

Development of a *Maqasid al-Shari'ah*-Based Islamic Balanced Scorecard for Performance Measurement of a Sharia Accounting Study Program

Ramadhani Irma Tripalupi^{1*}, Eha Hasni Wahidhani², Naila Sri Sukma Ayu³,
Hurriyah Mujahidah⁵, Lita Wulantika⁶

^{1,3}Faculty of Islamic Economics and Business, UIN Sunan Gunung Djati
Bandung, Indonesia

²Faculty of Islamic Economics, Universitas Nusa Bangsa Bogor, Indonesia

⁴Sekolah Bisnis dan Manajemen, Institut Teknologi Bandung, Indonesia

⁵Universitas Komputer Indonesia Bandung, Indonesia

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Corresponding Author:

Abu Yazid Albastomi
Ramadhani Irma Tripalupi

Email:

ramadhanijmatripalupi@uinsgd.ac.id

ABSTRACT

Introduction: The transformation of Islamic higher education requires the Sharia Accounting Study Program to have a performance measurement system that is not only oriented towards organizational efficiency but also represents Sharia values, ethics, and governance. The conventional Balanced Scorecard (BSC) still has limitations in integrating academic achievement with moral and social responsibility. These issues indicate the need for a performance measurement framework capable of linking organizational performance, academic quality, and Sharia values in an integrated manner. The significance of this study lies in the development of a performance measurement framework tailored to the characteristics of the Sharia Accounting Study Program, which can serve as a basis for aligning organizational strategy with Islamic values. This study aims to identify strategic dimensions, develop Sharia-based performance indicators, and establish an Islamic Balanced Scorecard Framework (IBSC) for the Sharia Accounting Study Program at an Islamic university in Indonesia.

Methods: The research uses a Design Science Research (DSR) approach through literature synthesis, framework development, and expert validation of performance indicators. Seven experts validated the 15 indicators in terms of relevance, clarity, and appropriateness using Aiken's V coefficient.

Results: The research resulted in an IBSC with 15 indicators across five perspectives: Financial Sustainability, Stakeholder, Internal Process, Learning and Growth, and Islamic Value Creation. Validation by seven experts using Aiken's V coefficient showed that 10 indicators met the content validity criteria based

on Mean V, while 5 indicators required revision, with an overall average value of 0.774. These results indicate that the framework has an adequate basis of content validity at the development stage, while the indicators that did not meet the criteria serve as a basis for refining the framework.

Results: The research resulted in an IBSC with 15 indicators across five perspectives: Financial Sustainability, Stakeholder, Internal Process, Learning and Growth, and Islamic Value Creation. Validation by seven experts using Aiken's V coefficient showed that 10 indicators met the content validity criteria based on Mean V, while 5 indicators required revision, with an overall average value of 0.774. These results indicate that the framework has an adequate basis of content validity at the development stage, while the indicators that did not meet the criteria serve as a basis for refining the framework.

Conclusion and suggestion: Islamic Value Creation is a major conceptual contribution by integrating Maqasid al-Shari'ah, amanah, sharia compliance, integrity, professional ethics, social responsibility, and sustainability. IBSC contributes to the development of the Islamic Management Control System and can serve as a basis for strategic decision-making aligned with Islamic values. This study is limited to the development stage and expert content validation; therefore, the effectiveness of IBSC implementation cannot yet be determined. Further research is recommended to empirically test the application of IBSC across various Islamic universities and assess the framework's effectiveness and generalizability.

Keywords: Design Science Research; Islamic Balanced Scorecard; Islamic Management Control System; Islamic Value Creation; Strategic Performance Measurement

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INTRODUCTION

The currents of globalization and digitalization encourage universities to have a performance measurement system that is much more strategic, accountable, and sustainable (Cosa & Torelli, 2024). The performance measurement paradigm is no longer sufficiently focused on administrative and financial aspects and needs to be expanded to include academic quality, stakeholders, internal processes and governance, and organizational development (Ilyasin & Zamroni, 2017; Kumar et al., 2025). The Balanced Scorecard (BSC) approach is relevant to use as a solution because it is not only able to translate vision and strategy into integrated indicators (Camilleri, 2021) but also strengthens governance for the sake of sustainable performance of higher education (De Jesus Alvares Mendes Junior & Alves, 2023; Tripalupi et al., 2024). Changes in the higher education environment have exposed universities to increasingly complex demands, such as financial sustainability, academic quality, graduate competence, stakeholder accountability, and the ability to adapt to technological developments and societal needs (Camilleri, 2021; Al-Filali et al., 2024; Shahidi Hamedani et al., 2024). In Islamic higher education institutions, educational outcomes encompass not only academic competence but also the formation of

ethical character and Islamic values; therefore, a performance measurement system is needed that can represent both academic achievement and Islamic values in a more integrated manner.

However implementation in higher education needs to adapt to the characteristics of institutions focused on public services and social benefits, so that their management is not identical to that of business organizations that prioritize efficiency and effectiveness (New Public Management) (Santati et al., 2022). This condition is becoming increasingly important for Islamic higher education. Moreover, with the rapid growth of the global sharia economy, strengthening human resources is becoming increasingly crucial. The required human resources are not only professionally competent but also grounded in sharia principles (Haniffah et al., 2023; Ilyasin & Zamroni, 2017). The Sharia Accounting Study Program faces more specific challenges because it is required not only to produce competent graduates but also graduates who possess integrity, trustworthiness, professional ethics, and a strong understanding of sharia principles (Violita et al., 2025). However the performance measurement system in the study program does not fully represent Islamic Value Creation (Wahib et al., 2024). The measurements still tend to emphasize academic, administrative, and financial aspects. This limitation has the potential to cause mission drift, namely a shift in the orientation of Islamic higher education towards solely material achievement (Mergaliyev et al., 2021). Although previous research emphasizes the importance of strategic management-based governance (Heaton et al., 2023) and leadership based on Islamic values (Alazmi & Bush, 2024; Zahiri & Sahal, 2025), the development of the BSC model, which is specifically applied to Islamic universities, is still limited, especially the Sharia Accounting Study Program (Ilyasin & Zamroni, 2017; Maryani & Yulianti, 2023; Violita et al., 2025). This condition illustrates the need for a performance measurement framework that links organizational achievements to Sharia values and objectives, so that performance measurement not only reflects operational achievements but also the creation of values aligned with the characteristics and objectives of Islamic higher education. Previous studies have shown that the BSC can link strategic objectives with performance measures in higher education.

The diverse characteristics and needs of higher education institutions indicate the need for performance measurement perspectives that are better suited to each institution (Camilleri, 2021; De Jesus Alvares Mendes Junior & Alves, 2023). In Islamic higher education, the Balanced Scorecard (BSC) has been applied as an instrument for assessing institutional performance and facilitating efforts to enhance organizational outcomes (Ilyasin & Zamroni, 2017; Maryani & Yulianti, 2023). However these studies have not developed a value creation perspective based on Maqasid al-Shari'ah for the Sharia Accounting Study Program. Haniffah et al. (2023) Haniffah et al. (2023) showed that Islamic principles can serve as a foundation for developing performance measurement systems, while Dasmadi et al. (2024) examined the relationship between Maqasid al-Shari'ah and organizational performance. These findings provide a basis for integrating Islamic principles and Maqasid al-Shari'ah into performance measurement. However, such integration in the form of an Islamic Balanced Scorecard (IBSC) has not yet been specifically developed for the Sharia Accounting Study Program.

The BSC has evolved from being a mere performance measurement instrument into a strategic management system that helps organizations align their vision, strategy, and long-term value creation (Anam, 2024; Kaplan & Norton, 2005). The flexibility of the BSC concept allows its application in various sectors, including higher education, which has multidimensional and socially oriented characteristics (Camilleri, 2021). However recent

studies show that implementing BSC still requires developing a model better suited to the organization's characteristics to integrate aspects of sustainability and organizational values more systematically (De Jesus Alvares Mendes Junior & Alves, 2023). This study employs the BSC as a strategic performance measurement framework and Maqasid al-Shari'ah as the foundation of Islamic values. The BSC links vision, strategy, objectives, and performance indicators, whereas Maqasid al-Shari'ah provides the value orientation for developing the Islamic Value Creation Perspective. The integration of the two forms the conceptual basis for developing the IBSC for the Sharia Accounting Study Program. Based on these needs, this study develops and evaluates a conventional BSC model through a Design Science Research (DSR) approach. This method is applied to produce a performance measurement framework with five perspectives that are more relevant to the characteristics of the Sharia Accounting Study Program (Santati et al., 2022; Violita et al., 2025). The framework consists of four perspectives derived from the BSC framework and one additional perspective representing value creation based on Sharia principles. The novelty of this research lies in the development of a BSC contextualized with Sharia values by integrating the Islamic Value Creation Perspective as an additional perspective within the performance measurement framework of the Sharia Accounting Study Program. Through expert validation and literature synthesis, the developed performance measurement framework is expected to link operational efficiency to the sustainable achievement of educational goals grounded in Sharia values.

The novelty of this study lies in the integration of the BSC as a strategic performance measurement framework, Maqasid al-Shari'ah as the foundation of Islamic values, and Islamic Value Creation as the value creation orientation. The application of the BSC as a performance measurement approach has received attention in studies of higher education institutions with diverse characteristics, including Islamic higher education institutions (Camilleri, 2021; De Jesus Alvares Mendes Junior & Alves, 2023; Ilyasin & Zamroni, 2017; Maryani & Yulianti, 2023), related research has also examined performance measurement frameworks that incorporate Islamic principles as their underlying foundation principles (Haniffah et al., 2023). This study develops an Islamic Value Creation Perspective grounded in Maqasid al-Shari'ah and integrates it into the BSC for the Sharia Accounting Study Program. This framework emphasizes that performance measurement in the Sharia Accounting Study Program requires the integration of strategic performance and Islamic value objectives. The BSC provides a performance measurement structure that integrates various organizational dimensions (Kaplan & Norton, 1992; Camilleri, 2021), while Maqasid al-Shari'ah provides a value orientation that can serve as the basis for performance measurement grounded in Islamic principles (Mergaliyev et al., 2021; Dasmadi et al., 2024). Therefore this study proposes the design proposition that integrating Maqasid al-Shari'ah into the BSC through the Islamic Value Creation Perspective can serve as the basis for developing the IBSC for the Sharia Accounting Study Program. This proposition is not intended to empirically test causal relationships; rather, it serves as the basis for designing and evaluating the developed model (artifact) within the DSR approach (Hevner et al., 2004; Peffers et al., 2007; Venable et al., 2016).

These characteristics also indicate that the study program's success needs to be viewed more broadly. This success is measured not only by academic quality and operational effectiveness but also by financial resilience, a pillar of development (Camilleri, 2021; Makki & Al-Filali, 2024). This capacity must be accompanied by the ability to create academic, professional, and social values (Violita et al., 2025; Wahib et al., 2024). Therefore the Islamic Value Creation Perspective was developed as a fifth perspective to complement

the conventional BSC perspective and to represent the values characteristic of sharia-based education (Haniffah et al., 2023; Mergaliyev et al., 2021). This perspective is built on the framework of Maqasid al-Shari'ah (Mergaliyev et al., 2021) and an Islamic principle-based performance measurement approach (Haniffah et al., 2023). This framework positions Maqasid al-Shari'ah as the foundation of values, translated into dimensions of value creation and further represented through performance indicators aligned with the characteristics of the Sharia Accounting Study Program. This integration is achieved by incorporating sharia values, integrity, trustworthiness, professional ethics, and social responsibility into the value-creation process. The developed framework not only maintains the BSC's function as a strategic alignment tool but also expands the scope of performance measurement to align with the educational objectives and values inherent in the Sharia Accounting Study Program.

Based on this gap, this study utilizes the DSR approach to develop and evaluate a BSC-based performance measurement framework (Hevner et al., 2004; Peffers et al., 2007). The developed framework integrates five perspectives: Financial Sustainability, Stakeholder Perspective, Internal Process Perspective, Learning and Growth Perspective, and Islamic Value Creation Perspective. The performance framework is then evaluated and refined through expert validation to ensure the validity of the indicator content (Aiken, 1985; Lynn, 1986). This research makes the Sharia Accounting Study Program the locus for developing and validating the framework. The implementation of the model is intended to contribute conceptually to an Islamic value-based management control system and to support the strategic governance of the study program (Haniffah et al., 2023; Wahib et al., 2024). This perspective is designed so that the performance management of Islamic higher education institutions not only focuses on operations but also prioritizes ethics, accountability, and sharia compliance (Haniffah et al., 2023; Kaplan & Norton, 2005; Mergaliyev et al., 2021). The development of the BSC framework provides a theoretical contribution to the development of performance measurement components in the study of the Islamic Management Control System (IMCS) in the Islamic higher education sector (Haniffah et al., 2023; Kumar et al., 2025). This framework can practically serve as a guide for managers of the Sharia Accounting Study Program. This guide helps build a relevant performance measurement system (Camilleri, 2021; De Jesus Alvares Mendes Junior & Alves, 2023). It is hoped that the resulting framework can serve as an alternative approach to integrating academic quality and professional competence with Islamic values in a sustainable manner (Auda, 2025; Wahib et al., 2024).

Based on the framework and contributions presented, this study focuses on developing and evaluating the validity of the Islamic Balanced Scorecard (IBSC) as a strategic performance measurement instrument for the Sharia Accounting Study Program, with the Islamic Value Creation Perspective as a distinguishing element relative to the conventional BSC framework. The main objective of this study is to develop and evaluate an IBSC framework capable of integrating strategic performance measurement with Sharia values and objectives in the Sharia Accounting Study Program. The research is specifically directed at: (1) identifying relevant strategic dimensions; (2) developing performance indicators based on sharia principles; and (3) producing a performance measurement framework that is developed and validated based on the relevance, clarity, and suitability of the indicators (Venable et al., 2016). This research contributes to the study of Sharia Management Accounting by developing an internal control system that encompasses academic, organizational, and financial governance (Haniffah et al., 2023; Wahid, 2024). This performance measurement system also creates a balance between sharia values,

social welfare, and the Sustainable Development Goals (SDGs) agenda (Auda, 2025; Mergaliyev et al., 2021; Tlemsani et al., 2025).

LITERATURE REVIEW

Balanced Scorecard in Strategic Performance Measurement

Balanced Scorecard (BSC) serves as a strategic performance measurement framework that integrates financial and non-financial aspects to translate an organization's vision and strategy. This framework addresses the limitations of conventional performance measurement, which focuses solely on financial aspects. This measurement framework translates an organization's vision and strategy into four perspectives: financial, customer, internal business processes, and learning and growth (Kaplan & Norton, 2005). BSC then developed into a strategic management system that not only measures performance but also aligns strategy with organizational implementation and control (Kaplan & Norton, 2005). This flexibility is what allows the BSC to be adopted across various sectors, including higher education, which has diverse goals and stakeholders and requires adjustments to the characteristics and goals of its institutions (Camilleri, 2021; De Jesus Alvares Mendes Junior & Alves, 2023). The development of the performance measurement system's ability to provide relevant and timely information is important to support the organization's strategic decision-making (Cosa & Torelli, 2024).

Previous research and development show that BSC functions not only as a performance measurement instrument but also as part of a Management Control System (MCS), integrating financial and non-financial indicators to strengthen the achievement of organizational goals sustainably (Malmi & Brown, 2008). However its implementation in the higher education sector requires adjustments to the institution's unique mission and values. Specifically for Islamic institutions, the value creation dimension must include divine accountability and alignment with sharia principles, in addition to economic and social aspects (Haniffah et al., 2023; Hudaefi & Beik, 2021; Wahib et al., 2024). This condition presents an opportunity to develop a more relevant BSC framework by integrating Islamic value dimensions into performance measurement, thereby distinguishing Islamic educational institutions. In this study the BSC is positioned as a framework that links vision, objectives, performance indicators, and organizational control. Its application in the Sharia Accounting Study Program needs to take Sharia values and objectives into account so that performance measurement not only indicates the level of achievement but also reflects the value created in accordance with Islamic principles. This view forms the basis for developing the Islamic Value Creation Perspective within the IBSC framework.

Balanced Scorecard in Islamic Higher Education

The implementation of the BSC in higher education requires consideration of the characteristics of organizations with academic and social goals in addition to organizational efficiency goals. These institutions differ from business organizations in that their success is determined not only by financial efficiency but also by the quality of education, research, community service, human resource development, and the ability to meet stakeholder needs (Camilleri, 2021). This allows the BSC to link academic objectives with organizational governance needs in a more integrated manner. On the other hand the implementation of the BSC, which relies solely on four conventional perspectives, requires adjustments to accommodate the characteristics of Islamic higher education, particularly in the dimensions

of values, ethics, and social responsibility (De Jesus Alvares Mendes Junior & Alves, 2023). Previous studies have shown that Islamic higher education requires a performance measurement system that integrates academic achievement with sharia values and principles. This condition is increasingly relevant for the Sharia Accounting Study Program, which aims to produce not only professionally competent graduates but also those with integrity and adherence to Sharia principles. Study program performance needs to be assessed more broadly through financial, academic, and operational indicators, as well as value creation in accordance with Islamic principles (Haniffah et al., 2023). Based on these characteristics, this study developed the Islamic Balanced Scorecard Framework (IBSC) to integrate the study program's strategic objectives with sharia values. The literature indicate that the characteristics of Islamic higher education require the BSC to be adapted so that performance measurement reflects not only organizational achievement but also its alignment with Islamic values. Therefore, this study uses these characteristics as the basis for modifying the BSC, while Maqasid al-Shari'ah serves as the foundation for determining the values represented in performance measurement.

Islamic Value Creation in the Balanced Scorecard

From an Islamic economic perspective, value creation is directed not only toward material achievements but also toward *maslahah*, justice, trust, and benefits for stakeholders (Mergaliyev et al., 2021). This principle is rooted in Maqasid al-Shari'ah, which prioritizes the protection of religion (*hifdz ad-din*), soul (*hifdz an-nafs*), reason (*hifdz al-'aql*), descendants (*hifdz an-nasl*), and property (*hifdz al-mal*) as the core teachings of sharia (Dasmadi et al., 2024; Mergaliyev et al., 2021). In higher education, the implementation of these principles can be achieved by strengthening integrity and professional ethics, increasing competence, promoting social responsibility, and enhancing sharia governance (Haniffah et al., 2023). Previous studies emphasized the need for integration of sharia-based value creation in performance measurement, so this study developed the Islamic Value Creation Perspective as the fifth perspective in the BSC to represent the sharia value dimensions that have not been explicitly accommodated in the four conventional perspectives (Dasmadi et al., 2024; Wahib et al., 2024). This perspective serves as a key differentiator linking organizational performance to the values of sharia, trustworthiness, *maslahah* (benefit), professional ethics, and social responsibility. The integration of these values is also closely linked to the principles of sustainability and the SDGs, particularly in the areas of human development, social responsibility, and justice (Tlemsani et al., 2025). IBSC not only measures the achievement of performance targets, but also considers the alignment of processes and results with the values that constitute the organization's mission. In this study Maqasid al-Shari'ah serves as the value foundation, which is translated into Islamic Value Creation and subsequently operationalized through performance indicators suited to the characteristics of the Sharia Accounting Study Program. Islamic Value Creation thus serves as the link between Sharia objectives and performance measurement within the IBSC.

Islamic Balanced Scorecard Conceptual Framework

Based on the synthesis of previous theories and studies, this research develops IBSC as a strategic performance measurement framework for the Sharia Accounting Study Program. This model adopts four conventional BSC perspectives, namely Financial Sustainability, Stakeholders, Internal Process, and Learning and Growth, which are then aligned with the characteristics of Islamic higher education (Ilyasin & Zamroni, 2017; Kaplan & Norton, 2005). Islamic Value Creation is then integrated as the fifth perspective,

representing the dimensions of sharia, integrity, professional ethics, maslahah, and social responsibility (Dasmadi et al., 2024; Haniffah et al., 2023; Mergaliyev et al., 2021; Wahib et al., 2024). The framework was then operationalized into 15 strategic performance indicators. These indicators map five key aspects: financial sustainability, stakeholder service, academic processes and governance, human resource development and innovation, and sharia value creation. The IBSC framework structure is designed to link the vision and mission of the Sharia Accounting Study Program with the five strategic perspectives, 15 performance indicators, and continuous evaluation and improvement. Conceptually, this relationship can be illustrated as follows:



Figure 1. IBSC Conceptual Framework for the Sharia Accounting Study Program

Based on this framework, 15 strategic performance indicators were developed to operationalize the synthesis of theory and the context of the Sharia Accounting Study Program. The four BSC perspectives provide the structure for performance measurement, while Islamic Value Creation provides a value dimension grounded in Islamic principles. The next step was expert validation to assess the relevance, clarity, and appropriateness of the indicators before they were adopted into the final framework. The conceptual framework was then evaluated through expert validation to assess the relevance, clarity, and appropriateness of each indicator before being adopted into the final framework. The development and evaluation process was conducted using the Descriptive Survey (DSR) approach, as described in the methods section

METHOD

This study employs a Design Science Research (DSR) approach to develop and evaluate the Islamic Balanced Scorecard (IBSC) as a strategic performance-measurement artifact for the Sharia Accounting Study Program. DSR was chosen because it focuses on developing an artifact with a theoretical basis while also providing practical solutions for organizations by integrating a knowledge base and an application environment (Hevner et al., 2004). Peffers et al. (2007) place problem identification, solution goal setting, artifact development and demonstration, evaluation, and communication of results as important

stages in the DSR methodology. The framework developed builds on the four perspectives of the conventional BSC (Kaplan & Norton, 2005) and incorporates the Islamic Value Creation Perspective as the fifth perspective to represent the characteristics of Islamic higher education (Haniffah et al., 2023; Mergaliyev et al., 2021). The five perspectives are operationalized into 15 strategic performance indicators, including three indicators in the Islamic Value Creation Perspective that represent sharia values based on Maqasid al-Shari'ah, integrity and trustworthiness, as well as professional ethics and sustainable social responsibility. The initial framework was then evaluated through expert validation to assess the validity of the indicator content for relevance, clarity, and appropriateness, using Aiken's V. Qualitative expert input was used to refine the framework, including strengthening aspects related to Sharia risk management and digital performance information systems (Cosa & Torelli, 2024).

The unit of analysis is the Sharia Accounting Study Program at an Islamic higher education institution in Indonesia. The research data consist of conceptual and evaluative data. Conceptual data were obtained through a literature synthesis on the Balanced Scorecard, strategic performance measurement, Management Control Systems, Maqasid al-Shari'ah, Islamic Value Creation, Sharia accounting, and Islamic higher education. Evaluative data were obtained from seven experts and served as the basis for assessing the developed framework.

Research Stages

The research was carried out through two main stages, namely framework development and expert validation, in accordance with the DSR (DSR) principles (Hevner et al., 2004; Peffers et al., 2007). Framework development was carried out through identifying needs and synthesizing literature on BSC, Management Control System, Islamic accounting, and Islamic higher education to formulate five perspectives and 15 performance indicators (Dasmadi et al., 2024; Kumar et al., 2025; Mergaliyev et al., 2021; Slamet et al., 2022). The next stage is expert validation of the initial framework by seven experts to assess the validity of each indicator's content across three assessment aspects (Lynn, 1986). The research flow is summarized as follows:

Problem identification → Literature synthesis → Initial framework development → Indicator formulation → Expert validation → Aiken's V analysis → Indicator refinement according to evaluation results → Final IBSC

Figure 2. Research Flow of IBSC Development

In the framework development stage, a focused literature review was used to identify aspects, dimensions, and indicators suited to the performance measurement needs of the Sharia Accounting Study Program. The literature synthesis integrated the four BSC perspectives with the characteristics of Islamic higher education and the Islamic Value Creation Perspective grounded in Maqasid al-Shari'ah (Mergaliyev et al., 2021; Haniffah et al., 2023; Dasmadi et al., 2024). In the expert validation stage, the experts' assessments produced quantitative data in the form of scores and qualitative data in the form of comments or recommendations. The scores were analyzed using Aiken's V, while the qualitative input was used to refine the wording and substance of the indicators until the final IBSC was obtained.

Expert Panel and Validation Instrument

Validation involved seven experts purposively selected for their competence and experience in accounting, management accounting, sharia accounting, economics or finance, and higher education management. The validators' identities are presented anonymously with codes V1–V7. The validation instrument consists of 15 indicators grouped into Financial Sustainability, Stakeholder Perspective, Internal Process Perspective, Learning and Growth Perspective, and Islamic Value Creation Perspective. Each indicator is assessed for relevance, clarity, and appropriateness using a five-category Likert scale, yielding 45 Aiken's V coefficients. Sharia value mapping is conducted during the conceptualization and operationalization stages of the indicators, while Aiken's V is used to assess indicator content validity. The Aiken's V value is not interpreted as a measure of the level of implementation of Sharia values, but as a measure of the extent to which the indicators designed to represent these values are deemed relevant, clear, and appropriate by the experts (Aiken, 1985). The experts were selected purposively to ensure that the assessments came from individuals with competence and experience relevant to the IBSC domain and the context of the Sharia Accounting Study Program. Each indicator was rated on a 1–5 scale, with higher scores indicating a more positive assessment of the attribute being evaluated. A total of 315 rating scores were obtained from 15 indicators, three aspects, and seven experts ($15 \times 3 \times 7$). Aiken's V was then calculated for each indicator on each aspect, while the mean V was used to provide an aggregate overview of the validation results.

Data Analysis

The assessment data of seven experts were analyzed using Aiken's V coefficient for each indicator and assessment aspect (Aiken, 1985). The coefficient is calculated using the equation:

$$V = \Sigma(r - l_0) / [n(c - 1)]$$

Description: V is the content validity coefficient, Aiken's V; r is the score given by each validator; l_0 is the lowest score in the assessment scale; n is the number of validators; and c is the number of assessment categories. In this study, $l_0 = 1$, $n = 7$, and $c = 5$, so the formula becomes $V = \Sigma(r - 1) / 28$. Each score given by the validator is subtracted from the lowest score in the assessment scale. All the results are then added up and divided by $n(c-1)=7(4)=28$.

Aiken's V critical value of 0.75 was used to inform decisions at the 5% significance level. Indicators with a Mean $V \geq 0.75$ were deemed to meet content validity criteria, while indicators with a Mean $V < 0.75$ were determined to be revised. The evaluation results were used as the basis for refining the IBSC framework. The Aiken's V results were then combined with the experts' comments and recommendations to determine how the indicators should be refined. Qualitative considerations were used to ensure that the indicators not only met the numerical criteria but were also substantively appropriate to the context and objectives of performance measurement in the Sharia Accounting Study Program (Lynn, 1986; Aiken, 1985). The analysis was descriptive-evaluative, with Aiken's V serving as the quantitative technique for evaluating content validity and expert input serving as the basis for refining the framework. The revised indicators were then compiled into the final IBSC framework

RESULT AND ANALYSIS

Identification of Strategic Performance Dimensions

Based on the literature synthesis and the management needs of the Sharia Accounting Study Program, this study identified five strategic perspectives as the basis for developing the IBSC (Qathrunnada et al., 2026; Slamet & In'am Esha, 2022). The four BSC perspectives were retained as the basis for performance measurement in the IBSC and were then adapted to the characteristics of Islamic higher education (Ilyasin & Zamroni, 2017; Camilleri, 2021). These adaptations focused on resource sustainability, accountability to stakeholders, the quality of academic processes, and organizational capacity development. The fifth perspective is the Islamic Value Creation Perspective, which is the distinguishing feature of the developed IBSC framework (Mergaliyev et al., 2021; Wahib et al., 2024). This perspective ensures that performance achievement is oriented not only toward organizational effectiveness but also reflects the values of Maqasid al-Shari'ah, amanah (trustworthiness), integrity, professional ethics, social responsibility, and sustainability aligned with the SDGs (Nurindrasari et al., 2018; Mergaliyev et al., 2021). Together these five perspectives form the basis for translating the vision and mission of the Sharia Accounting Study Program into more comprehensive performance measures.

Table 1. Strategic Performance Dimensions in IBSC

Perspective	Performance Measurement Focus
<i>Financial Sustainability</i>	Sustainability of financial resources, effectiveness and efficiency of fund management, and orientation towards financial blessings.
<i>Stakeholder Perspective</i>	Quality of academic services, stakeholder needs, accountability to society, and graduate relevance.
<i>Internal Process Perspective</i>	The quality of academic governance, sharia compliance, and the effectiveness of the learning, research, and community service processes
<i>Learning and Growth Perspective</i>	Development of intellectual-spiritual competencies of lecturers and educational staff, utilization of technology, quality culture, and organizational innovation capacity.
<i>Islamic Value Creation Perspective</i>	Implementation of Maqasid al-Shari'ah, trustworthiness, justice ('adl), integrity, professional ethics, social responsibility, and sustainability in line with the SDGs.

Source: Author, 2026

Development of Sharia-Based Performance Indicators

These five dimensions are then broken down into 15 performance indicators to measure the study program's strategic achievements (Ilyasin & Zamroni, 2017; Qathrunnada et al., 2026). The development of indicators takes into account the characteristics of Islamic higher education and the need for measurement that integrates organizational, academic, and sharia-value aspects. Indicators for Financial Sustainability include the adequacy of financial resources, budget effectiveness and efficiency, funding sustainability, and financial blessing orientation. The Stakeholder Perspective covers the quality of academic services, curriculum relevance, and graduate competency. The Internal Process Perspective covers learning effectiveness, the integration of research and community service, and academic governance and Sharia compliance. The Learning and Growth dimension focuses on strengthening the intellectual-spiritual competency of lecturers and educational staff, providing digital technology infrastructure, and developing a culture of quality and organizational innovation (Djamarah, 2026).

The Islamic Value Creation Perspective is realized through three indicators that emphasize the implementation of sharia values based on Maqasid al-Shari'ah, integrity and trustworthiness, and professional ethics and sustainable social responsibility (Mergaliyev et al., 2021; Shaharuddin et al., 2026). Through this approach, Islamic values are not treated only as conceptual additions but are translated into indicators that experts can assess.

Table 2. Performance Indicators in the Islamic Balanced Scorecard Framework

Perspective	Performance Indicators
<i>Financial Sustainability</i>	1. Adequacy of Financial Resources; 2. Budget Effectiveness & Efficiency; 3. Funding Sustainability & Financial Blessing Orientation.
<i>Stakeholder Perspective</i>	4. Quality of Academic Services for Stakeholders; 5. Relevance of the Curriculum to Stakeholder Needs; 6. Relevant Graduate Competencies.
<i>Internal Process Perspective</i>	7. Effectiveness of Learning and Academic Competency Development; 8. Integration of Research and Community Service; 9. Academic Governance and Integration of Sharia Compliance
<i>Learning and Growth Perspective</i>	10. Intellectual-Spiritual Competence of Lecturers and Education Personnel; 11. Digital Technology Infrastructure; 12. Quality Culture & Organizational Innovation Capacity.
<i>Islamic Value Creation Perspective</i>	13. Implementation of Sharia Values based on Maqasid al-Shari'ah; 14. Integrity & Trustworthiness of Lecturers, Education Personnel, and Students; 15. Professional Ethics and Sustainable Social Responsibility.

Source: Author, 2026

The three indicators in the Islamic Value Creation Perspective demonstrate that sharia values are directly integrated into performance measurement. This illustrates that the developed framework not only maintains the BSC's role as a strategic measurement tool but also incorporates the dimensions of ethics, integrity, trustworthiness, and welfare into organizational value creation (Haniffah et al., 2023; Mergaliyev et al., 2021).

Expert Validation and Finalization of the Framework

Validation was conducted for 15 indicators using seven expert assessments on a 1–5 Likert scale. Each indicator was assessed based on three aspects: relevance, clarity, and appropriateness. These three aspects served as evidence of the indicator's content validity through assessments of relevance, clarity, and appropriateness. The value of each aspect was calculated using Aiken's V coefficient as described in the methods section (Aiken, 1985). The following is an example of the calculation for Indicator 1 based on the results of expert validation: The adequacy of financial resources in the relevance aspect was assessed by seven validators with scores of 3, 5, 4, 5, 2, 5, and 4. The magnitude of $I_0=1$, $n=7$, and $c=5$, the calculation of Aiken's V is:

$$V = \frac{\sum(r-1) / n(c-1)}{7(5-1)}$$

$$V = \frac{(3-1)+(5-1)+(4-1)+(5-1)+(2-1)+(5-1)+(4-1)}{7(5-1)}$$

$$V = 21/28 = 0.750$$

The Aiken's V value for Indicator 1 in the relevance aspect is 0.750. The same calculation was performed for the clarity and appropriateness aspects of this indicator, as well as for all 15 indicators. Thus the 15 indicators, each assessed on three aspects, yielded 45 Aiken's V values from a total of 315 expert rating scores (15 indicators × 3 aspects × 7 experts). These values are then presented at the indicator and assessment aspect levels.

Furthermore the average indicator (Mean V) was calculated based on the three assessment aspects to provide an overview of the validation results for each indicator. Then the overall average of the 45 Aiken's V values was calculated to provide an aggregate overview of the framework's content validation results. The calculation results show that Aiken's V values for the relevance aspect range from 0.714 to 0.857, the clarity aspect from 0.679 to 0.821, and the suitability aspect from 0.679 to 0.857. The average value of each aspect is 0.788 for relevance, 0.764 for clarity, and 0.769 for suitability. The overall average of the 45 Aiken's V values is 0.774, providing an aggregate picture of the framework's content validity. However decisions for each indicator are based on the Mean V across the three assessment aspects.

To determine the decision for each indicator, the study used Aiken's V critical value from the Aiken table for seven validators and five assessment categories at a significance level of 5%. Indicators with a Mean V ≥ 0.75 are deemed to meet content validity. Indicators with a Mean V < 0.75 are designated for revision. This threshold is used to ensure that decisions about indicators remain consistent with the number of validators and the assessment scale.

Table 3. Results of Indicator Content Validation Using Aiken's V

No.	Performance Indicators	Relevance (V)	Clarity (V)	Suitability (V)	Mean V	Decision
1	Adequacy of Financial Resources	0.750	0.714	0.679	0.714	Needs revision
2	Budget Effectiveness and Efficiency	0.857	0.786	0.786	0.810	Fulfil
3	Funding Sustainability & Financial Blessing Orientation	0.786	0.714	0.750	0.750	Fulfil
4	Quality of Academic Services for Stakeholders	0.821	0.821	0.857	0.833	Fulfil
5	Relevance of Curriculum to Stakeholder Needs	0.750	0.714	0.750	0.738	Needs revision
6	Relevant Graduate Competencies	0.786	0.750	0.714	0.750	Fulfil
7	Effectiveness of Learning & Academic Competency Development	0.714	0.714	0.750	0.726	Needs revision
8	Integration of Research & Community Service	0.714	0.679	0.714	0.702	Needs revision
9	Academic Governance and Sharia Compliance Integration	0.786	0.786	0.821	0.798	Fulfil
10	Intellectual-Spiritual Competence of Lecturers and Education Personnel	0.786	0.821	0.786	0.798	Fulfil
11	Digital Technology Infrastructure	0.786	0.714	0.714	0.738	Needs revision
12	Organizational Quality Culture & Innovation Capacity	0.786	0.786	0.786	0.786	Fulfil

No.	Performance Indicators	Relevance (V)	Clarity (V)	Suitability (V)	Mean V	Decision
13	Implementation of Sharia Values based on Maqasid al-Shari'ah	0.821	0.821	0.821	0.821	Fulfil
14	Integrity & Trustworthiness of Lecturers, Education Personnel, and Students	0.857	0.821	0.821	0.833	Fulfil
15	Professional Ethics & Sustainable Social Responsibility	0.821	0.821	0.786	0.810	Fulfil
Overall average		0.788	0.764	0.769	0.774	Fulfil

Source: Author, 2026

The results show that 10 of the 15 indicators meet the content validity limit, while 5 require revision: indicators 1, 5, 7, 8, and 11. The revision was carried out primarily to clarify the wording and strengthen the suitability of the indicators with the measured aspects. The indicator with the highest value is the Quality of Academic Services for Stakeholders and the Integrity and Trustworthiness of Lecturers, Education Personnel and Students (Mean V = 0.833). The second value is the Implementation of Sharia Values based on Maqasid al-Shari'ah (Mean V = 0.821). The lowest score was found in the Integration of Research & Community Service (Mean V = 0.702). The Adequacy of Financial Resources and the Effectiveness of Learning and Academic Competency Development had the same Mean V value of 0.714.

In the Islamic Value Creation Perspective, all indicators obtained average scores at or above the critical limit: 0.821 for the implementation of sharia values based on Maqasid al-Shari'ah, 0.833 for integrity and trustworthiness, and 0.810 for professional ethics and social responsibility. These results indicate that, based on the expert panel's evaluation, all three indicators met the established content validity criteria; therefore, Sharia values, amanah, integrity, and professional ethics can be retained in the framework (Mergaliyev et al., 2021; Haniffah et al., 2023). Qualitative input from experts enriches and refines the framework developed through quantitative assessment, particularly by strengthening aspects of sharia risk management and digital performance information systems. These two elements are not treated as additional indicators in Aiken's V calculation because they are not included in the initial 15 indicators. However, they are used to strengthen the final design to be more responsive to the demands of governance and digital transformation in the Society 5.0 era (Cosa & Torelli, 2024; Djamarah, 2026; Shahidi Hamedani et al., 2024)

The overall validation results indicate that the developed IBSC has adequate content validity and can be refined through limited revisions to indicators falling below the critical value. These evaluation results formed the basis for developing the final IBSC, which integrates five perspectives and 15 performance indicators, and were further strengthened by input from validators on sharia risk management and digital performance information systems. These findings reflect the development and expert evaluation stages only and therefore cannot yet be used to draw conclusions about the effectiveness of the IBSC in implementation or its impact on the study program's performance. The development and evaluation process was conducted using the Discourse-Based Regression (DSR) approach, as described in the methods section (Hevner et al., 2004; Peffers et al., 2007).

DISCUSSION

Strategic Dimensions for Measuring the Performance of Islamic Accounting Study Programs

This study identified five strategic dimensions for measuring the performance of the Sharia Accounting Study Program: Financial Sustainability, Stakeholder Perspective, Internal Process Perspective, Learning and Growth Perspective, and Islamic Value Creation Perspective. The findings directly address the first objective of the study: identifying strategic dimensions as the basis for developing a performance measurement system for the Sharia Accounting Study Program. Support for the content validity of the three indicators in the Islamic Value Creation Perspective suggests that the Sharia value dimension can be operationalized within the performance measurement system, rather than merely serving as a normative basis. The three indicators are: the Implementation of Sharia Values based on Maqasid al-Shari'ah (Mean V = 0.821); Integrity and Trustworthiness of Lecturers, Education Personnel, and Students (Mean V = 0.833); and Professional Ethics and Sustainable Social Responsibility (Mean V = 0.810). These findings indicate that the Sharia value aspect has received support from the expert panel for inclusion in the performance measurement framework for the Sharia Accounting Study Program. The findings are consistent with research emphasizing the importance of integrating Islamic values, Maqasid al-Shari'ah, trust, ethics, and social responsibility into the management of Islamic education (Haniffah et al., 2023; Mergaliyev et al., 2021).

These findings indicate that study program performance is reflected not only in academic outputs but also in the value generated through integrity, trust, Sharia compliance, and social responsibility. This is consistent with Haniffah et al. (2023) who showed that Islamic principles can be translated into performance measurement systems through indicators that can be evaluated. These findings indicate that measuring the performance of sharia-based study programs should encompass administrative and operational aspects and reflect the institution's values and goals (Alazmi & Bush, 2024; Fathana et al., 2024; Ilyasin & Zamroni, 2017). The integration of the values of Maqasid al-Shari'ah, trust, integrity, professional ethics, and social responsibility also strengthens the value-creation orientation that aligns with sustainability (Dasmadi et al., 2024; Mergaliyev et al., 2021; Tlemsani et al., 2025). In relation to the research problem, these findings indicate that performance measurement focusing only on financial, service, process, and organizational capacity aspects does not fully capture the character of the Sharia Accounting Study Program. The Islamic Value Creation Perspective complements such measurement by linking organizational performance with the value objectives of Islamic educational institutions.

These five dimensions then became the conceptual basis for developing the IBSC. The BSC concept, from perspectives one to four, was adapted to translate the organization's vision and strategy into integrated performance indicators (Kaplan & Norton, 2005). A BSc in higher education can link strategic objectives with academic processes and the needs of various stakeholders (Camilleri, 2021). However the results of the framework development indicate that the four classical perspectives need to be adjusted to represent the characteristics and mission of the Sharia Accounting Study Program. This finding supports De Jesus Alvares Mendes Junior & Alves (2023), who state that implementing the BSC in higher education must be tailored to the organization's characteristics and strategic values. Therefore the Islamic Value Creation Perspective was added as the fifth perspective to represent dimensions of Sharia values that are not explicitly covered by the four conventional BSC perspectives. The addition of this perspective is a major conceptual

contribution of this research because it expands the BSC from a multidimensional performance measurement framework to one that explicitly operationalizes sharia values in the context of Islamic higher education. This perspective expands the function of the BSC from merely measuring organizational achievement to a framework that also considers sharia-based value creation, social responsibility, and sustainability. This research contribution is not simply adopting the conventional BSC but adapting it by adding dimensions that represent the characteristics and strategic objectives of Islamic higher education (Auda, 2025; Maryani & Yulianti, 2023). These findings show that the IBSC retains the BSC principle of linking strategy with performance measurement while adapting the content of its measures to the characteristics of Islamic higher education. In the DSR approach, these five dimensions form the basis for developing a conceptual framework that is then operationalized through indicators and evaluated through expert validation (Hevner et al., 2004; Peffers et al., 2007; Venable et al., 2016).

Development of Performance Indicators for Islamic Accounting Education

The second objective of this study was to develop performance indicators that align with the characteristics of sharia-based accounting education. Through expert validation, 15 performance indicators yielded Aiken's V values ranging from 0.679 to 0.857, demonstrating content validity based on an assessment of the indicators' relevance, clarity, and suitability (Aiken, 1985). These results demonstrate that the developed indicators have a strong foundation for representing all strategic dimensions identified in the previous stage (Bohe & Kober, 2015; Camilleri, 2021). The findings illustrate that measuring the performance of the Sharia Accounting Study Program requires indicators that not only assess the effectiveness of academic management but are also able to reflect the goals of Islamic education in producing graduates who fulfill the aspects of competence, integrity, sharia values, as well as social responsibility towards society (Haniffah et al., 2023; Violita et al., 2025). The IBSC indicators help the study program see the relationship between the resources used, the processes carried out, and the results achieved. Thus, performance measurement covers not only financial, human resource, technological, and academic process aspects but also graduate competence, service quality, Sharia compliance, and social value.

From the perspective of Financial Sustainability, indicators focus on the ability of study programs to maintain the sustainability of financial resources, the effectiveness and efficiency of fund management, the sustainability of funding, and orientation towards financial benefits to support the sustainability of educational, research, and community service activities (Al-Filali et al., 2024; Makki & Al-Filali, 2024; Nurindrasari et al., 2018). This indicates that financial sustainability is a prerequisite for maintaining the continuity of academic activities. This finding is consistent with Al-Filali et al. (2024), who identify financial sustainability as a key challenge for universities and show that strategy maps and the BSC can help universities manage their financial sustainability. Meanwhile the Stakeholder Perspective emphasizes the relevance of graduate competencies to the needs of the halal industry and to the public's expectations of accounting professionals who uphold ethical values, as reflected in the quality of academic services, curriculum relevance, and graduate competencies (Camilleri, 2021; Violita et al., 2025). This finding is consistent with Violita et al. (2025), who highlight the need to refine the Sharia Accounting curriculum to better meet industry needs by strengthening risk management, management control systems, the digital economy, ethics, governance, and data analytics. This suggests that performance measurement should consider the study program's ability to adapt its curriculum to changing professional needs.

The Internal Process and Learning and Growth perspectives strengthen aspects of learning quality, academic innovation, development of lecturer and education staff competencies, and institutional readiness in facing changes in the higher education environment through strengthening the effectiveness of learning and development of academic competencies, integration of research and community service, academic governance and sharia compliance, utilization of learning technology, as well as quality culture and organizational innovation capacity (Camilleri, 2021). The two perspectives complement each other in building the study program's capacity to improve the quality of academic processes and outcomes on a sustainable basis. This finding strengthens the argument (Bobe & Kober, 2015). Knowledge-based organizations require a broader performance measurement system to encompass the dimensions of academic and social value creation, as well as human capacity development. Therefore the 15 indicators developed not only serve as operational measures but also translate strategic dimensions into more concrete, evaluable performance aspects. The validation results show that five indicators obtained a Mean V below 0.75 and required revision, whereas all indicators in the Islamic Value Creation Perspective met the established threshold. This difference suggests that some indicators needed to be formulated more clearly and more appropriately for measurement purposes.

The integration of indicators such as the implementation of sharia values, trustworthiness, Maqasid al-Shari'ah, integrity, and professional ethics provides a new dimension in measuring the performance of sharia accounting education (Cosa & Torelli, 2024; Mergaliyev et al., 2021; Zahiri & Sahal, 2025). This finding is supported by Haniffah et al. (2023), who developed a performance measurement system with a stronger emphasis on Islamic principles. This reinforces the argument that Islamic values can be translated into measurement elements that can be evaluated, rather than remaining normative statements. These indicators are then strengthened within the framework design through expert input on sharia risk management aspects and digital performance information systems, to improve the quality of governance and strategic decision-making (Cosa & Torelli, 2024; Mergaliyev et al., 2021; Zahiri & Sahal, 2025). These two aspects strengthen the direction of framework development through model refinement informed by expert input and practical organizational needs. Still they are not included in the 15 initial indicators that are quantitatively tested through Aiken's V. Accordingly these two aspects should be understood as design-strengthening elements rather than as indicators for which quantitative content validity evidence was obtained in this study. The developed framework not only provides a performance measurement instrument for study programs, but also presents a strategic management model that can align academic quality, graduate professionalism, and the creation of sharia-based value in a sustainable manner (Qathrunnada et al., 2026). This finding also shows that the indicator development process in the DSR approach does not stop at quantitative validation but continues to refine the model based on expert input and the organization's practical needs (Hevner et al., 2004; Peffers et al., 2007; Venable et al., 2016).

Development of the Islamic Balanced Scorecard Framework

The main contribution of this research lies in the development of IBSC as a conceptual model to support the strategic management of the Sharia Accounting Study Program (Qathrunnada et al., 2026; Slamet et al., 2022). The findings directly address the study's third objective: to develop and validate a performance measurement framework based on the indicators' relevance, clarity, and suitability. The validation results through

Aiken's V coefficient indicate that the indicators in the Islamic Value Creation Perspective received adequate content validity assessments from experts, including the Maqasid al-Shari'ah-based Sharia Value Implementation indicator, which acts as a core differentiator in complementing the limitations of the conventional BSC to represent the mission of Islamic education (Mergaliyev et al., 2021; Shaharuddin et al., 2026). The findings strengthen the view of Qathrunnada et al. (2026) that Islamic educational institutions require a performance measurement approach that is not only oriented towards academic achievement, but also towards character formation and graduates with integrity and social responsibility (Haniffah et al., 2023; Ilyasin & Zamroni, 2017; Qathrunnada et al., 2026; Shaharuddin et al., 2026). The results of the IBSC development show that the integration of Sharia values is not only a conceptual addition but also an important part of forming a performance measurement framework that is in accordance with the characteristics of the Sharia Accounting Study Program. In relation to the research problem, the IBSC addresses the need for a higher education performance measurement system that can combine multidimensional measurement with Sharia-based educational objectives (De Jesus Alvares Mendes Junior & Alves, 2023; Haniffah et al., 2023).

The addition of this perspective is based on the understanding that the success of a study program is not only determined by operational efficiency, but also by the institution's ability to instill the values of trust, compliance with sharia principles (sharia compliance), and welfare as part of achieving educational goals (Ilyasin & Zamroni, 2017). The findings of this study advance the development of the BSC, which integrates sustainability aspects into performance measurement and strategic planning (Tripalupi et al., 2024), by adding the Islamic Value Creation Perspective. This finding supports the argument of Violita et al. regarding the importance of a performance measurement system that links professional competencies to the application of Islamic values in organizational governance. Theoretically the IBSC expands the role of the BSC from being a mere performance measurement instrument to an Islamic Management Control System framework that aligns organizational strategy with the identity of a value-based educational institution (Mergaliyev et al., 2021; Nurindrasari et al., 2018). This position shows that IBSC does not simply adopt the conventional BSC but develops a framework that connects organizational performance, Islamic values, and educational missions in accordance with the characteristics of the Sharia Accounting Study Program. This balance is important because the study program's resources are limited, while its objectives are multidimensional. The IBSC helps address these various needs in an integrated manner within a single performance measurement framework.

The IBSC provides practical guidance for study program managers in designing a more comprehensive performance evaluation system that aligns with the characteristics of Islamic accounting education. Based on input from the expert panel, the development of this framework can be strengthened by integrating Islamic risk management and digital performance information systems to support more effective and sustainable indicator monitoring (Cosa & Torelli, 2024; Violita et al., 2025). These two elements result from framework refinements informed by expert input and are not among the 15 initial indicators validated using Aiken's V (Hevner et al., 2004; Peffers et al., 2007). At the refinement stage, these elements serve as framework reinforcement and cannot yet be considered indicators that have received quantitative validation (Venable et al., 2016). The results of the development of IBSC not only expand the study of management accounting but also offer an alternative strategic control approach for Islamic higher education organizations in maintaining a balance between organizational performance, ethical values, and the

sustainability of achieving the goals and strategic direction of the institution (Heaton et al., 2023; Ilyasin, 2017; Mergaliyev et al., 2021). This is in line with the DSR principle, which uses evaluation results to refine the framework, ensuring it has both a conceptual basis and practical relevance to the organization's needs. Thus the main contribution of this study lies in the development and evaluation of the IBSC framework. The framework has obtained content validity support through expert evaluation; however, these results cannot be used to claim that implementing the IBSC has improved the effectiveness, efficiency, or performance of the Sharia Accounting Study Program. Testing the effectiveness of its implementation and the framework's impact is a further empirical stage beyond the scope of this study

CONCLUSION

This study develops the Islamic Balanced Scorecard Framework (IBSC) as a strategic performance measurement framework for the Sharia Accounting Study Program through a Design Science Research (DSR) approach. The results of the study produced five perspectives, namely Financial Sustainability, Stakeholder Perspective, Internal Process Perspective, Learning and Growth Perspective, and Islamic Value Creation Perspective, which were operationalized into 15 strategic performance indicators in accordance with the characteristics of sharia-based higher education. The Islamic Value Creation Perspective is the main novelty, integrating Maqasid al-Shari'ah, amanah, integrity, professional ethics, social responsibility, and sustainability into performance measurement. Validation by seven experts showed that 10 indicators met the content validity criteria, as indicated by Mean V. In contrast, 5 indicators required revision, with an overall average Aiken's V of 0.774 based on assessments of relevance, clarity, and suitability. These findings indicate that the IBSC has an adequate basis of content validity for the artifact development stage, while the indicators that did not meet the criterion threshold provide a basis for refining their wording and appropriateness. The results of this study indicate that IBSC expands the application of the Balanced Scorecard by providing a framework that integrates organizational effectiveness, academic quality, graduate professionalism, and sharia-based value creation into a single performance measurement system to support strategic decision-making. This framework provides a basis for study program managers to develop a performance evaluation system that better aligns with the characteristics of Islamic accounting education. Theoretically the IBSC extends the BSC through the Islamic Value Creation Perspective, which operationalizes Sharia values in performance measurement while strengthening Islamic value-based management control systems. Empirically, the developed framework has been evaluated by seven experts and provides a basis for refining the indicators and developing a performance evaluation system for the Sharia Accounting Study Program. Expert input on Sharia risk management and digital performance information systems points to directions for further refinement, although neither has yet been quantitatively validated.

This research is still limited to the content development and validation stages, so the effectiveness of IBSC implementation has not been empirically tested. Another limitation is that the panel was limited to seven experts and the evaluation was conducted only at the expert evaluation stage; therefore, the results cannot yet be generalized as evidence of the IBSC's effectiveness across different higher education contexts. This study also did not examine the relationships between the perspectives, changes in performance following implementation, or the impact of the IBSC on the study program's performance. Future research should examine the framework's applicability and consistency across various study programs and Islamic universities, and develop supporting digital performance information

systems. Future studies could conduct implementation trials over a defined period, test the reliability and validity of the indicators with larger samples, and evaluate the IBSC's contribution to strategic decision-making. Digital performance information systems could be developed once the indicators have undergone further empirical testing, so that the technology supports the framework's implementation

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