsibility, academic ethics, and entrepreneurship. The structure can be read as intended employability because it specifies what graduates should be capable of doing rather than merely what content they should have encountered. The curriculum also describes a staged evaluation process from graduate profile to programme learning outcomes and course learning outcomes, reinforcing an outcome-based relationship among institutional vision, expected professional roles, and course-level performance.

Developed employability is visible in the combination of formal courses and practice-oriented mechanisms. The curriculum and self-evaluation documents identify microteaching, field practice/PPL, MBKM opportunities, ICT-related learning, AI for Education, research methodology, statistics, academic writing/publication-related activity, language development, and educational entrepreneurship. The 2024 self-evaluation report lists AI for Education in the programme structure alongside Microteaching and Educational Entrepreneurship, and it documents the role of the microteaching laboratory and school/madrasah partnerships in learning implementation (Program Studi PAI UIN Sunan Gunung Djati Bandung, 2024). These components provide multiple potential routes for employability development: pedagogical performance through microteaching and PPL; digital capability through ICT and AI; analytical

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capability through research and statistics; and career diversification through entrepreneurship and MBKM.

The documentary pattern nonetheless reveals an asymmetry. The educator pathway is the most explicit: its profile is primary, the curriculum contains a dense pedagogical sequence, and microteaching/PPL supply recognisable practice settings. The research and edupreneur profiles are named and supported by relevant courses, but their work-integrated pathways are less structurally visible in the verified documents. Similarly, stakeholder participation is documented in curriculum formulation and evaluation, including alumni and stakeholders, but the available institutional sources provide less evidence that employers systematically co-design authentic tasks or co-assess student performance. Table 1 summarises the verified programme architecture and identifies where its employability connection is explicit and where it remains more indirect.

A further verified feature is that employability-related development is embedded in a formal evaluation logic rather than presented as a one-off curriculum reform. The 2021 curriculum describes evaluation from graduate profiles through programme and course learning outcomes and states that curriculum revision should respond to scientific and technological development, societal need, and stakeholder need. It also positions MBKM as an opportunity for students to gain additional competence outside the programme. The 2024 self-evaluation report extends this institutional picture by documenting digital infrastructure, microteaching facilities, partnership-based field practice, tracer results, employer satisfaction, and follow-up actions connected with graduate outcomes. Together, the documents support a cyclical quality-assurance interpretation in which intended competencies are designed, documented learning mechanisms provide development opportunities, transition and employer indicators are reviewed, and the resulting evidence can inform programme follow-up. The documents do not establish how consistently this cycle operates at individual course level or how quickly feedback changes learning tasks.

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Table 1. Verified curriculum architecture for employability development

Component	Verified institutional form	Employability function	Documentary boundary
Graduate profiles	PAI educator (primary); assistant researcher; PAI edupreneur (complementary)	Defines intended professional roles in society/world of work	Teacher pathway is structurally most explicit
Learning outcomes	Attitudes, knowledge, general skills, specialised skills	Connects Islamic knowledge, pedagogy, communication, critical thinking, technology, responsibility, and entrepreneurship	Employability is distributed rather than named as a standalone construct
Practice mechanisms	Microteaching, PPL, MBKM	Moves capability from course knowledge toward authentic or semi-authentic performance	Verified documents give strongest practice detail for school-based roles
Additional capability routes	ICT/AI, research/statistics, languages, publication-related activity, entrepreneurship	Broadens digital, analytical, communicative, and diversification capacity	External co-designed pathways for non-teaching careers are less visible
Feedback mechanisms	Curriculum evaluation, tracer study, employer/user satisfaction	Provides evidence for programme revision and follow-up	Documents do not demonstrate a longitudinal linkage across all evidence streams

Source: Synthesised from PAI Curriculum 2021 and PAI Self-Evaluation Report 2024.

RQ2: Graduate Transition Outcomes

RQ2 concerns movement from university to work. The verified tracer-study data provide a strong outcome-level picture but do not, by themselves, explain the personal and relational mechanisms behind transition. Across three reported graduation cohorts (TS-4, TS-3, and TS-2), the programme recorded 693 graduates, of whom 523 were traced. Of the traced graduates, 110 obtained their first job in less than three months and 329 within three to under six months. Together, 439 of 523 traced graduates, or approximately 83.9%, obtained first employment within six months. A further 75 entered work between six and under twelve months, while nine required twelve months or more (Program Studi PAI UIN Sunan Gunung Djati Bandung, 2024). The institutional report interprets this as a generally short waiting period for PAI alumni.

Field relevance was also high in the institutional dataset, although the definition used is deliberately broad. The self-evaluation report defines the relevant field as education in a wide sense, including teachers, instructors, trainers, counsellors, course managers, training designers, curriculum developers, and learning-programme designers. Of 523 traced graduates, 407 were classified as having high relevance, 85 moderate relevance, and 31 low relevance. Thus, 492 graduates, or approximately 94.1% of those traced, were in work classified as highly or moderately relevant. This is an important result for interpreting career diversification: the institutional framework does not equate relevance exclusively with being a classroom PAI teacher. It already recognises

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a wider educational labour market, which is consistent with the curriculum's complementary research and edupreneurial profiles.

The tracer data also establish the limits of an outcome-only interpretation. A 75.5% trace rate means that 170 graduates in the three cohorts were not represented in the waiting-time and relevance classifications. The self-evaluation report itself identifies untraced alumni as a programme weakness and records continued tracer activity as a follow-up priority. Consequently, the favourable percentages cannot be generalised without qualification to every graduate in the three cohorts. Waiting time and field relevance also do not reveal job-search strategy, the use of personal or relational resources, changes between jobs, employment quality, or post-graduation upskilling. The documentary evidence therefore answers RQ2 at the level of transition patterns, not at the level of individual mechanisms or causal explanation.

The cohort-level pattern is comparatively stable but not identical. In TS-4, 127 of 155 traced graduates (81.9%) entered first work within six months; the corresponding figures were 173 of 203 (85.2%) in TS-3 and 139 of 165 (84.2%) in TS-2. High-or-moderate field relevance was 92.9% in TS-4, 98.0% in TS-3, and 90.3% in TS-2. These calculations do not justify a trend claim because the number of cohorts is limited and the institutional categories do not control for sector, contract quality, income, or job stability. They do show that the favourable overall result is not produced by a single cohort. The variation in relevance is therefore treated as a boundary condition for the programme-level finding rather than as evidence of a linear improvement or decline.

Table 2. Tracer-study waiting time and field relevance across three reported cohorts

Indicator	TS-4	TS-3	TS-2	Total
Graduates	280	221	192	693
Traced graduates	155	203	165	523
First job < 3 months	32	41	37	110
First job 3 to < 6 months	95	132	102	329
First job 6 to < 12 months	25	27	23	75
First job ≥ 12 months	3	3	3	9
High field relevance	116	159	132	407
Moderate field relevance	28	40	17	85
Low field relevance	11	4	16	31

Source: PAI Self-Evaluation Report 2024, Tables 9.1.2.4 and 9.1.2.5. Calculated totals: 83.9% of traced graduates entered first work within six months; 94.1% had high or moderate field relevance.

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RQ3: Recognised Employability and Documented Capability Gaps

Employer/user evaluation provides a verified basis for RQ3. In the 2024 self-evaluation report, 94.66% of user ratings for graduate ethical behaviour were in the 'very good' category, while 92.37% rated performance related to core competence as very good. Teamwork received 91.98% very good and communication 92.75% very good. Information-technology use was rated very good by 93.13%, and self-development by 91.6%. These figures indicate a strong pattern of recognition across professional conduct, core capability, collaboration, communication, and functional technology use. Importantly, ethics is the highest-rated domain, supporting the proposition that values-oriented professional conduct is not merely a curriculum aspiration but a dimension visible to users (Program Studi PAI UIN Sunan Gunung Djati Bandung, 2024).

English is the clear exception. Only 43.51% of user ratings placed English ability in the very-good category; 34.73% rated it good and 21.76% sufficient. No other reported domain displayed a comparable concentration below 'very good'. The self-evaluation report therefore identifies foreign-language development as an area needing further attention and records follow-up through language programmes and TOEFL-related development. Within the seven capability domains actually measured by the employer/user instrument, English is the clearest documented alignment gap between the generally favourable pattern of employer recognition and a substantially weaker rating profile. The aggregate instrument does not show whether this pattern differs by employment sector, job role, or workplace task, so sector-specific consequences are not inferred from the Results.

The employer-satisfaction instrument does not directly measure several capabilities often discussed in contemporary workplace literature, including advanced data use, project management, AI literacy, professional portfolio presentation, budgeting, or cross-sector reporting. These domains are therefore not reported as verified strengths or gaps in this study. The distinction matters because the strong rating for information technology may reflect functional digital competence without showing whether graduates can use analytics, automation, AI, or workplace-specific platforms at an advanced level. Likewise, a high communication score does not disaggregate communication with parents, cross-functional project teams, community organisations, or bureaucratic reporting. Table 3 therefore reports only the seven capability domains measured in the institutional user survey. The absence of additional domains from the instrument is treated as a measurement boundary, not as evidence that graduates lack those capabilities.

The self-evaluation report also records programme follow-up actions that correspond directly to the seven user-rated domains. Ethical and integrity development is linked to character education and social engagement; core competence to practice-oriented learning and religious-content enrichment; teamwork to collaborative coursework and student organisation; communication to classroom presentation and Qur'anic literacy activities; English to TOEFL-oriented support; information technology to ICT training; and self-development to entrepreneurship seminars and student competition. These actions are evidence that employer feedback is not merely reported descriptively. Nevertheless, the documentation does not provide pre-post measures showing whether each intervention improved the corresponding user rating, nor does it identify which cohorts received which intervention intensity. The verified result is therefore one of institutional responsiveness, not demonstrated intervention effectiveness. This distinction is important for the later discussion of employability governance and quality assurance.

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Table 3. Employer/user satisfaction with graduate capability domains

Capability domain	Very good (%)	Good (%)	Sufficient (%)	Less (%)
Ethical behaviour	94.66	5.34	0	0
Performance related to core competence	92.37	7.63	0	0
Teamwork	91.98	8.02	0	0
Communication	92.75	7.25	0	0
English language	43.51	34.73	21.76	0
Information-technology use	93.13	6.87	0	0
Self-development	91.60	8.40	0	0

Source: PAI Self-Evaluation Report 2024, Table 9.1.2.6. Percentages are institutional user-satisfaction ratings, not effect sizes.

Across the three research questions, the two institutional sources support a four-part documentary sequence. Graduate profiles and learning outcomes articulate intended employability; courses and documented learning practices provide routes for developed employability; tracer-study waiting time and field relevance provide transition indicators; and employer satisfaction provides evidence of recognised employability. Programme follow-up recorded in the self-evaluation report adds a feedback connection to curriculum and capability development. Table 4 makes the evidence-to-framework mapping explicit, while Figure 1 visualises the sequence. The framework is analytical rather than causal: it identifies how institutional evidence can be connected for quality assurance, but it does not demonstrate that any specific curriculum component caused a particular employment or employer-rating outcome.

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Table 4. Data-to-framework traceability for the documentary employability framework

Framework stage	Documentary evidence	Source mapping	Interpretive status
Intended employability	Graduate profiles and programme/course learning outcomes	PAI Curriculum 2021: graduate profile and learning-outcome sections	Direct documentary evidence
Developed employability	Coursework; microteaching; PPL; MBKM; digital and AI learning; research; languages; entrepreneurship	PAI Curriculum 2021: course structure and MBKM sections; Self-Evaluation Report 2024: curriculum implementation	Direct documentary evidence of provision, not individual learning effects
Transition outcomes	Waiting time to first employment and field relevance across TS-4, TS-3, and TS-2	Self-Evaluation Report 2024, Tables 9.1.2.4 and 9.1.2.5	Direct counts plus derived percentages
Recognised employability	Employer/user ratings across seven capability domains	Self-Evaluation Report 2024, Table 9.1.2.6	Direct aggregated institutional survey evidence
Feedback and follow-up	Language, ICT, practice, character, teamwork, communication, and entrepreneurship follow-up actions	Self-Evaluation Report 2024: user-satisfaction follow-up and evaluation sections	Evidence of institutional responsiveness; effectiveness not demonstrated

Source: Authors' synthesis from PAI Curriculum 2021 and PAI Self-Evaluation Report 2024. Interpretive status distinguishes direct evidence, derived calculations, and analytical interpretation.

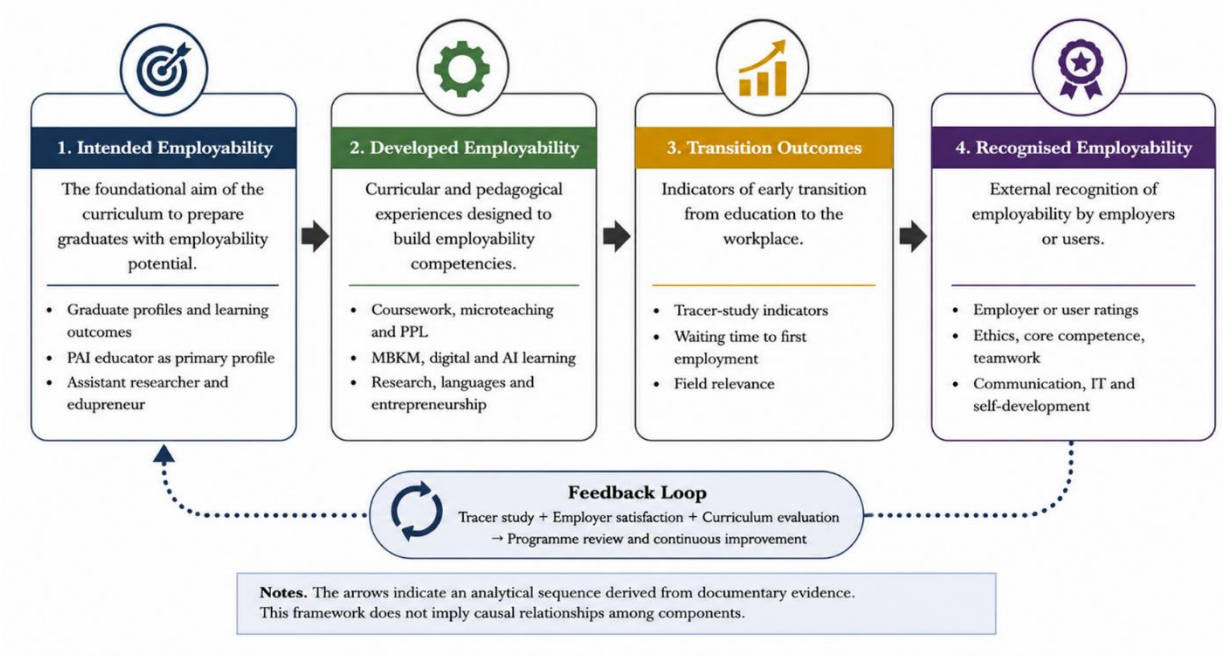

Figure 1. Documentary curriculum-to-workplace employability framework.

Source: Authors' analytical construction from PAI Curriculum 2021 and PAI Self-Evaluation Report 2024. Arrows represent an analytical sequence and feedback logic, not demonstrated causal effects.

Discussion

The central interpretive claim is that employability in this PAI case is best understood as a conversion problem rather than a graduate-attribute inventory. The curriculum contains capabilities that contemporary employability frameworks consider important, including disciplinary knowledge, professional practice, communication, critical thinking, technology use, responsibility, and entrepreneurship, yet the analytical value lies in how programme evidence connects those capabilities to transition indicators, employer recognition, and follow-up. This interpretation is consistent with systematic reviews that reject narrow skill lists and emphasise multidimensional, contextual, and developmental conceptions of employability (Eimer & Bohndick, 2023; Tushar & Sooraksa, 2023). It also aligns with Healy's (2023) argument that careers and employability learning should be treated as a curriculum-wide pedagogical process rather than an add-on service. At the same time, the framework differs in analytical purpose from adjacent approaches. Graduate-capital research is primarily concerned with how individuals mobilise resources in opportunity structures, while WIL scholarship concentrates on the design and transfer value of authentic learning. The present documentary framework uses those insights to organise programme-level evidence across four decision points: intended employability for curriculum expectations, developed employability for capability-development provision, transition outcomes for graduate monitoring, and recognised employability for employer evidence, with follow-up feeding programme review. The PAI case adds a values-oriented professional layer because competence is not separated from akhlak, responsibility, moderation, and ethical conduct. The strongest employer rating for ethics indicates that this value-oriented dimension is institutionally recognised, while the English result shows that normative-professional strength does not remove the need for technical and communicative development.

RQ1 indicates that employability is institutionally distributed rather than concentrated in a single course. This distributed architecture has advantages. It allows employability to be developed through disciplinary learning, pedagogical practice, research, digital learning, languages, and entrepreneurship, avoiding the reduction of employability to generic career workshops. It also resembles contemporary WIL thinking, which treats employability development as an integrated curriculum design problem (Ferns et al., 2025). Jackson and Dean (2023) show that different forms of WIL contribute differently to employability, while Jackson and Bridgstock (2021) demonstrate that curricular, co-curricular, extra-curricular, and work experiences each have distinct value. In the PAI curriculum, microteaching and PPL are especially visible as pedagogical WIL because they require students to move from knowledge about teaching to observable teaching performance. The key design implication is that this logic should be made equally explicit for complementary career profiles. Research-oriented students need authentic inquiry projects with external or institutional users; edupreneurial students need client-, community-, or market-facing projects; and digitally oriented students need portfolio-producing tasks evaluated against authentic standards. This broadening is consistent with evidence that enterprise capabilities can be developed through deliberately designed

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work-integrated environments rather than entrepreneurship modules alone (Jackson et al., 2022).

The strong position of microteaching and PPL should therefore be interpreted as both an asset and a boundary condition. WIL research consistently warns that the presence of a placement does not guarantee broad employability development. Quality depends on task authenticity, supervision, reflection, assessment, access, and integration with academic learning (Ferns et al., 2025; Fleming et al., 2021). Inclusive WIL scholarship further demonstrates that students can experience placements differently depending on identity, access to resources, and workplace conditions (Lasrado et al., 2024). Dollinger et al. (2024) conceptualise placement learning through the career stories students are able to construct, reminding programmes that similar placements can lead to unequal professional meaning. For PAI, this means PPL should not be viewed only as evidence that the university has exposed students to a school. Its educational value depends on the complexity and authenticity of the tasks students perform. The current documentary corpus confirms the structural presence of microteaching and PPL but cannot determine how individual students experienced supervision, feedback, professional communication, or reflective improvement.

The complementary profiles are particularly important because the tracer-study definition of field relevance is broader than classroom teaching. The institutional report includes instructors, trainers, counsellors, course managers, training designers, curriculum developers, and learning-programme designers as educationally relevant work. This undermines a simplistic matched or mismatched binary. Contemporary employability scholarship likewise suggests that career outcomes should be interpreted through the capabilities graduates mobilise and the quality and sustainability of work, not only by occupational title. Pham et al. (2024) show that employability capitals can support both employment obtainment and longer-term career sustainability, while Mseleku (2024) demonstrates that transition programmes can produce useful capabilities without automatically generating stable employment. A PAI graduate in educational technology, community education, training, or educational entrepreneurship may draw on pedagogical communication, curriculum understanding, religious knowledge, ethical judgement, and digital capability. The documentary evidence therefore supports an analytical distinction among direct alignment, transferable alignment, and weak alignment, while aggregate tracer categories cannot classify the capability use of individual graduates.

RQ2 highlights the difference between favourable institutional outcomes and explanatory knowledge. Across the three reported cohorts, 523 of 693 graduates were traced, a coverage rate of 75.5%. Among those traced, 83.9% entered first work within six months and 94.1% were classified in high or moderate field relevance. These are encouraging programme-level indicators, but the denominator matters: the percentages describe traced respondents rather than every graduate, and 24.5% of the three cohorts are outside the tracer dataset. The available figures also do not explain why transition succeeded or failed for particular graduates. Capital-and-agency perspectives clarify what the documents cannot observe. Employability resources do not operate automatically; they must be recognised, combined, presented, and used within concrete opportunity structures (Pham et al., 2024). Research on digital literacy in WIL similarly suggests that learning resources become employability resources when students can transfer them into workplace action (Adegbite, 2024), while authentic learning can strengthen the perceived relationship between university learning and future work (Martínez-Argüelles et al., 2023). The present evidence therefore supports a careful distinction: institutional

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documents can establish reported transition outcomes, whereas job-search strategy, confidence, networking, family support, mentoring, and post-graduation upskilling remain outside the evidentiary reach of this study and should not be inferred from short waiting times.

The documentary corpus provides only limited direct evidence on career-support processes, which is itself relevant to the conversion framework. Higher-education employability programmes can improve skills and labour-market outcomes, but the evidence base is heterogeneous and depends on design and implementation quality (Scandurra et al., 2024). Healy (2023) argues for careers learning that is embedded, developmental, and integrated with students' disciplinary identities. For a PAI programme with several possible career pathways, this literature suggests that employability support should extend beyond vacancy information near graduation. Career learning can help students identify transferable capabilities, build professional narratives and portfolios, understand recruitment, and connect with alumni and employers across schools, madrasahs, educational technology, research, training, community organisations, and entrepreneurship. Healy et al. (2023) further show how professional networking platforms can be pedagogically integrated into careers learning. These are evidence-based design implications, not findings that the present programme already implements each form of support.

RQ3 provides an especially important insight into Islamic professional values. The employer survey gives ethics the highest very-good rating among the reported domains. This indicates that value-oriented professional conduct is visible within the programme's employer-recognition evidence rather than remaining only a curriculum aspiration. Recent Islamic-education research similarly shows that religious values can be connected to contextual pedagogy, reflective practice, social responsibility, and professional judgement (Chanifah et al., 2021; Nugraha et al., 2024; Purwanto et al., 2023). Teacher-performance research also stresses that professional quality is multidimensional and depends on continuous assessment and development rather than qualification alone (Huriyah et al., 2025). The important qualification is that ethical recognition does not substitute for technical competence. A high ethics rating does not by itself demonstrate advanced assessment practice, data use, language ability, project management, or digital fluency. The conceptual contribution is therefore not that Islamic values are an alternative to employability skills, but that they can be examined as a cross-cutting professional resource alongside technical, pedagogical, and relational capabilities.

The English-language result demonstrates why alignment must be examined at domain level. User ratings were very strong for ethics, core competence, teamwork, communication, information technology, and self-development, but markedly weaker for English. The curriculum already contains general English and English for Islamic Studies, and the self-evaluation report documents follow-up through TOEFL-related support. The contrast therefore shows that curricular exposure and institutional requirements should not be treated as equivalent to strong employer-recognised capability. In the four-stage framework, English represents the clearest documented alignment gap between capability-development provision and employer recognition. The broader significance is interpretive rather than measured by the employer survey itself. In professional environments where access to research, software documentation, professional development, or international networks depends partly on English, weaker language capability can plausibly constrain opportunity, but the present aggregate data cannot identify which occupations, sectors, or tasks are most affected. This qualification is consistent with future-skills research that treats communication, digital fluency,

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adaptability, and lifelong learning as interacting capacities rather than isolated competencies (Kotsiou et al., 2022).

Digital competence presents a more complex picture. Employer ratings of information-technology use are high, while Islamic-education studies caution that functional technology use may coexist with limited pedagogical transformation. Reksiana et al. (2024), for example, found extensive use of common digital applications but limited production of more advanced digital teaching materials. Ritonga et al. (2026) similarly conceptualise professional digital competence as situated judgement shaped by pedagogical disposition and institutional conditions. Studies of ChatGPT and AI in PAI demonstrate both potential gains and the importance of ethical verification and pedagogical control (Adiyono et al., 2025; Kurniawan et al., 2024). Broader teacher-competence research also distinguishes technological operation from pedagogically meaningful integration (Tzafilkou et al., 2023). Accordingly, the high institutional IT rating should not be interpreted as evidence that advanced AI, analytics, automation, or data-informed decision making are fully developed. The evidence supports the narrower conclusion that users generally recognise the programme's reported information-technology capability. The institutional survey does not establish the threshold between functional competence and more demanding workplace-specific digital capability.

Assessment is crucial to that distinction because employability claims become stronger when programmes can show authentic evidence of performance. Online-assessment scholarship in Islamic education emphasises rubrics, student-centred assessment, collaborative assessment, feedback, and alignment between assessment technique and learning objectives (Ardiansyah et al., 2022). Work-integrated learning research likewise treats assessment and reflection as central to converting experience into learning (Ferns et al., 2025). The PAI curriculum's outcome structure creates a foundation for such alignment, but employability could be made more visible by mapping selected learning outcomes to authentic artefacts: teaching portfolios, assessment designs, digital learning products, research briefs, community projects, entrepreneurship prototypes, reflective PPL evidence, and employer-informed tasks. Such evidence would serve two purposes. Internally, it would strengthen programme assurance that learning outcomes are enacted rather than merely stated. Externally, it would help graduates communicate competence to employers, reducing the information gap between transcript grades and workplace capability.

The feedback loop is best interpreted as an institutional quality-assurance logic rather than a demonstrated causal mechanism. The curriculum is intended to respond to stakeholder needs, while the self-evaluation report records tracer evidence, employer-satisfaction evidence, and follow-up actions including language strengthening, ICT development, practice-oriented learning, and entrepreneurship. This creates the documentary conditions for a recurring review cycle, but it does not show that any follow-up action produced a later improvement in employer ratings. Systematic-review evidence indicates that employability interventions are often evaluated locally and episodically, limiting cumulative learning about what works (Scandurra et al., 2024). For PAI quality assurance, the practical decision-use of the framework is therefore diagnostic: intended employability checks whether programme outcomes specify relevant professional roles; developed employability checks whether learning provision offers credible routes to those outcomes; transition indicators show what is visible in graduate entry to work; recognised employability identifies capability domains that users value or rate less strongly; and follow-up records how the programme responds. Repeated use of those

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evidence points can guide review, but intervention effectiveness requires stronger longitudinal or linked designs.

Seen from a quality-assurance perspective, this cycle reframes employability as a governance problem as well as a pedagogical one. The programme possesses several evidence streams, including learning outcomes, practice-based learning, tracer data, employer ratings, and self-evaluation follow-up, but their analytical value increases when they are connected over time. Eimer and Bohndick (2023) show that employability models differ in the extent to which they connect individual resources with institutional and contextual conditions, while Scandurra et al. (2024) caution that programme evaluations often lack designs capable of identifying which interventions generate which outcomes. For PAI, an evidence-informed employability dashboard should therefore avoid reducing quality to a single employment rate. A more defensible set of indicators would connect transition speed, relevance, employer-recognised capability domains, participation in authentic learning, language and digital evidence, and documented follow-up actions. Repeated use of those indicators could help determine whether identified gaps persist after curriculum interventions, converting accreditation-oriented reporting into organisational learning.

This feedback logic also has implications for stakeholder participation. Curriculum consultation with alumni and users is valuable, but recent WIL scholarship encourages deeper forms of partnership in which workplace actors contribute to authentic problems, supervision, mentoring, and assessment. Fleming et al. (2021) highlight the educational role of workplace supervisors in facilitating transfer, while Ferns et al. (2025) conceptualise WIL curriculum as a deliberate integration of academic and workplace learning. In PAI, co-creation need not mean surrendering academic authority to employers. Rather, schools, madrasahs, edtech organisations, community institutions, and alumni can help specify current professional tasks and standards, provide real problems, evaluate portfolios, and identify emerging capabilities. This would be particularly useful for the less explicit non-teaching pathways. It would also create a more diverse employer ecology so that the programme does not infer the entire labour market from school-based practice.

The implications extend beyond one programme because Indonesian Islamic higher education is simultaneously negotiating curriculum flexibility, digital transformation, and the preservation of distinctive religious-educational purposes. Research on Merdeka-oriented Islamic education highlights the opportunity to make learning more flexible and context responsive without dissolving institutional identity (Wasehudin et al., 2023), while recent PAI studies show that digital, pedagogical, and leadership capabilities are becoming inseparable from professional practice (Munajat & Muqowim, 2025; Ritonga et al., 2026). The present case suggests that employability policy should not be framed as pressure to vocationalise PAI narrowly. A stronger response is to make the existing educational mission more convertible: broaden authentic contexts, clarify non-teaching pathways, strengthen language and digital capability, and create feedback structures in which graduates and users help test whether learning outcomes remain occupationally legible. This preserves disciplinary and Islamic purposes while increasing the transparency of their workplace value.

The study's main scholarly contribution is a documentary curriculum-to-workplace conversion framework. Existing employability models provide broad conceptual resources, but this case specifies four source-traceable stages within a faith-oriented professional programme: intended employability in profiles and outcomes; developed employability through curriculum and documented institutional learning; transition

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outcomes through labour-market entry and field relevance; and recognised employability through user evaluation. Its incremental value is not the invention of a new universal employability theory. Rather, it provides a programme-level audit structure that links outcome indicators, graduate-capital insights about resource conversion, and WIL insights about authentic capability development without collapsing them into one construct. The framework adds two contextual refinements. First, Islamic professional values are treated as cross-cutting professional resources that can be examined alongside, rather than substituted for, technical capability. Second, alignment is treated as a spectrum in which curriculum capabilities may be directly aligned with teaching, transferable to adjacent educational work, or weakly connected to employment. This contextual analytical contribution extends the developmental and contextual emphasis of recent employability scholarship (Eimer & Bohndick, 2023; Healy, 2023) and gives Islamic higher-education programmes a transparent structure for connecting curriculum evidence, graduate indicators, employer recognition, and quality-assurance follow-up.

The documentary design also defines clear boundary conditions. First, the corpus consists of two institutional sources, so the study can analyse programme architecture and aggregate outcome indicators but cannot explain individual graduates' agency, networks, job-search decisions, or lived workplace adaptation. Second, tracer data cover 523 of 693 graduates, which means nonresponse may conceal different transition experiences and requires caution when generalising the reported percentages. Third, employer satisfaction is aggregated into seven capability domains and cannot reveal sector-specific expectations, employment quality, or causal relationships between curriculum components and workplace performance. Fourth, the self-evaluation report documents follow-up actions but provides no pre-post evidence demonstrating their effectiveness. Future research can extend the documentary framework through ethically approved interviews, longitudinal graduate tracking, sector-specific employer evidence, and repeated measures that link programme changes to subsequent outcomes. Such work would test and refine the framework's explanatory reach rather than being required to validate the documentary findings reported here.

Conclusion

This documentary case study shows that employability in the PAI programme can be traced institutionally from professional intention to capability-development provision, graduate-transition indicators, and employer recognition. The 2021 curriculum identifies the PAI educator as the primary graduate profile while also recognising assistant-researcher and educational-entrepreneur roles. Relevant capabilities are distributed across programme learning outcomes, disciplinary coursework, microteaching, PPL, MBKM, digital and AI learning, research, language development, and entrepreneurship. The 2024 tracer data indicate relatively favourable early transition among respondents: 523 of 693 graduates were traced (75.5%); among those traced, 83.9% obtained first employment within six months and 94.1% were classified in work with high or moderate field relevance. Employer data show very strong recognition of ethics, core competence, teamwork, communication, information technology, and self-development, while English is the clearest documented capability gap. These findings support an employability interpretation that is broader than employment status alone and that connects curriculum design with programme-level transition and recognition evidence without implying individual-level causality.

The principal scholarly contribution is a four-stage documentary curriculum-to-workplace conversion framework consisting of intended employability, developed

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employability, transition outcomes, and recognised employability. Its value lies in making the evidence chain visible and auditable within a faith-oriented professional programme and in combining programme-level outcome monitoring with insights from graduate-capital and WIL scholarship. Islamic professional values, particularly ethical conduct, can be examined as cross-cutting professional resources without being treated as substitutes for pedagogical, communicative, digital, analytical, or language capability. For programme development, the framework offers a quality-assurance diagnostic: curriculum expectations can be reviewed against documented learning provision, transition indicators, employer-recognised capability domains, and recorded follow-up. This can help programmes identify where alignment is strong and where further evidence or intervention is needed. The framework remains analytical rather than causal; the documents do not demonstrate that specific learning activities caused particular employment outcomes or employer ratings, and the value of follow-up actions must be assessed through stronger subsequent evidence.

The study is limited by its documentary corpus and aggregate indicators. Two institutional documents provide strong traceability for curriculum architecture, tracer statistics, employer ratings, and documented follow-up, but they cannot recover individual graduate trajectories, relational resources, sector-specific workplace demands, or the quality and sustainability of employment. The tracer dataset covers 523 of 693 graduates, so the reported transition percentages do not represent every graduate in the three cohorts. Employer satisfaction is also aggregated into seven domains and does not assess several advanced capabilities separately. Future research should therefore combine the documentary framework with ethically governed longitudinal graduate data, verified qualitative accounts from graduates and employers, and sector-specific evidence on capability use. Repeated employer assessment linked to curriculum review would be especially useful for distinguishing persistent capability gaps from temporary transition difficulties and for testing whether programme interventions alter subsequent workplace recognition. Comparative studies across Islamic teacher-education programmes could also examine whether the four-stage evidence structure travels across institutional contexts or requires adaptation to different graduate profiles, labour markets, and quality-assurance systems.

AI Disclosure

The authors used ChatGPT (OpenAI) for structural drafting, language editing, literature organisation, and Microsoft Word formatting. The authors reviewed the AI-assisted output and verified the institutional data, calculations, references, interpretations, and final wording. The authors take full responsibility for the accuracy, originality, and integrity of the manuscript.

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Author Contributions

CRediT: Mursidin: Formal analysis, Validation, Writing - review & editing; Saca Suhendi: Methodology, Investigation; Mulyawan Safwandy Nugraha: Conceptualization, Writing - original draft; A. Heris Hermawan: Resources, Writing - review & editing; Nadira Salsabila: Supervision, Resources, Writing - review & editing.

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Disclosure Statement / Conflict of Interest

The authors declare that there is no potential conflict of interest related to this article.

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