<u>Accreditation Report</u>

Program Accreditation of

Syarif Hidayatullah State Islamic University Jakarta
Republic of Indonesia

Bachelor of Arabic Education
Bachelor of English Education
Bachelor of Indonesian Language and Literature Education
Bachelor of Mathematics Education
Bachelor of Biology Education
Bachelor of Physics Education
Bachelor of Chemistry Education
Master of Arabic Education
Master of English Education

I   <u>Procedure</u>

Date of contract: 15 October 2022

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Attendance by ACQUIN office: Dr. Michael Mayer

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are considered.

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II   Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programs, study program coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.

1 The Higher Education System in Indonesia

1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

In addition, the law established comparable structures at the universities, the "Tri Dharma" (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and

Vocational Education). The new dual study programs are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf Habuf. Bacharuddin Jusuf Habibie studied aerospace engineering at RWTH Aachen.

1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, p. 8, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, "only" about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

The majority of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominationally oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong

to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university: At a state university, undergraduate studies (Bachelor`s degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor, a master and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas Terbuka"), which was opened in 1984 and offers mainly undergraduate courses. More than

310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called "Instituts" are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor's degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions is the Sekolah Tinggi ("High School"), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These "Diploma" degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor's degree (S1) in Indonesia, albeit with the addition of "Bachelor of Applied Science". In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies ("Akademi"). Like the institutes, the Akademi are usually specialised in one field of study such as e.g., accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics ("Politeknik") offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master's degree as their highest qualification; all others teach with Bachelor's, Diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master's degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

1.3 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90

percent of the HEIs are accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Ting), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

The accreditation system is three-tiered and is carried out in a five-year rotation. An "A" accreditation is the best rating. "B" means "very good", "C" is the lowest classification level and is also used for newly established study programs. The designations "unggul" (excellent), "baik sekali" (very good) and "baik" (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an "excellent" grade (the majority of which were state higher education institutions), 859 with a "very good" grade and 1,755 with a "good" grade. Among the study programs that have already been accredited, 19.0 per cent received an "excellent" grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a "very good" grade and 29.2 per cent a "good" grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor's and master's programs at state universities are accredited with an "excellent", this applies to only 7.5 percent of bachelor's and 12.9 percent of master's programs at private universities (Pendidikan Tinggi 2020 statistics, p. 24f).

According to the government's plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected "decline in performance" of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g., to move up from the "very good" to the "excellent" level.

2 Short profile of the HEI

The State Islamic University of Syarif Hidayatullah Jakarta (UIN Jakarta) was established in 1957 and has developed into a well-known institution that blends science and Islam, grounded in Indonesian values and the principles of renewal and modernity. It serves as a representation of the inclusiveness and modernity of Islam, both in Southeast Asia and globally. Initially, the institution began as the Department of Religious Affairs Service Academy (ADIA) in 1957, aimed at training government employees in Islamic knowledge. Over time, this evolved into the State Islamic Institute (IAIN) in 1960. In 2002, IAIN Jakarta was officially transformed into UIN Syarif Hidayatullah Jakarta. This change reflected the founders' desire to establish a higher education institution that supports both Indonesian identity and Islamic aspirations, key characteristics of Islamic higher education in Indonesia.

In 2002, the President of the Republic of Indonesia issued Presidential Decree which formally transformed IAIN Jakarta into UIN Jakarta. This decree marks an important moment in the university's history, signifying the democratic developments in Indonesia following the end of the authoritarian regime. The transformation from IAIN to UIN Jakarta symbolizes the government's effort to reconcile religious and national identities within Indonesia's education system.

By establishing UIN Jakarta, the government facilitated greater access to general education for students from Islamic boarding schools and Islamic schools, thereby supporting the broader aim of democratizing education in Indonesia. This initiative ensures that the religious and cultural identities of students are respected and incorporated into an inclusive educational environment. The integration of general sciences with Islamic studies and other disciplines enables UIN to strengthen intellectual development and a comprehensive understanding of both scientific and Islamic knowledge.

The open and inclusive nature of UIN's educational approach supports with Indonesia's vision as a diverse nation that values freedom of religion and strives to provide equal educational opportunities for all its citizens. The evolution of UIN Jakarta from ADIA and IAIN also represents a significant step in the Indonesian government's commitment to building a democratic, inclusive education system that reflects the country's diversity and national identity.

Vision and Mission of UIN Jakarta

UIN Jakarta is one of the oldest state universities that integrates Islamic, Indonesian, and scientific knowledge. Its mission is to deliver innovative and creative education and teaching based on information technology and global needs, conduct high-quality and superior research

that supports scientific development, social transformation, and national competitiveness, provide equitable access to quality higher education for the broader community, and foster a professional, accountable, ethical, and entrepreneurial academic culture.

Organizational Structure of UIN

The faculty is led by Dean Dr. Ade Abdul Hak, M.Hum., CIQnR, supported by three vice deans: Dr. Siti Amsariah, M.Ag. (Vice Dean 1), Prof. Usep Abdul Matin, Ph.D. (Vice Dean 2), and Prof. Usep Abdul Matin, Ph.D. (Vice Dean 3). Dr. Ida Farida, M.LIS., also plays a key role in faculty leadership. The Head of Administration, Iwan Kurniawan, S.Pd., M.Si., oversees administrative functions. The Dean and Vice Deans coordinate with program heads and administrative teams to enhance teaching, learning, research, and community engagement.

The faculty includes a Quality Assurance (QA) Coordinator responsible for overseeing QA activities across departments. Each academic program has designated QA personnel, including the Master's programs in Arabic Language and Literature and Islamic History and Culture, as well as the Bachelor's programs in Library Science, Islamic History and Civilization, Translation, Arabic Language and Literature, and English Literature. Administrative staff and secretaries support each department, ensuring smooth operations and adherence to quality standards. This structured approach reflects a strong commitment to quality assurance and institutional excellence.

External Accreditation

Apart from the internal quality assurance system, all the units of UIN are also audited by external quality agencies, such as the National Accreditation Agency for Higher Education (NAA-HE or BAN-PT) and agencies of quality certification for ISO 9001: 2008 and ISO 9001: 2015.

2.1 Faculty information

The Faculty of Educational Sciences (Fakultas Ilmu Tarbiyah dan Keguruan, FITK) is the largest and oldest faculty at UIN Syarif Hidayatullah Jakarta, established in 1957. Currently, FITK offers 18 study program s, which are categorized based on disciplinary focus into four areas: religious studies, social sciences, humanities, and natural sciences. In terms of educational levels, these programs include 12 undergraduate study program s, 4 graduate study program s, 1 teacher professional education program, and 1 postgraduate study program.

The Vision of the Faculty of Educational Sciences is "To become a reputable, competitive, and professional Institute of Teacher Education (Lembaga Pendidikan Tenaga Keguruan, LPTK) in Southeast Asia, rooted in the integration of science, Islamic values, and Indonesian identity".

The mission of the FITK UIN Syarif Hidayatullah Jakarta is to organize quality and excellent research-based education to develop competent and competitive graduates, conducting research and scientific publications to develop models of scientific and Islamic integration in the field of education. Further to organize community service in an integrative thematic way as a solution to address educational and social needs. And at least to develop effective networks and partnerships both nationally and internationally like also to carry out professional FITK governance in providing services.

3 General information on the study programs

3.1 Cover Sheet Program 1 "Bachelor of Arabic Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Arabic Education
Degree	Bachelor
Date or planned date of introduction	25 February 1999
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	271.5 ECTS
Matriculation period	Each semester
Frequency of the offered program	annually
Capacity per year	120
Number of students currently enrolled	595
The average number of graduates per year	116
Tuition fees	IDR 4.400.000 (~263, 46 EUR) per semester
Type of studies	Full-time

3.2 Cover Sheet Program 2 "Bachelor of English Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	English Education
Degree	Bachelor
Date or planned date of introduction	25 February 1999
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	220.5 ECTS
Matriculation period	Each semester
Frequency of the offered program	annually
Capacity per year	120
Number of students currently enrolled	582
The average number of graduates per year	115
Tuition fees	IDR 4.800.000 (~288, 63 EUR) per semester
Type of studies	Full-time

3.3 Cover Sheet Program 3 "Bachelor of Indonesian Language and Literature Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Indonesian Language and Literature Education
Degree	Bachelor
Date or planned date of introduction	20 March 2001
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	216 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	120
Number of students currently enrolled	546
The average number of graduates per year	116
Tuition fees	IDR 4.600.000 (~276, 61 EUR) per semester
Type of studies	Full-time

3.4 Cover Sheet Program 4 "Bachelor of Mathematic Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Mathematics Education
Degree	Bachelor
Date or planned date of introduction	25 February 1999
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	219 ECTS
Matriculation period	Odd Semester
Frequency of the offered program	annually
Capacity per year	110
Number of students currently enrolled	552
The average number of graduates per year	109
Tuition fees	IDR 4.400.000 (~263, 45 EUR) per semester
Type of studies	Full-time

3.5 Cover Sheet Program 5 "Bachelor of Biology Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Biology Education
Degree	Bachelor
Date or planned date of introduction	20 March 2001
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	216 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	80
Number of students currently enrolled	378
The average number of graduates per year	74
Tuition fees	IDR 5.300.000 (~318,70 EUR) for Indonesian students per semester
Type of studies	Full-time

3.6 Cover Sheet Program 6 "Bachelor of Physics Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Physics Education
Degree	Bachelor
Date or planned date of introduction	20 March 2001
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	2167,5 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	70
Number of students currently enrolled	295
The average number of graduates per year	81
Tuition fees	IDR 5.000.000 (~318,70 EUR) for Indonesian students per semester
Type of studies	Full-time

3.7 Cover Sheet Program 7 "Bachelor of Chemistry Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Chemistry Education
Degree	Bachelor
Date or planned date of introduction	20 March 2001
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	220,5 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	110
Number of students currently enrolled	485
The average number of graduates per year	104
Tuition fees	IDR 5.300.000 (~318,70 EUR) for Indonesian students per semester
Type of studies	Full-time

3.8 Cover Sheet Program 8 "Master of Arabic Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	Arabic Education
Degree	Master
Date or planned date of introduction	14 January 2011
Subject field	Education
Regular study duration	4 terms or 2 years
Number of ECTS credits	64 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	30
Number of students currently enrolled	85
The average number of graduates per year	30
Tuition fees	IDR 5.100.000 (~306,67 EUR) for Indonesian students per semester
Type of studies	Full-time

3.9 Cover Sheet Program 9 "Master of English Education"

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Educational Sciences
Title of the study program	English Education
Degree	Master
Date or planned date of introduction	9th November 2009
Subject field	Education
Regular study duration	4 terms or 2 years
Number of ECTS credits	66 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	25
Number of students currently enrolled	53
The average number of graduates per year	23
Tuition fees	IDR 5.100.000 (~306,67 EUR) for Indonesian students per semester
Type of studies	Full-time

III   Implementation and assessment of the criteria

1   ESG Standard 1.1: Policy for quality assurance

> **Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

1.1   Implementation

UIN Jakarta's quality policy is formalized through the SIQA (System Information of Quality Assurance) application, which serves as a critical component of the university's strategic management. Approved by the Senate in early 2019 and officially promulgated by the Rector on April 8 of the same year, SIQA is publicly accessible via the QAI UIN Jakarta website and internally within the institution. The quality policy holds an official position within the PPEPP cycle, with multiple stakeholders actively engaged in its development and planning. The initial draft was prepared by the Quality Assurance Institute (QAI) and discussed during the 2018 QAI meeting. Under the coordination of the Vice-Rector for Academic Affairs, QAI members, comprising both academic and administrative staff, contributed to its refinement. The draft was subsequently revised by head coordinators and further deliberated in the November 2019 QAI meeting. In collaboration with quality management consultants from leading Indonesian universities, UIN Jakarta finalized the policy and secured its approval in 2019.

Following the publication of its quality principles, UIN Jakarta systematically developed the Quality Management Regulation, which was approved by the Senate and officially promulgated by the Rector in December 2019. This regulation establishes a comprehensive legal framework for quality management, defining the structure, roles, and procedures for quality assurance. It serves as the foundation for an extensive reform of the university's evaluation regulations. The implementation of the Quality Assurance System at UIN Jakarta adheres to the PPEPP cycle, ensuring the active involvement of university leadership, faculty, administrative staff, and students in both academic and non-academic quality assurance. The system is comprehensively executed through the Quality Assurance Cycle (QAC), encompassing Planning, Implementation, Evaluation, Control, and Improvement.

1.2   Assessment

The institutional quality assurance system at UIN is built on well-defined policies and processes that ensure continuous improvement, accountability, and a shared commitment to quality across all levels of the institution. Quality assurance at UIN is structured across three levels:

On the University Level the Quality Assurance Institution (Lembaga Penjaminan Mutu = LPM) is responsible for managing and coordinating quality assurance processes. It ensures

alignment with the university's mission, national frameworks, and international benchmarks. LPM conducts annual audits and evaluations, integrating data from various departments to monitor performance and guide institutional improvements.

On the Faculty Level the Faculties align their programs with university quality objectives and national standards. They implement the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement) to ensure continuous improvement. Faculties analyse student feedback, satisfaction surveys, and performance metrics to enhance teaching and administrative processes.

On the program Level each study program develops and implements quality assurance plans based on feedback from students, alumni, and external stakeholders. These plans address program-specific needs such as curriculum updates, teaching methodologies, and employability outcomes. Programs undergo internal reviews and external accreditation processes to maintain high standards.

The SPMI (Sistem Penjaminan Mutu Internal) framework ensures continuous improvement by systematically applying the PPEPP cycle across all functions. The framework is guided by national standards and monitored by the LPM.

UIN effectively translates the quality requirements and specifications of the Ministry of Education and the Ministry of Religious Affairs into applicable Key Performance Indicators (KPIs) for study programs. This structured approach positively impacts communication, ensuring that institutional structures support an effective academic environment.

1.3 Conclusion

The criterion is fulfilled**.**

2 ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be

> **clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

2.1 Implementation

Each study program at the Faculty of Educational Sciences (FITK) integrates science, Islamic values, and Indonesian culture to cultivate a tolerant, moderate, and inclusive perspective on Islam. Through the synthesis of Islamic education, scientific knowledge, and Indonesian cultural insights, UIN Jakarta plays a vital role in promoting Islam Nusantara and fostering a moderate interpretation of Islam in Indonesia. As a result, FITK stands as a leading reference and model for Islamic education across the nation. The integration of science, Islam, and Indonesian identity serves as the core foundation for program design at FITK. Since 2015, FITK has aligned its curriculum with the Indonesian National Qualifications Framework (KKNI) following government directives. The graduate learning outcomes encompass four key domains: attitudes, knowledge, general skills, and specialized skills. In 2020, the Indonesian government expanded the KKNI framework by introducing the Merdeka Belajar Kampus Merdeka (MBKM) initiative, which offers students and lecturers opportunities to engage in a variety of activities both on and off campus. These activities include student mobility, faculty exchange, internships, and community service. New policies are promptly addressed by the relevant professional associations in each discipline. As a result, graduate profiles, learning outcomes, and university activities are regularly reviewed to enhance opportunities for collaboration between and among institutions. At present, several lecturers from various study program s at FITK are active members of professional association.

All study programs have similar Learning objectives in the categories of "Knowledge and understanding", "skills" and "Autonomy and responsibility". The objectives of "Knowledge and understanding" are highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research and to develop critical awareness of knowledge issues in a field and at the interface between different fields. The objective of "skills" is Specialized problem- solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields and objective of "Autonomy and responsibility" is to manage and to transform work or study contexts that are complex, unpredictable and require new strategic approaches; taking responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. All study program s aim also on the qualification being able to manage research and development that is beneficial to society and science and to gain national and international recognition.

2.1.1 Program 1 "Bachelor of Arabic Education"

The objectives of the "Bachelor of Arabic Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives students should enhance their competence in Arabic language and didactics using related theories. Research in Arabic language is developed with the integration of knowledge, Islam and Indonesian perspectives. Positive and productive community engagement of students should be developed. The learning outcomes include that students explain curriculum development theories, learning theory, learning media, and educational theory. They apply their knowledge of Arabic language for the benefit of the learning process at school and their knowledge of the integration of religious and Indonesian knowledge in the learning process. They will be able to analyse the developments of Arabic language in Indonesia and to analyse the situation, conditions, and characteristics of the school in order to determine appropriate learning strategies, approaches, and methods to improve the quality of Arabic language learning. They will apply logical and critical thinking and get capable to build arguments. To menage information in form of facts and data scientifically is another objective. Students demonstrate clear and coherent oral communication skills in relation to Arabic language education and they get the ability to uphold Islamic, Indonesian, societal an academic ethic value. They can demonstrate their intellectual independence by planning research and solving educational problems. At least they will develop the ability to reflect on one's own abilities in learning and achievement for career development.

2.1.2 Program 2 "Bachelor of English Education"

The objectives of the "Bachelor of English Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives students should enhance their competence in English language and didactics using related theories. Research in English language is developed with the integration of knowledge, Islam and Indonesian perspectives. The learning outcomes include that students master the theoretical concepts of language and general English spoken and written communication techniques in everyday/general, academic, and post-intermediate work contexts. Also, they will master concepts and being able to implement the integration of Islamic knowledge/values and

teaching English in the learning process by utilizing ICT. They can understand and be able to apply Technological Pedagogical Content Knowledge (TPACK) in teaching, designing, and research in English language education that is integrated with Islamic knowledge/values. Students will develop the skills to plan and manage resources in the administration of classes, schools and educational institutions which are their responsibility, and comprehensively evaluate their activities. They can apply methods and processes of learning and learning English for education, teaching, and certain purposes (English for specific purposes). Using relevant information and communication technology for the development of quality English education is also an outcome. In terms of autonomy and responsibility graduates communicate decisions on solutions to problems of learning English in schools and communities independently and collaboratively based on data analysis. They demonstrate a work ethic, responsibility, pride, confidence and love to be an educator in the field of English at school/madrasah education units or other institutions that provide language services English. At least they internalize the spirit of independence/entrepreneurship and innovation in learning English in school/madrasah education units or other institutions that provide English services.

2.1.3 Program 3 "Bachelor of Indonesian Language and Literature Education"

The objectives of the of the Bachelor "Indonesian Language and Literature Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives Students should enhance their competence in Indonesian language and literature didactics using related theories. Research in English language is developed with the integration of knowledge, Islam and Indonesian perspectives. The learning outcomes concerning to demonstrate knowledge of religion and Indonesianness contained in Indonesian language and literature scholarship, to demonstrate knowledge of educational theory and pedagogy in general and specifically for the benefit of Indonesian language and literature education, to demonstrate knowledge of the basics of Indonesian grammar and literary theory as well as literary appreciation and study of Indonesian Literature. Furthermore, the learning outcomes include that students explain curriculum development theories, learning theories, learning media and educational theories. They apply knowledge of Indonesian language and literature education for the benefit of the learning process in schools and they apply knowledge about the integration of science, religion, and Indonesianness in Indonesian processes and literature. Students learn to analyse the development of Indonesian language and literature education; and to analyse the situation, conditions and characteristics of the school (human

resources, students and facilities) in order to determine the appropriate learning strategies, approaches, and methods to improve the quality of learning Indonesian language and literature. The special skills are to demonstrate clear and coherent oral communication skills in relation to Indonesian language and literature education like also to demonstrate the ability to write good and correct scientific papers in accordance with applicable rules. Students earn the ability to use technology for the benefit of Indonesian language and literature education. Another basic skill the study program will teach is the ability to work collaboratively in groups and appreciate the value of cooperation with others. Students get the ability to obtain, process, control, and analyse data for various purposes. They learn to be responsible for the development of Indonesian as the national language through education in Indonesian language and literature. Responsible for the development of Indonesian literature as the mainstreaming of national culture through education in Indonesian language and literature. Students participate in developing Indonesian as an international language through BIPA (Bahasa Indonesia untuk Penutur Asing-Indonesian for Foreign Speakers).

2.1.4   Program 4 "Bachelor of Mathematic Education"

The objectives of the of the Bachelor "Mathematics Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives students should enhance their competence in "Mathematics Education" didactics using related theories. Research in "Mathematics Education" is developed with the integration of knowledge, Islam and Indonesian perspectives. The learning outcomes concerning aim at proficiency both in pedagogical and mathematics concepts, with expertise in utilizing technology for the purpose of teaching at both junior and senior high school levels. Additionally, students should possess the ability to develop teaching methods, media, and materials through research activities. Students become able to apply their knowledge and understanding to solve mathematics-related problems both in academic and non-academic context; in addition, students are able to make use of their knowledge for edupreneur opportunities. They will be able to carry out both individual and team research and disseminate and publish the research result. Graduates have a sense of responsibility for their decisions and do not create conflict with the values contained in the verses of the Quran and hadith.

2.1.5   Program 5 "Bachelor of Biology Education"

The objectives of the Bachelor "Biology Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives Students should enhance their competence in "Biology Education" didactics using related theories. Research in "Biology Education" is developed with the integration of knowledge, Islam and Indonesian perspectives. The learning outcomes conclude that students apply the concepts of cell and molecular biology, physiology, genetics, structure and development, biosystematics, evolution, and ecology to learning in schools in an innovative way. They can also apply the integration of technological knowledge, pedagogy, biology content, and Islamic knowledge in biology learning logically. It is also about to create creative media both manual and digital in biology learning just like to learn the critically analyse the problems of learning biology in schools and society. Furthermore, students applying the principles of biological scientific work systematically. Skills will develop in communicate decisions on solutions to biology learning problems in schools and communities independently and collaboratively based on data analysis. Graduates can participate and be responsible for tasks according to the role assigned.

2.1.6   Program 6 "Bachelor of Physics Education"

The objectives of the of the Bachelor "Physics Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. The learning outcomes conclude that students understand the fundamental concepts of education and learning theories in designing, implementing, and evaluating innovative physics instructions by leveraging Information and Communication Technology (ICT), and the surrounding environment. Understanding the concepts and principles of managing a physics laboratory through the integration of technology and the environment is also a key learning objective. Students master mathematics, computation, and instrumentation to support the understanding of physics concepts and master also the concepts of physics and the scientific mindsets of physics based on natural phenomena that support Physics learning in schools and master's education programs. Also, they can master the process of problem identification and appropriate "Physics Education" research methods as alternative problem-solving strategies, as well as techniques

for writing scientific papers. Students acquire problem-solving skills in research and innovation, formulating and solving complex and specific problems in the field of physics and physics education, using newly developed knowledge and procedures through research and innovation. The Development of New Knowledge and Procedures is also a basic skill: The students are capable of conducting research and innovation to develop new knowledge and procedures in the field of physics and physics education, with an approach that integrates knowledge from other scientific fields. They train interdisciplinary problem-solving skills in the Fields of Science, Technology, and Art by integrating knowledge from the fields of science, technology, and art. Application of Technology and Art in problem solving will be also learned to become capable of using technology and principles of design and aesthetics to assist in problem-solving in the field of physics and physics education. Decision-making based on an interdisciplinary approach is taught. Decision-making skills based on the analysis of information and data, incorporating perspectives from various disciplines, are developed. Learning to work independently in one's own field is a fundamental skill, which requires training in the ability to make appropriate decisions for problem solving in one's own field. Specific skills include the independent planning, implementation and evaluation of innovative physics lessons and their delivery. Graduates can take responsibility for achieving the results of group work and for monitoring and evaluating the completion of tasks assigned to the employees under their supervision Physics education research as a form of problem solving. In attitudes and values, responsibility is emphasized in various ways such as contributing to improving the quality of social life, acting as a citizen who is responsible for the state and nation, and showing a responsible attitude. Graduates can take responsibility for achieving the results of group work and for monitoring and evaluating the completion of tasks assigned to the employees under their supervision.

2.1.7 Program 7 "Bachelor of Chemistry Education"

The objectives of the of the Bachelor "Chemistry Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives Students should enhance their competence in "Chemistry Education" using related theories. Research in "Chemistry Education" is developed with the integration of knowledge, Islam and Indonesian perspectives. The learning outcomes include Capability of students to master basic math and science concepts to solve more complex chemistry problems and to master chemical concepts such as organic chemistry, biochemistry, analytical chemistry, physical chemistry, inorganic

chemistry, and their applications in life. Also, theoretical concepts of curriculum, educational theory, learning methodology, and learning assessment should be mastered. Students can comprehensively apply the fundamentals of scientific and research methods in the field of chemistry education by integrating the ability to identify problems, determine problem solving based on theory and research results, design research, and conduct research. Students are capable of planning and implementing chemistry teaching according to the characteristics of study materials and students by developing various science and technology-based learning resources and learning media. Master the principles of K3 (occupational safety and health), laboratory management and equipment use, and operation of simple chemical instruments is to learn by the students. Students should be able to apply entrepreneurial values and behaviours as a basis for designing a simple business in the field of chemistry and formal and non-formal chemistry education. Students become able to implement chemistry in support of PPB (SDG's) programs.

2.1.8 Program 8 "Master of Arabic Education"

The objectives of the "Master of Arabic Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. To meet the program objectives Students should expand their knowledge in Arabic language and didactics Research in Arabic language is developed with the integration of knowledge, Islam and Indonesian perspectives. The learning outcomes concern to develop concepts and theories of "Arabic Language Education" that are integrated with other disciplines and to develop the ability to solve problems in Arabic language education logically, critically, innovatively and creatively, both in internal and external problems. Students master and develop learning theories based on ICT in line with Arabic Language Education and they master and develop the Arabic Language Education curriculum and its implementation. Also, Arabic Language Education research theories and applications through inter or multidisciplinary approaches will be mastered a developed. In addition, students develop the following skills to develop the design of methods, strategies and learning models in the field of "Arabic Language Education" and to develop design sources, media and teaching materials in the field of "Arabic Language Education". They become able to plan, carry out, and follow up learning assessment activities in the field of Arabic Language Education and they develop information technology for the benefit of learning in the field of Arabic Language Education. Students will learn the necessary skills to produce and publish scientific papers in the field of Arabic Language Education in accredited national journals and to present scientific work in national and international scientific meetings in the field of "Arabic Language Education". They get the autonomy to improve skills in managing learning Arabic

Able to improve skills in managing learning Arabic. Students develop the ability to be responsible for research and guarantee authenticity and novelty in research.

2.1.9   Program 9 "Master of English Education"

The objectives of the "Master of English Education" study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The learning outcomes of the Master program are that students become experts in English theory, and in oral and written communication and going to explain communication techniques for everyday/general contexts. They are well-suited to academic and professional contexts at the pre-advanced level and master the theories, concepts and models of English language learning as a foreign language for general or specific purposes. To master the theory, concepts and models of developing learning programs and evaluating English learning programs that educate for general English learning and English learning for specific purpose is also basic for students. Research methodologies relevant to language learning will be mastered and applied. So, the students are experts in English learning theories that are integrated with other disciplines, and they master the theories, approaches, varieties and Assessments of learning English through inter and multidisciplinary approaches like also learning theory and its application in ICT- It is based on English. They are proficient in the theory and its application in the development of an English learning curriculum. Students will master systematic critical thinking when solving problems related to learning English.

The skills are Proficient in spoken and written English, ability to solve problems learning English logically, critically, innovatively, and creatively, Identify scientific fields that are the object of research, make accurate decisions in the context of solving science and technology development problems, develop media, tools and teaching materials for ICT-based English learning, Design appropriate English learning assessments; develop curriculum and learning English, conduct studies and/or evaluations of policies or implementation of policies; conduct analysis and deepening of theories, be ab le able to contribute to planning a research roadmap in the field of learning and learning English; to carry out scientific research in the field of learning English and be published in international journals and to manage, develop and maintain networks.

They get the autonomy and the responsibility to contribute to improving the quality of life in society and nation and to social sensitivity for society and environment, also for attitudes towards work as an independent expert, to increase independent learning and be able to contribute to planning a research roadmap in the field of learning and learning English as a

foreign language and development in the field through an inter- or multidisciplinary approach. They can develop the ability to solve problems learning English logically, critically, innovatively and creatively, both internal and external problems.

2.2 Assessment

2.2.1 Program 1 "Bachelor of Arabic Education"

This is a long-established program with years of experience. It is also a popular program with 2340 applicants and a capacity of only 120 students. Currently, they have 595 students enrolled and 196 graduates per year, which is a very good rate. The male – female ratio is 33:67%.

The graduate profile lists Arabic language educator, Arabic language learning technology developer and Islamic scholar as the most common careers. At a different site, they mention that 20% of the graduates go into teaching, 40% pursue a Master, and 40% work in other fields.

The course load is very heavy. They list 65 different courses and require 271 ETCS. That is 50 more than the other programs. Some courses seem completely unnecessary, while others, like interpreting, cannot be taught because the proficiency level of the students is too low (B1 at graduation). It also seems that the number of pedagogy courses is too small. On the positive side, I found courses like Early childhood education and E-Learning as important, innovative courses. Practical experience in schools for example are not offered or not advertised properly. It is not clear from the module handbooks whether these courses are taught at the university or a field site, i.e. schools. No mentioning of international students or study abroad opportunities. The teaching staff is well-qualified with many holding a PhD. While there are more female students than male, at the teachers´ level it is the opposite. No international faculty. I also found a strange requirement in the hiring section: for non-civil service permanent lectures, you have to be Muslim.

Overall, there are no red flags. The program runs smoothly and is very successful in the Indonesian context.

Recommendation

- The course plan should be weeded out, with even more emphasis placed on practical training at school.

2.2.2 Program 2: "Bachelor of English Education"

The strengths of the Programmes "English Education" (Bachelor) are 1. The integration of religious and moral education within UIN's curriculum distinguishes it from many global programs, providing a unique educational approach. 2. Alumni and current students have provided positive feedback, reflecting their overall satisfaction with the program. 3. The program effectively enables students to integrate pedagogical knowledge with their practical work experience. 4. The program is designed through active involvement of students and other key stakeholders, ensuring relevance and inclusivity. 5. A well-structured curriculum facilitates smooth student progression throughout their academic journey. 6. Well-structured placement opportunities are incorporated into the curriculum, providing practical experience where appropriate. 7. The program undergoes a formal institutional approval process, ensuring academic quality and compliance with regulatory standards. Following areas requiring Improvement 1. Course learning outcomes are not currently aligned with the Program Learning Outcomes (PLOs). 2. ILOs for Master's program published in the handbook are not the same with the ones stated in the self-report document.

Recommendations

- Course learning outcomes should be thoroughly reviewed and revised to ensure full alignment with the Program Learning Outcomes (PLOs). PLOs of both programmes could be improved in terms of its clarity and conciseness.

- Each course should explicitly demonstrate how it contributes to the development of specific teaching competencies, ensuring alignment with pedagogical PLOs.

- The integration of multiple courses contributing should be strength to complex PLOs, particularly in interdisciplinary areas such as critical thinking, pedagogy, and educational research.

- Conduct a comprehensive review of workload distribution across courses to ensure it is both appropriate and manageable for students.

- Benchmarking with local and international institutions should be implemented to ensure the competitiveness of the programme and best practices.

- Course materials and references should be updated to reflect the most recent academic literature (2020-2025).

2.2.3   Program 3 "Bachelor of Indonesian Language and Literature Education"

The discipline of "Indonesian Language and Literature" offers a curriculum incorporating learning outcomes for nationally aligned or religious-based units of study (e.g., civic studies, moral education), the undergraduate degree in education (e.g., introduction to Arabic and English) and discipline-based units. Discipline-based units cover three main scholarly fields: linguistics (including applied linguistics), literature and pedagogy. All these combined makes for a highly packed curriculum and a heavy workload for students. Except for semesters 7-8, which are dedicated to fieldwork and thesis, students must complete 7-8 units of study each semester. The handbook contains details all units on offer. Some of these are highly specific or particularised to the ILL discipline (e.g., learning strategies in ILL, media in ILL). The CLOs tend to be inconsistently written, with some mainly generic while others incorporate unit-specific learning outcomes. Feedback from students suggests that the curriculum could be improved to address study-overburden. Curriculum review would also be useful for fostering more effective teaching and learning and promoting the acquisition of in-depth disciplinary knowledge and skills.

Recommendations:

- Units whose content is not specific to the subject area should be reviewed. These could be redesigned into units with more general topics/focus areas that can be offered across disciplines (ILL, Arabic, English). Other units that focus on a single skill (e.g., listening comprehension) can be combined into a competency-based unit or a unit on a broader topic in which students critically evaluate different approaches (e.g. for ILL, a unit on the history of the Indonesian education system). If this were pursued, staff could consider implementing team teaching and further increasing the attractiveness of teaching.

- Similar units should be reviewed, especially those with similar names, e.g. 'Methodology of Language Research' and 'Methodology of Language Learning'. If these units differ significantly in content, the difference should be clearly indicated in the unit description and in the CLOs.

- Formulation of CLOs should be consistent across the ILL discipline, and unit learning outcomes should be more clearly reflected in the formulation (e.g., the CLO 'able to apply Indonesian' is too vague and needs to be formulated by considering purpose and context).

- Revisit unit descriptions to ensure unit titles align with unit content (e.g. does the unit 'Discourse analysis' align with its focus on the analysis of language interference and language errors?)

- It is recommended to broaden the perspective and view Indonesian as a language with many variants, of which Standard Indonesian plays an important role in education. It is also recommended to encourage students to discuss genres and styles and to facilitate such discussions in various course units, e.g. in Indonesian literary history, prose and poetry studies, and in more general linguistics units such as discourse analysis, sociolinguistics and pragmatics.ics.

- Samples of written assessment provided indicate that emphasis is placed on multi-choice answers. The written assessments should be revised so that students can demonstrate their knowledge and skills using different types of responses.

- Internships should be managed even more systematically, with students receiving better support in finding placements. Perhaps this is an issue that should be discussed at programme level (Bachelor's, faculty) rather than at departmental level (ILL).

2.2.4 Program 4 "Bachelor of Mathematic Education"

The written documents that were provided by UIN as well as the discussions with the academic staff, students and administrators clearly reflect the four purposes of higher education of the Council of Europe. Overall, the program is designed to allow for a smooth progression of student learning. Student-centred learning clearly plays an important role in the design of the individual courses.

The students and alumni did not explicitly stress that the workload exceeds the expectations. However, the revision with respect to the alignment of course learning outcomes with the program learning outcomes (condition for the accreditation, see above) might be a chance to critically assess the current workload and possibly make some adaptations.

In addition, many of the learning outcomes seem to focus on descriptive, rather than reflective and analytic processes. This might be given attention as well when revising the learning goals. One aspect that might have been overlooked to some extent in the design of the courses that focus on mathematics education is the teaching and learning of mathematical processes such as modelling, problem solving and argumentation. At least their inclusion in the course content does not become clear from the module handbook.

The meeting with the administrators clearly gave the impression that UIN has excellent library facilities to support high quality teaching and learning of mathematics. However, some of the

references in the courses seem rather outdated and/or limited to Indonesian literature and hence do not necessarily reflect the current international body of research literature in the different fields of mathematics education.

The two courses that lead to the preparation of the school practicum in the 7th semester seem to focus predominantly on the teacher and not so much on the learner. The parts that address the pupils rather seem to focus on their motivation and joy with respect to learning mathematics and not so much their mathematical learning processes and the obstacles they might experience.

Recommendation:

- The course materials should be critically assessed and updated where necessary.

- The question of how the specific mathematical learning processes of students could be given greater consideration in methodology courses should be discussed within the faculty.

2.2.5   Program 5 "Bachelor of Biology Education"

The study program "Bachelor of Biology Education" fits in very well with UIN's and Faculty of Educational Sciences mission and strategy, as the program includes research-based education, and it aims to achieve an international standard through this accreditation (Mission Goal 3). For study design internal and external stakeholders like schools, Esa Unggul University, Brawijaya University, and other academic experts (p. 46 f.) were included. The vision, mission and aims are defined clearly, but a reference or reflection to faculties' or UIN's mission is not clearly recognisable and must be interpreted independently. Furthermore, the aims could be specified more precisely, e.g. with regard to mission objectives 3, 4 and 5. The overall approval process is described in a comprehensible manner (chapter 2.2.6). The module handbook is clearly structured, ECTS are named, the learning outcomes are clearly laid out in tabular form and divided into Intended Learning Outcomes, Course Learning Outcomes and Sub-Course Learning Outcomes in short, concise phrases. The mentioned learning outcomes reflect the requirements from the professional field and the demands on a Bachelor level in an adequate way. An overview of which courses contribute to which study program objectives and how, could provide a better overall picture. The study program could also benefit from more technology knowledge (e.g. AI in teaching, little programming skills for data processing) and elective courses. The career opportunities offered by the study program are very limited. A more precise emphasis on further career paths could also make the degree program more attractive for students who are not yet sure about their career as a teacher.

2.2.6 Program 6 "Bachelor of Physics Education"

The Program "Bachelor of Physics Education" demonstrates a remarkable width and effort, showcasing a well-structured curriculum with a thoughtful selection of course subjects and outlines tailored to meet contemporary educational demands. The Program has therefore notable strengths as described in the comprehensive documentation in the form ECTS and the Module handbook. The latter is notably detailed and serves as a helpful resource, facilitating clarity and coherence in the educational process for both students and faculty. But there is a long list of learning outcomes for each module. The teaching units may not have sufficient time to cover such an extensive list of outcomes effectively.

To further enhance the quality and functionality of the program, certain areas are recommended for optimization. Addressing these recommendations will enhance the educational impact of the program, offering students a more consistent and comprehensive academic experience. The university's dedication to educational excellence is acknowledged and appreciated, and these suggested enhancements aim to contribute positively to the ongoing development and success of its academic offerings.

Recommendations

- The numeration and order of courses between the ECTS handbook and the Module handbook should be more consistent. Therefore, a standardized system for course numbering and ordering in all documentation would significantly improve coherence. A summarizing list of all PLOs and CLOs would also be helpful for an overview of the learning goals.

- To provide students with a comprehensive understanding of each course's scope and expectations, it is advisable to enhance these descriptions with more detailed and specific information, including course objectives, expected outcomes, and assessment methods.

- The Module handbook includes a high number of CLOs and sub-CLOs for individual courses, which in some cases seem excessive for the scope of a single course. Additionally, several outcomes are broad and unspecific, potentially complicating effective assessment. It is recommended to streamline and clarify the CLOs and sub-CLOs, ensuring they are realistic, focused, and measurable, thereby enhancing their alignment with achievable learning goals.

- It is recommended that course designers review and streamline the course learning outcomes, selecting only those that are directly measurable within the course. Indirect learning outcomes should be reconsidered and possibly omitted.

- Course developers should ensure that CLOs are appropriately aligned with the assessment methods used in individual courses. While the current assessments appear to be appropriate, their effectiveness in assessing the intended learning outcomes could be further enhanced. This should be achieved through careful revision and alignment to improve consistency between learning objectives and assessment strategies.

2.2.7   Program 7 "Bachelor of Chemistry Education"

The "Chemistry Education" program is well-structured and thoughtfully designed. The courses offered within the program align with the vision and mission of the university. The number of courses included in the curriculum is substantial, ensuring that students meet the requirements for earning a degree in Chemistry Education upon completion of their studies. However, some limitations need to be addressed, particularly concerning Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). It is unclear what the specific program learning outcomes are and how they were identified for each course. Additionally, there appears to be a mismatch between the PLOs and CLOs, raising concerns about their alignment. A clear justification is needed to establish the coherence between program-level and course-level learning outcomes. Another concern is the excessive number of learning outcomes per course. Some courses include up to 32 learning outcomes, making it unrealistic for students to achieve all of them within a single course. Furthermore, the teaching units may not have sufficient time to cover such an extensive list of outcomes effectively. It is recommended that course designers review and streamline the course learning outcomes, selecting only those that are directly measurable within the course. Indirect learning outcomes should be reconsidered and possibly omitted. Additionally, it is advisable for course designers to ensure that the CLOs are appropriately aligned with the assessment methods used in each course. While the current assessments appear suitable, their effectiveness in evaluating the intended learning outcomes remains a concern. Careful revision and alignment are necessary to enhance the coherence between learning objectives and assessment strategies. While the organization of teaching activities somewhat reflects an effort to provide student autonomy, particularly in laboratory activities, this aspect needs to be made more explicit. Evaluating these activities against the CLOs could help course designers implement more student-centred approaches effectively.

2.2.8   Program 8 "Master of Arabic Education"

The program runs for only 5 years, but it is dynamically growing in numbers with an annual capacity of 30. Currently there are 85 students enrolled. Each year about 36 new applicants are registered.

Their main goal is to produce teachers. 72% work as educators in schools, 12% as teachers at the persantren and 4% in the private sector. So, this seems to work. But we need to ask why someone needs a MA degree for teaching (see above). The course load and sequence are good, but also no international input or output on the student and faculty level. They have to earn 64 ETCS, which is the average at the university. No mentioning of specific language proficiency levels.

The faculty is highly qualified. In sum, the program seems to develop in good fashion and to reach their goals.

2.2.9   Program 9 "Master of English Education"

The strengths of the well-designed Master study programme "English Education" are 1. The integration of religious and moral education within UIN's curriculum distinguishes it from many global programs, providing a unique educational approach. 2. Alumni and current students have provided positive feedback, reflecting their overall satisfaction with the program. 3. The program effectively enables students to integrate pedagogical knowledge with their practical work experience. 4. The program is designed through active involvement of students and other key stakeholders, ensuring relevance and inclusivity. 5. A well-structured curriculum facilitates smooth student progression throughout their academic journey. 6. Well-structured placement opportunities are incorporated into the curriculum, providing practical experience where appropriate. 7. The program undergoes a formal institutional approval process, ensuring academic quality and compliance with regulatory standards. Following areas requiring Improvement 1. Course learning outcomes are not currently aligned with the Program Learning Outcomes (PLOs). 2. ILOs for Master`s program published in the handbook are not the same with the ones stated in the self-report document.

Recommendations

- Course learning outcomes should be thoroughly reviewed and revised to ensure full alignment with the Program Learning Outcomes (PLOs). PLOs of both programmes could be improved in terms of its clarity and conciseness.

- Each course should explicitly demonstrate how it contributes to the development of specific teaching competencies, ensuring alignment with pedagogical PLOs.

- The integration of multiple courses contributing should be strength to complex PLOs, particularly in interdisciplinary areas such as critical thinking, pedagogy, and educational research.

- Conduct a comprehensive review of workload distribution across courses to ensure it is both appropriate and manageable for students.

- Benchmarking with local and international institutions should be implemented to ensure the competitiveness of the programme and best practices.

- Course materials and references should be updated to reflect the most recent academic literature (2020-2025).

2.3 Conclusion

The criterion is **not fulfilled**.

Condition

- The Course learning outcomes (CLOS) must be aligned with the Program Learning Outcomes (PLOs). (ESG 1.2)

Recommendations

- The workload should be assessed by regular feedback from the students and be revised accordingly for each module.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

UIN Jakarta is trying to adopt a Student-Centred Learning (SCL) approach, positioning students as independent and active learners while lecturers serve as facilitators, motivators, and evaluators. The study program employs diverse pedagogical methods, including small group discussions, role-play simulations, discovery learning, self-directed learning, cooperative and collaborative learning, contextual learning, project-based learning, and

problem-based learning. These methodologies are mostly delivered through lectures, tutorials, seminars, and practical sessions.

The university adopts an inclusive academic environment that accommodates students from diverse ethnic, cultural, and religious backgrounds, including those with special needs and disabilities. To support individualized learning, lecturers offer flexible assignment formats, topics, and objectives, as well as varied instructional materials such as multimedia content, including videos, images, audio, and text.

Since 2016, UIN Jakarta has implemented a hybrid learning model using various digital platforms to enhance the learning experience:

(1) Google Classroom: Manages course administration, documentation, tracking, reporting, and content delivery, with faculty receiving training for its effective use. (2) Google Meet & Zoom: Facilitate online teaching, enabling lecture recordings and virtual student presentations. (3) Edmodo: Supports teaching materials, discussions, quizzes, and exams. (4) AIS: Manages the distribution of teaching materials, formative assignments, mid-term and final examinations. (5) WhatsApp: Functions as a communication tool for disseminating course-related information.

The learning process is evaluated at the end of each semester based on the completion of scheduled meetings and the alignment with the Rencana Pembelajaran Semester (RPS) (Semester Learning Plan).

Lecture activities follow the SKS (Credit Unit) system, where 1 SKS corresponds to 50 minutes of classroom instruction, 50 minutes of independent study, and 50 minutes of structured assignments per week, enabling students to engage in autonomous learning. Evaluations occur mid-semester and at the end of each semester, supplemented by assignments and quizzes to measure student comprehension.

Assessment system

UIN has an assessment system through the Academic Information System (AIS) which is managed online by the Centre for Information Technology and Data Analysis (PUSTIPANDA). Through this system, lecturers and programs refer to specific assessment guidelines. This system is used for input, publication and data storage. The assessment system also refers to the lecture contract between lecturers and students at the first meeting at the beginning of the semester. After the contract, both parties finally agree on the type of assessment they will apply. Several methods are used to assess student learning achievement such as quizzes, practicums, individual assignments, group assignments, presentations and discussions. Each

course has a suitable assessment method depending on the characteristics of the course itself. Therefore, the learning outcomes of each course will ultimately be achieved through various assessment methods. For specific courses, that contain the Koran, students are not only tested in writing but also orally to determine their level of memorization of the Koran.

3.2 Assessment

The strengths of the programmes are that they demonstrate a strong commitment to student-centred learning and teaching through the following employing flexible and a variety pedagogical methods to enhance the learning experience. A culture of mutual respect is promoted within the student-teacher relationship, contributing to a positive learning environment. Students receive constructive feedback, which is linked to guidance on improving their learning process. The program fosters student autonomy while providing sufficient academic support and mentorship from faculty. A formal student appeals process is in place, along with appropriate mechanisms for handling student complaints. The areas which requiring improvement that there are less evidence demonstrating that the assessments effectively measure the extent to which intended learning outcomes have been achieved.

3.3 Conclusion

The criterion is fulfilled.

Recommendations:

- Lecturers should ensure that assessments and learning outcomes in course outlines align with the European Qualifications Framework (EQF) standards.

- Samples of assessments i.e exam questions and assignment tasks should be made available to external assessor for review, ensuring transparency and consistency.

- Each program assessment plan should be mapped to ensure the PLOs are aligned with the instructional strategies and assessment methods.

- Although UIN grants significant participation rights to students, additional consideration for their perspectives—especially regarding student-centred learning and workload - could further improve overall satisfaction.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission

Faculties at UIN organize new student admissions in accordance with the student admission system established by the university. In this admission system, UIN provides equal opportunities to all prospective students in Indonesia and abroad to get enrolled. Prospective undergraduate students can be accepted come from Islamic boarding schools, Madrasah Aliyah (MA), Senior High Schools (SMA), and Vocational High Schools (SMK). Faculty management and university management selects all prospective students who have academic potential. In general, the faculties do not set specific requirements that prospective students must fulfil, except for specific, program-related requirements that have been determined by UIN Jakarta.

Applicants are required to submit their final diploma and transcripts of education, a statement of assignment/permission of the employer, and a research plan for doctoral applicants. In the selection process for prospective students, UIN Jakarta does not discriminate against ethnicity, religion, race and background of prospective students. Even though the majority of UIN Jakarta students are Muslim, there are also non-Muslim students who study at UIN Jakarta.

If a selection test is required, these could be academic potential tests, English language tests, interviews, and specific material tests in accordance with the scientific field of the study program concerned.

Progression

The faculties at UIN monitor individual student progress through the AIS (Academic Information System) application. Through this application, student study and academic progress can be seen. Students receive academic guidance from academic supervisors, thesis/dissertation supervisors, and program managers who monitor and assist the students in carrying out academic tasks and being able to complete their studies on time. In terms of quantity, the number of graduate students steadily increased in the last years.

To become a graduate in the different faculties on time, students must complete their obligations in the semesters. If students cannot complete their studies on time, they have the opportunity to complete their studies with additional semesters in the individual programs.

Recognition

UIN acknowledges non-formal and extracurricular achievements through a structured procedure designed to recognize achievements beyond traditional academic settings.

Students are encouraged to compile a comprehensive portfolio that documents their educational experiences, which may include certificates of participation, evidence of skill acquisition, and reflective analyses demonstrating the learning outcomes accomplished. This portfolio is subsequently evaluated against a set of predefined competencies and learning outcomes to ensure that the experiential learning is of comparable rigor to formal academic courses. When the evaluation is successful, the skills and knowledge acquired are formally acknowledged, often in the form of supplementary credits or as part of the continuous assessment record. This integrated approach ensures that the full spectrum of a student's achievements is holistically represented within their specific academic profile.

Certification

The certification of modules or courses is based on a systematic process that ensures transparent and internationally comprehensible recognition of the completed academic program accompanied by an official diploma supplement for the results achieved by the student. The institution prepares the diploma supplement that provides a detailed and standardized description of the program's structure, learning outcomes, and the competencies acquired. This supplement, issued concurrently with the official diploma, serves as an additional document that facilitates the recognition and comparison of academic qualifications across international borders. Overall, the process is geared towards enhancing the clarity and comparability of academic credentials in a global context.

4.2 Assessment

The admission requirements and processes at the higher education institution (HEI) are clearly defined and transparent, ensuring prospective students understand the criteria needed to gain entry. This transparency promotes trust and helps facilitate a smooth transition for new students.

The institution has robust systems in place to collect, monitor, and act on information regarding student progression. The Academic Information System (AIS) plays a crucial role in this effort, providing a comprehensive framework for tracking student achievement. Key components of this system include:

- Semester Achievement Index (IPS): This measure assesses student success each semester, guiding the recommended number of credits students should pursue based on their performance.

- Cumulative Achievement Index (GPA): This index evaluates long-term academic performance and helps identify students at risk of dropping out. It is also instrumental in determining graduation predicates at the conclusion of a student's study period.

Additionally, undergraduate progression is closely monitored, particularly at the end of the second and fourth semesters, where academic sanctions may be applied if minimum credit requirements or GPA thresholds are not met. This progressive approach, where minimum GPA requirements increase over time, encourages continuous improvement and accountability among students.

The HEI also adheres to appropriate recognition procedures for higher education qualifications, periods of study, and prior learning. These procedures are in conformity with the Lisbon Recognition Convention, ensuring that qualifications are recognized and valued both nationally and internationally.

Students receive graduation documents that are sufficiently informative, detailing the qualifications earned, learning outcomes achieved, and other relevant information about their university degree. This clarity helps graduates understand their accomplishments and provides essential information for future academic or career pursuits.

A positive aspect of the current admission and progression processes is the clear structure and transparency, which facilitate student understanding and progression. However, there is an area identified for optimization: the institution currently does not permit the transfer of students from other programs within the HEI or from other higher education institutions. Revising this policy could lead to improved individual growth and greater opportunities for academic specialization, allowing students to tailor their educational experiences to better fit their career goals and interests.

In conclusion, while the HEI demonstrates effective admission processes and robust mechanisms for monitoring student progression, the potential policy change regarding program transfers could further enhance the flexibility and relevance of the educational experience for students.

4.3 Conclusion

The criterion is fulfilled**.**

5 ESG Standard 1.5: Teaching staff

> **Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.**

5.1 Implementation

General part

The recruitment process for teaching and educational staff at UIN is divided into two categories: Government Employee Lecturers and Non-Government Employee Lecturers. The recruitment of Government Employee Lecturers follows a process initiated by university proposals submitted to the Ministry of Administrative and Bureaucratic Reform and subsequently carried out through the National Civil Service Agency. In contrast, the recruitment of Non-Government Employee Lecturers is conducted by the university, which includes the individual university's statutes. Requests for additional teaching staff must follow an application procedure that details staffing needs and the required qualifications.

The study program proposes academic staff vacancies to the faculty, and the faculty submits these proposals to the University's Personnel Division. Academic staff applications can proceed through two tracks: the Civil Servant Candidate (Calon Pegawai Negeri Sipil - CPNS) examination organized by the Ministry of Religious Affairs, or staff recruitment coordinated by the university and faculty. All applications and test requirements are accessible online. The recruitment process for educational staff includes general and specific requirements based on the position applied for.

The selection process for lecturers is governed by official guidelines stipulated through official decrees of UIN and the respective faculties. It involves multiple stages, such as administrative selection, a written academic potential test, and an additional skills assessment, which includes microteaching and interviews.

The qualifications of the staff are tailored to the needs of the study program s. Experienced teachers conduct the lessons in each program. In the "Arabic Education" program s there are one associate Professors, eleven Assistant Professors and two Lecturers. one full Professors, two Associate and fourteen Assistant professors and one lecturer are teaching in both "English Education" study program s. In the "Indonesian Language and Literature" study program are one Associate and fifteen Assistants professors, while are in the "Mathematics Education" program five Associate Professor and thirteen Assistant Professors. The "Biology Education" program has one full, three Associate and nine Assistant professors. Eleven Assistant and one Associate Professors are teaching in the "Physics Education" program. In the Chemistry Education program there are three Associate and thirteen Assistant Professors.

5.2 Assessment

The recruitment is well and sufficient documented. At the end of the final process an independent committee should make the decision. The credit scores and professional development are part of career opportunities for staff. As the scientific outcome should be

increased (strategy plan target), it would also be desirable to specify the development opportunities and incentives for teaching staff with regard to their scientific activities more clearly. The broad spectrum of teaching staff as well as some external teaching staff is very successful.

5.3 Conclusion

The criterion is fulfilled.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

UIN is a public university located in South Tangerang, Depok, and Tangerang Regency, Indonesia. It has five main campuses, with campus 1, campus 2 and campus 3 located in Ciputat, South Tangerang, while campus 4 and campus 5 are located a bit outside the main campus area.

Building and Physical Resources

The buildings are comprehensive for the facilities, distributed and designed to meet specific academic and administrative needs. The division of space into classrooms, administrative offices, and specialized rooms such as labs and microteaching areas reflects a thoughtful allocation of resources to enhance both teaching and learning. The buildings include dedicated learning spaces for various programs, also equipped with modern tools such as smart classrooms and practice rooms. Specialized facilities, such as language faculties, received specific room equipment to the needs of the diverse language programs, which all other faculties can use and benefit from with language classes for all students. The provision of flexible learning environments, including hybrid learning options via Zoom meetings supports a more dynamic and accessible educational approach. Micro-teaching labs as a means of personal development and coaching for the practitioner as a prospective teacher, developing and coaching the professional skills and/or skills of education of the practitioners in school,

and preparing the practitioner before joining the Professional Teaching Training Program (PPL) especially for specific degrees.

Learning Facilities and Library

The faculty provides a range of academic support facilities that are essential for ensuring quality learning experiences. The reading rooms and study areas for students are designed to support academic research and independent learning, which is crucial for higher education as seen here. The availability of virtual classrooms and hybrid learning setups is not the priority for UIN faculties, but if available, it allows more flexibility in the learning process, particularly beneficial in nowadays evolving educational landscape where online and blended learning are becoming increasingly common.

Each faculty has an individual library that covers the wide range of each individual faculty and the needs of students to have physical books and digital catalogues available for their specific needs in the programs. This ensures independent learning possibilities and additional group activities to all students.

Student Support and Supplementary Facilities

The faculties provide support beyond academic facilities. The provision of prayer rooms, canteens, gardens with reading areas, and parking ensures that students' personal and social needs are met. These facilities contribute to a supportive environment beneficial to academic success and personal well-being. Dormitories are provided for male and female students spread across the main campus and regional campuses. Different kinds of scholarships are offered to support students with special needs or personal circumstances. The scholarships are only provided to Indonesian students and cover all kinds of costs during the individual study period.

Internet and Digital Access

The availability of free internet facilities throughout the buildings further enhances learning and research, allowing students and staff to stay connected and access digital resources from nearly all over the campus. It is very usual that students use their phones to work together in groups and search for information.

6.2   Assessment

Due to the fact that the accreditation procedure could only be conducted online with no real access to the learning resources, the experts could only transport a general feeling for the

resources that might be missing on campus. However, outstandingly positive are the efforts of the library providing for many research and academic needs and functioning as a glue for the various fields. Books and literature necessary for classes seem to be provided adequate.

The assessment of the room and equipment at the university indicates that the infrastructure—comprising buildings, library facilities, laboratory equipment, and IT resources—is both appropriate and sufficient to achieve the qualification goals set forth by the institution. The ongoing expansions and upgrades reflect UIN's commitment to supporting its vision for the future, ensuring that students have access to modern and functional facilities.

The qualifications and extent of the supervisory and administrative staff are found to be suitable, particularly in their roles supporting student mobility. This competency is crucial for fostering an environment that enhances students' educational experiences and opportunities for growth.

The allocation, planning, and provision of learning materials and support services adequately meet the needs of a heterogeneous student body. The availability of medical services, both physical and mental, demonstrates the university's commitment to student well-being. Moreover, UIN is actively extending its services to better assist students with special needs, which further reinforces its inclusive approach.

Internal quality assurance regarding the suitability and accessibility of equipment for students is deemed adequate. Students generally have appropriate access to necessary resources, although there is room for improvement in the provision of information. Enhancing online resources to offer clearer guidance about available services would benefit students and promote better engagement with the support systems in place.

UIN employs Moodle, Google Classroom, as well as other digital learning resources to enhance interactive learning. Virtual labs and simulations support practical education, though AI integration remains limited due to pending governmental regulations.

To further enhance digital learning, UIN plans to integrate AI-driven personalized learning pathways, allowing students to receive tailored academic support based on their performance data. Expansion of virtual laboratory resources is also underway to provide students with hands-on experience in STEM disciplines. UIN is currently awaiting directives from the relevant Ministries of Education and Religious Affairs regarding the development of a comprehensive AI policy. This includes guidelines for AI integration, ethical considerations, and the expansion of AI-related training programs beyond those already implemented.

However, as academic standards continue to rise and digital transformation accelerates in the field of education, the need to broaden access to modern learning resources becomes increasingly important. Students and faculty require more seamless access to up-to-date

literature, journals, and online pedagogical tools to maintain academic competitiveness and research quality. Currently, digital library services, academic databases, and e-learning platforms are either underutilised or in need of expansion.

Beyond academic resources, student support services are in place but would benefit from further development. Academic writing remains an area where many students require targeted assistance, particularly as more programmes emphasise research outputs and publication. Similarly, guidance related to teaching certification pathways, graduate employability, and international study opportunities can be improved to ensure holistic development.

The faculty also has a unique opportunity to enhance teaching diversity by integrating educators from a variety of academic traditions and school systems. This would strengthen student engagement with diverse classroom approaches, as well as prepare them for increasingly globalised education sectors.

6.3 Conclusion

The criterion is fulfilled.

Recommendations:

- Digital library resources and online learning platforms should be expanded to further support research and inclusive, flexible pedagogy.

- A structured academic support services focused on writing, certification guidance, and international preparedness should be build up.

- The university's support in helping students find internships could be further enhanced.

- Greater use of Artificial Intelligence technology in teaching, learning, and administrative processes would further enhance efficiency and innovation.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1 Implementation

UIN implemented an information management system to support its governance, academic, and administrative processes. This system is integrated into various university activities,

ensuring efficient management and monitoring of educational, research, and community service functions.

The Quality Assurance Institution (QAI) of UIN systematically collects and processes data from various stakeholders, including students, alumni, and external entities, to support the continuous enhancement of study programs, measurement tools, and institutional processes. Information is gathered through multiple mechanisms, such as student evaluations of lecturers (EDOM), study program assessments, and surveys conducted by the career centre, including the Employer Satisfaction Survey.

The data collection processes aim to provide relevant insights into different aspects of institutional operations: (1) EDOM gathers information on student experiences in recruitment, teaching, and learning activities. (2) Work unit evaluations assess the quality of support services in the teaching and learning process. (3) Study program performance assessments offer insights into the implementation of study programs, administrative services, and facilities on an annual basis. (4) Employment surveys track the professional development of graduates. (5) Employer satisfaction surveys evaluate how graduates' competencies align with industry requirements.

The institution adheres to established evaluation regulations, ensuring that all assessments are conducted within a structured framework. Survey results inform decision-making processes and contribute to the continuous improvement of study program governance. Evaluations facilitate feedback mechanisms that enable the refinement of curricula and academic services. Additionally, the study program assessments conducted through SIQA support discussions at the faculty level to enhance educational quality.

The collected data further provides information on study program workload, difficulty levels, and recommendations for curriculum development, contributing to informed decision-making for program improvement.

7.2 Assessment

The Faculty of Education at UIN Jakarta demonstrates a growing maturity in using information to guide academic and institutional development. Information related to student progression, assessment outcomes, lecturer performance, and curriculum relevance is collected regularly. Academic departments use this data to support program adjustments and to maintain compliance with national accreditation requirements. There is also increasing awareness of how data can enhance the quality of teaching, planning, and student support.

Nonetheless, opportunities remain to strengthen the analytical and strategic use of information across the faculty. In some instances, data remains fragmented or localised within departments, with limited consolidation at faculty or institutional level. A centralised and more integrated approach to information analysis would allow for a more holistic understanding of trends and gaps, especially across complex, multi-level education programmes.

Moreover, while data collection is often thorough, the loop back into action planning needs reinforcement. For example, student course evaluations are well established, but the extent to which trends are formally reviewed and embedded into quality enhancement initiatives varies. Faculty members show openness to working with data, but additional training in basic analytics and visual reporting tools (e.g., dashboards, summaries) would improve both data literacy and its application in planning.

Another area of future focus is the incorporation of more forward-looking, longitudinal data— such as graduate employability, alumni feedback, and school placement performance. These data sets would allow the faculty to more effectively evaluate the real-world impact of its teacher training program s and adapt them accordingly.

7.3 Conclusion

The criterion is fulfilled.

Recommendations:

- It is recommended that the faculty further improve its information management by developing central data coordination systems and promoting a data-driven work culture through training, faculty-wide reviews and the strategic dissemination of key indicators.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

UIN´s website is the prominent channel for users to search and browse for information and content online. The website is designed for all stakeholders, including lecturers, academic support workers, students, parents of students, ministries, and the public. The website

provides sufficient information on university governance to ensure program and university accountability and transparency to students, staff, community, government, and other external stakeholders.

When publishing news or updating information on its website, UIN Jakarta follows a role matrix to ensure that the content is accurate, transparent, and consistent. Written content must comply with the university's communication policy and website content management model. These policies and models are now governed by an institution called Information Technology and Database Centre (ITDC) at UIN. In the near future, UIN wants to focus on improvement efforts to accelerate business processes by integrating data in all faculties and to increase the number of human resources in the field of technology and information systems, such as programs, system analysts, data analysts, and network security. This is done to develop the main platform for all stakeholders accordingly and maintain the knowledge from national and international feedback into this development process.

8.2 Assessment

The accessibility of relevant information for students, prospective students, graduates, and other stakeholders at the institution is currently lacking. While various topics are addressed, information regarding programs offered, selection criteria, intended learning outcomes, qualifications awarded, teaching and assessment procedures, pass rates, and learning opportunities is either incomplete or dispersed across multiple websites. This fragmentation makes it challenging for users to find comprehensive, pertinent information.

In terms of transparency, the available information is not consistently up-to-date or useful for stakeholders and the public. This lack of clarity can hinder informed decision-making among prospective students and other interested parties, ultimately impacting the institution's reputation and recruitment efforts.

Currently, there are no specific positive aspects highlighted regarding the accessibility of information. However, there is a clear need for optimization. It is recommended that the institution consolidate its information into a single, central source. This would eliminate duplicate websites and streamline access to crucial information. Ensuring that all content is complete and regularly updated will not only enhance transparency but also improve the overall user experience for all stakeholders.

In conclusion, while the institution has the potential to provide valuable information, significant improvements in organization and accessibility are necessary to ensure that all parties can easily access complete and relevant data. Addressing these gaps will contribute positively to the institution's communication strategy and strengthen its engagement with the community.

8.3 Conclusion

The criterion is fulfilled.

Recommendations:

- There should be one central stream of information. Complete and up to date information is required.

9 ESG Standard 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

UIN is committed to maintaining and enhancing the quality of its academic programs through continuous internal quality assurance mechanisms. To ensure that the university's quality objectives are met, on-going and systematic reviews of study programs are conducted annually through the Audit Mutu Internal (AMI), an internal Quality Audit Program. This structured approach allows for comprehensive performance monitoring, ensuring that academic standards are consistently maintained.

The university employs an integrated quality assurance system, called SIQA (Sistem Informasi Quality Assurance) to compile and evaluate performance indicators for all study programs. This digital platform is designed to provide accurate and reliable data, serving as the primary reference for institutional decision-making processes. Through SIQA, performance measurements should be systematically planned and executed, incorporating task evaluations, continuous monitoring, and internal audits. This framework is to raise accountability and supports evidence-based improvements within academic programs.

In addition to internal evaluations, UIN actively engages in national and international benchmarking initiatives. The university collaborates with leading national institutions such as Universitas Gadjah Mada (UGM), Institut Teknologi Bandung (ITB), and Universitas Airlangga (UNAIR) to compare best practices and share knowledge in quality assurance and program monitoring. These benchmarking activities provide valuable insights that contribute to the continuous improvement of study programs, aligning them with national and international standards. By integrating these collaboration learnings, UIN enhances the quality and relevance of its academic offerings across all faculties.

9.2 Assessment

UIN Jakarta's Faculty of Education demonstrates genuine dedication to student success and inclusive learning. Students benefit from a collegial environment, strong mentorship from experienced faculty, and a curriculum that places pedagogical reflection and practice at its centre. These features create a nurturing atmosphere that aligns well with the mission of the faculty to produce professional educators grounded in both theory and ethical practice.

The University has installed a series of measures for the regular monitoring of study programs, student performance and the evaluation of teaching which are also implemented at the faculty of Education. A range of data is collected via the SIQA system to record the development of student performance. Every year, data on academic success, graduation rates, average grades and employment rates are recorded and analysed with regard to development trends. The results of such analyses are published internally at university level. The quality management officers at faculty level are responsible for data collection. Every semester, students are asked to use a standardized questionnaire to evaluate the teaching and teaching staff in the courses they are taking.

Curriculum development follows a structured approval process, ensuring alignment with academic and professional requirements:

- Workshops: Faculty staff, stakeholders, students, and alumni participate in workshops to review curriculum needs.

- Task Force: A designated team develops the curriculum, integrating guidelines from the government, study associations, and university regulations. Lecturers actively contribute to discussions.

- Approval Process: The curriculum undergoes review and approval by faculty bodies and the Dean. Consultations at the university level, including input from external stakeholders such as the University of Melbourne, further refine the curriculum.

Faculty-level curriculum reviews occur every five years, with interim modifications as needed. Lecturers meet regularly to analyse course structures, descriptions, and evaluation systems.

9.3 Conclusion

The criterion is fulfilled.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

UIN is subject to external quality assurance regulations in accordance with national accreditation frameworks. As mandated by law, all higher education institutions in Indonesia must obtain accreditation from the National Accreditation Board for Higher Education (BAN-PT). The purpose of this national accreditation agency is to encourage universities to enhance their performance in delivering high-quality education while ensuring transparency and accountability in the implementation of the national education system. Accreditation is granted for a period of five years, after which institutions must undergo a renewal process to maintain their accredited status.

Beyond national accreditation, UIN actively pursues regional and international recognition to maintain its academic programs against global standards. Several study programs at the university have received certification from the ASEAN University Network (AUN), signifying their alignment with ASEAN-wide educational quality standards. At the institutional level, UIN also has achieved a 3-star rating in the QS World University Rankings, further demonstrating its commitment to academic excellence and global competitiveness.

The external accreditation process also follows a process- and performance-based approach that is also compliant with the national accreditation standards from BAN-PT, which requires adherence to nine predefined criteria, ensuring that all academic and operational activities align with these standards. Furthermore, in accordance with the European Standards and Guidelines (ESG), external quality assurance mechanisms are designed to monitor and evaluate the implementation of ESG principles and also including cultural peculiarities.

The relationship between Internal Quality Assurance (IQA) and External Quality Assurance (EQA) at UIN is a dynamic and cyclical process. IQA focuses on continuous institutional improvement, adapting to evolving educational needs, new teaching methods, and stakeholder feedback, including insights from industrial partners. Following external accreditation and assessment, UIN integrates the recommended improvements into its internal quality assurance cycle, ensuring that enhancements are effectively implemented before entering the next assessment phase. This continuous feedback loop tries to integrate institutional development and guarantees that the university remains aligned with national and international educational standards.

10.2 Assessment

UIN Jakarta, actively participates in regular quality assurance evaluations according to the Indonesian national accreditation standards. These evaluations appropriately cover different organizational levels and institutional status groups every five years. Additionally, some study programs have also been certified by the ASEAN University Network (AUN), demonstrating

alignment with the national and main ASEAN frameworks. This structured and systematic method stimulates ongoing internal improvement activities and ensures continuous enhancement in response to external accreditation results. Positively, UIN Jakarta maintains an effective and well-functioning accreditation system for all study programs, yielding consistently good with very good outcomes. As this represents the institution's first accreditation according to an international accreditation, there are currently no additional immediate recommendations for further optimization from this perspective.

Nevertheless, to align even more closely, UIN Jakarta has the opportunity to further develop its external quality assurance strategy by incorporating a more regular, internationally connected, and formative approach. Current interactions primarily occur through compliance-based national accreditation cycles, which, although effective, often do not fully promote sustained developmental dialogue. UIN Jakarta is encouraged to supplement these reviews by actively pursuing collaborative partnerships in the ASEAN region, including international peer reviews, or engaging in external industry partners.

A particularly valuable measure could be the establishment of an International Advisory Board comprising global education experts, representatives from ministries, and partner institutions. Such a board could offer strategic insights into quality assurance, curricular innovation, international mobility programs, and enhance the institution's global positioning. Viewing external quality reviews as continuous dialogues rather than periodic validations would significantly contribute to institutional learning and allow UIN to actively subsidize regional and global debates within the respective study programs.

10.3 Conclusion

The criterion is fulfilled.

Recommendations:

- It is recommended to participate regularly in international peer reviews and academic benchmarking partnerships.

- An International Advisory Board should be established to guide strategic quality development and visibility.

IV   Recommendation to the Accreditation Commission of ACQUIN

1   Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version

The study programs "Bachelor of Arab Education", "Bachelor of English Education", "Bachelor of Indonesian Language and Literature Education", "Bachelor of Mathematics Education", "Bachelor of Biology Education", "Bachelor of Physics Education", "Bachelor of Chemistry Education", "Master of Arab Education" and the "Master of English Education" were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), and the national relevant regulations.

The expert group concludes that the **ESG standards 1.1 (**Policy for quality assurance), **1.3** (Student-centred learning, teaching and assessment), **1.4** (Student admission, progression, recognition and certification), **1.5** (Teaching staff), **1.6** (Learning resources and student support), **1.7** (Information management), **1.8** (Public information), **1.9** (On-going monitoring and periodic review of programs) and **1.10** (Cyclical external quality assurance) **are fulfilled**. The expert group concludes that the **ESG standards 1.2** (Design and approval of the program) is not fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **not fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled.**

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

2 Accreditation Recommendation

The peer-review experts recommend **accreditation with one condition:**

General conditions:

Condition:

- The Course learning outcomes (CLOS) must be aligned with the Program Learning Outcomes (PLOs). (ESG 1.2)

Recommendations

General recommendations:

- The UIN's already well-functioning quality management system should be further strengthened in order to improve general quality assurance procedures at the UIN.
- The evaluation processes that have already been successfully implemented should be further developed.
- The Quality of Module handbooks could be revised, and a uniform university-wide format should be implemented.
- The internationalisation strategy that has already been initiated should be further developed.
- Individual library budgets could be established.
- The diversity of teaching staff from outside of UIN should be expanded.
- The diversity of responsibilities of own staff at UIN should be expanded.
- The administrative processes already in place at the UIN, which are already functioning well, should be further developed.
- By addressing key areas for improvement, UIN can reinforce its commitment to academic excellence, international competitiveness, and student-cantered learning. Future initiatives should focus on expanding digital learning capabilities, enhancing student services, and strengthening partnerships with global institutions. With ongoing refinement and strategic planning, UIN is well-positioned to achieve sustained growth and academic recognition on an international scale.
- The workload should be assessed by regular feedback from the students and be revised accordingly for each module.
- The university's support in helping students find internships could be further enhanced.

- Greater use of Artificial Intelligence technology in teaching, learning, and administrative processes would further enhance efficiency and innovation.

- Although UIN grants significant participation rights to students, additional consideration for their perspectives—especially regarding student-centred learning and workload - could further improve overall satisfaction.

- Digital library resources and online learning platforms should be expanded to further support research and inclusive, flexible pedagogy.

- A structured academic support services focused on writing, certification guidance, and international preparedness should be build up.

- Lecturers should ensure that assessments and learning outcomes in course outlines align with the European Qualifications Framework (EQF) standards.

- Samples of assessments i.e exam questions and assignment tasks should be made available to external assessor for review, ensuring transparency and consistency.

- There should be one central stream of information. Complete and up to date information is required.

- It is recommended that the faculty further improve its information management by developing central data coordination systems and promoting a data-driven work culture through training, faculty-wide reviews and the strategic dissemination of key indicators.

- Each program assessment plan should be mapped to ensure the PLOs are aligned with the instructional strategies and assessment methods.

- It is recommended to participate regularly in international peer reviews and academic benchmarking partnerships.

- An International Advisory Board should be established to guide strategic quality development and visibility.

Recommendations for specific study programs

"Bachelor of Arabic Education"

- The course plan should be weeded out, with even more emphasis placed on practical training at school.

"Bachelor of English Education" and "Master of English Education"

- Course learning outcomes should be thoroughly reviewed and revised to ensure full alignment with the Program Learning Outcomes (PLOs). PLOs of both programmes could be improved in terms of its clarity and conciseness.

- Each course should explicitly demonstrate how it contributes to the development of specific teaching competencies, ensuring alignment with pedagogical PLOs.

- The integration of multiple courses contributing should be strength to complex PLOs, particularly in interdisciplinary areas such as critical thinking, pedagogy, and educational research.

- Conduct a comprehensive review of workload distribution across courses to ensure it is both appropriate and manageable for students.

- Benchmarking with local and international institutions should be implemented to ensure the competitiveness of the programme and best practices.

- Course materials and references should be updated to reflect the most recent academic literature (2020-2025).

"Bachelor Indonesian Language and Literature"

- Units whose content is not specific to the subject area should be reviewed. These could be redesigned into units with more general topics/focus areas that can be offered across disciplines (ILL, Arabic, English). Other units that focus on a single skill (e.g., listening comprehension) can be combined into a competency-based unit or a unit on a broader topic in which students critically evaluate different approaches (e.g. for ILL, a unit on the history of the Indonesian education system). If this were pursued, staff could consider implementing team teaching and further increasing the attractiveness of teaching.

- Similar units should be reviewed, especially those with similar names, e.g. 'Methodology of Language Research' and 'Methodology of Language Learning'. If these units differ significantly in content, the difference should be clearly indicated in the unit description and in the CLOs.

- Formulation of CLOs should be consistent across the ILL discipline, and unit learning outcomes should be more clearly reflected in the formulation (e.g., the CLO 'able to apply Indonesian' is too vague and needs to be formulated by considering purpose and context).

- Revisit unit descriptions to ensure unit titles align with unit content (e.g. does the unit 'Discourse analysis' align with its focus on the analysis of language interference and language errors?)
- It is recommended to broaden the perspective and view Indonesian as a language with many variants, of which Standard Indonesian plays an important role in education. It is also recommended to encourage students to discuss genres and styles and to facilitate such discussions in various course units, e.g. in Indonesian literary history, prose and poetry studies, and in more general linguistics units such as discourse analysis, sociolinguistics and pragmatics.ics.
- Samples of written assessment provided indicate that emphasis is placed on multi-choice answers. The written assessments should be revised so that students can demonstrate their knowledge and skills using different types of responses.
- Internships should be managed even more systematically, with students receiving better support in finding placements. Perhaps this is an issue that should be discussed at programme level (Bachelor's, faculty) rather than at departmental level (ILL).

"Bachelor of Mathematics Education"

- The course materials should be critically assessed and updated where necessary.
- The question of how the specific mathematical learning processes of students could be given greater consideration in methodology courses should be discussed within the faculty.

"Bachelor of Physics Education"

- The numeration and order of courses between the ECTS handbook and the Module handbook should be more consistent. Therefore, a standardized system for course numbering and ordering in all documentation would significantly improve coherence. A summarizing list of all PLOs and CLOs would also be helpful for an overview of the learning goals.
- To provide students with a comprehensive understanding of each course's scope and expectations, it is advisable to enhance these descriptions with more detailed and specific information, including course objectives, expected outcomes, and assessment methods.
- The Module handbook includes a high number of CLOs and sub-CLOs for individual courses, which in some cases seem excessive for the scope of a single course. Additionally, several outcomes are broad and unspecific, potentially complicating

effective assessment. It is recommended to streamline and clarify the CLOs and sub-CLOs, ensuring they are realistic, focused, and measurable, thereby enhancing their alignment with achievable learning goals.

- It is recommended that course designers review and streamline the course learning outcomes, selecting only those that are directly measurable within the course. Indirect learning outcomes should be reconsidered and possibly omitted.

- Course developers should ensure that CLOs are appropriately aligned with the assessment methods used in individual courses. While the current assessments appear to be appropriate, their effectiveness in assessing the intended learning outcomes could be further enhanced. This should be achieved through careful revision and alignment to improve consistency between learning objectives and assessment strategies.

V   Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 05 June 2025:

General conditions

- **The Course learning outcomes (CLOS) must be aligned with the Program Learning Outcomes (PLOs). (ESG 1.2)**

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 19 June 2026. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the programmes stay accredited until 30 September 2031. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation decision will be withdrawn.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 19 July 2025.

General recommendations for all study programmes:

- The UIN's already well-functioning quality management system should be further strengthened in order to improve general quality assurance procedures at the UIN.

- The evaluation processes that have already been successfully implemented should be further developed.

- The Quality of Module handbooks could be revised, and a uniform university-wide format should be implemented.

- The internationalisation strategy that has already been initiated should be further developed.

- Individual library budgets could be established.

- The diversity of teaching staff from outside of UIN should be expanded.

- The diversity of responsibilities of own staff at UIN should be expanded.

- The administrative processes already in place at the UIN, which are already functioning well, should be further developed.

- By addressing key areas for improvement, UIN can reinforce its commitment to academic excellence, international competitiveness, and student-cantered learning. Future initiatives should focus on expanding digital learning capabilities, enhancing student services, and strengthening partnerships with global institutions. With ongoing refinement and strategic planning, UIN is well-positioned to achieve sustained growth and academic recognition on an international scale.

- The workload should be assessed by regular feedback from the students and be revised accordingly for each module.

- The university's support in helping students find internships could be further enhanced.

- Greater use of Artificial Intelligence technology in teaching, learning, and administrative processes would further enhance efficiency and innovation.

- Although UIN grants significant participation rights to students, additional consideration for their perspectives—especially regarding student-centred learning and workload - could further improve overall satisfaction.

- Digital library resources and online learning platforms should be expanded to further support research and inclusive, flexible pedagogy.

- A structured academic support services focused on writing, certification guidance, and international preparedness should be build up.

- Lecturers should ensure that assessments and learning outcomes in course outlines align with the European Qualifications Framework (EQF) standards.

- Samples of assessments i.e exam questions and assignment tasks should be made available to external assessor for review, ensuring transparency and consistency.

- There should be one central stream of information. Complete and up to date information is required.

- It is recommended that the faculty further improve its information management by developing central data coordination systems and promoting a data-driven work culture through training, faculty-wide reviews and the strategic dissemination of key indicators.

- Each program assessment plan should be mapped to ensure the PLOs are aligned with the instructional strategies and assessment methods.

- It is recommended to participate regularly in international peer reviews and academic benchmarking partnerships.

- An International Advisory Board should be established to guide strategic quality development and visibility.

Arabic Education (Bachelor)

The study programme "Arabic Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- The course plan should be weeded out, with even more emphasis placed on practical training at school.

English Education (Bachelor)

The study programme "English Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- Course learning outcomes should be thoroughly reviewed and revised to ensure full alignment with the Program Learning Outcomes (PLOs). PLOs of both programmes could be improved in terms of its clarity and conciseness.
- Each course should explicitly demonstrate how it contributes to the development of specific teaching competencies, ensuring alignment with pedagogical PLOs.
- The integration of multiple courses contributing should be strength to complex PLOs, particularly in interdisciplinary areas such as critical thinking, pedagogy, and educational research.
- Conduct a comprehensive review of workload distribution across courses to ensure it is both appropriate and manageable for students.
- Benchmarking with local and international institutions should be implemented to ensure the competitiveness of the programme and best practices.
- Course materials and references should be updated to reflect the most recent academic literature (2020-2025).

Indonesian Language and Literature Education (Bachelor)

The study programme "Indonesian Language and Literature Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- Units whose content is not specific to the subject area should be reviewed. These could be redesigned into units with more general topics/focus areas that can be offered across disciplines (ILL, Arabic, English). Other units that focus on a single skill (e.g., listening comprehension) can be combined into a competency-based unit or a unit on a broader topic in which students critically evaluate different approaches (e.g. for ILL, a unit on the history of the Indonesian education system). If this were pursued, staff could consider implementing team teaching and further increasing the attractiveness of teaching.
- Similar units should be reviewed, especially those with similar names, e.g. 'Methodology of Language Research' and 'Methodology of Language Learning'. If these units differ significantly in content, the difference should be clearly indicated in the unit description and in the CLOs.
- Formulation of CLOs should be consistent across the ILL discipline, and unit learning outcomes should be more clearly reflected in the formulation (e.g., the CLO 'able to apply Indonesian' is too vague and needs to be formulated by considering purpose and context).
- Revisit unit descriptions to ensure unit titles align with unit content (e.g. does the unit 'Discourse analysis' align with its focus on the analysis of language interference and language errors?)
- It is recommended to broaden the perspective and view Indonesian as a language with many variants, of which Standard Indonesian plays an important role in education. It is also recommended to encourage students to discuss genres and

styles and to facilitate such discussions in various course units, e.g. in Indonesian literary history, prose and poetry studies, and in more general linguistics units such as discourse analysis, sociolinguistics and pragmatics.ics.

- Samples of written assessment provided indicate that emphasis is placed on multi-choice answers. The written assessments should be revised so that students can demonstrate their knowledge and skills using different types of responses.
- Internships should be managed even more systematically, with students receiving better support in finding placements. Perhaps this is an issue that should be discussed at programme level (Bachelor's, faculty) rather than at departmental level (ILL).

Mathematics Education (Bachelor)

The study programme "Mathematics Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- The course materials should be critically assessed and updated where necessary.
- The question of how the specific mathematical learning processes of students could be given greater consideration in methodology courses should be discussed within the faculty.

Biology Education (Bachelor)

The study programme "Biology Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- More reflection opportunities for contemporary issues should be given.

Physics Education (Bachelor)

The study programme "Physics Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- The numeration and order of courses between the ECTS handbook and the Module handbook should be more consistent. Therefore, a standardized system for course numbering and ordering in all documentation would significantly improve coherence. A summarizing list of all PLOs and CLOs would also be helpful for an overview of the learning goals.

- To provide students with a comprehensive understanding of each course's scope and expectations, it is advisable to enhance these descriptions with more detailed and specific information, including course objectives, expected outcomes, and assessment methods.
- The Module handbook includes a high number of CLOs and sub-CLOs for individual courses, which in some cases seem excessive for the scope of a single course. Additionally, several outcomes are broad and unspecific, potentially complicating effective assessment. It is recommended to streamline and clarify the CLOs and sub-CLOs, ensuring they are realistic, focused, and measurable, thereby enhancing their alignment with achievable learning goals.
- It is recommended that course designers review and streamline the course learning outcomes, selecting only those that are directly measurable within the course. Indirect learning outcomes should be reconsidered and possibly omitted.
- Course developers should ensure that CLOs are appropriately aligned with the assessment methods used in individual courses. While the current assessments appear to be appropriate, their effectiveness in assessing the intended learning outcomes could be further enhanced. This should be achieved through careful revision and alignment to improve consistency between learning objectives and assessment strategies.

Chemistry Education (Bachelor)

The study programme "Chemistry Education" (Bachelor) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- More reflection opportunities for contemporary issues should be given.

Arabic Education (Master)

The study programme "Arabic Education" (Master) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- More reflection opportunities for contemporary issues should be given.

English Education (Master)

The study programme "English Education" (Master) is accredited without additional conditions.
The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- Course learning outcomes should be thoroughly reviewed and revised to ensure full alignment with the Program Learning Outcomes (PLOs). PLOs of both programmes could be improved in terms of its clarity and conciseness.
- Each course should explicitly demonstrate how it contributes to the development of specific teaching competencies, ensuring alignment with pedagogical PLOs.
- The integration of multiple courses contributing should be strength to complex PLOs, particularly in interdisciplinary areas such as critical thinking, pedagogy, and educational research.
- Conduct a comprehensive review of workload distribution across courses to ensure it is both appropriate and manageable for students.
- Benchmarking with local and international institutions should be implemented to ensure the competitiveness of the programme and best practices.
- Course materials and references should be updated to reflect the most recent academic literature (2020-2025).