

## **Accreditation Report**

Program Accreditation of  
**Syarif Hidayatullah State Islamic University Jakarta**  
Republic of Indonesia

**Law (B.A.)**  
**Family Law (B.A.)**  
**Constitutional Law (B.A.)**  
**Islamic Economic Law (B.A.)**  
**Family Law (M.A.)**  
**Islamic Economic Law (M.A.)**

### **I Procedure**

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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 programme(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. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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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, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes 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 taken into account.

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 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 programme(s).

## **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), 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 programmes 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 programmes 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 programmes 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.

## **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 programmes.

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 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 programme (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 programme, 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 programme, 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 are 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 programmes 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 programmes in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), 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 programmes. 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 programmes 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 programmes 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 programmes 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.

### **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 Sharia and Law (FSH) is one of the eleven faculties of Syarif Hidayatullah State Islamic University (UIN) Jakarta. This faculty was founded in 1967. However, its history was inseparable from the long history of UIN Syarif Hidayatullah Jakarta, which started as the Academy of Religious Sciences Service (ADIA) in 1957. Initially, ADIA consisted of two study programmes: Sharia and Arabic. As a government training institution, students were limited to

those assigned as employees and teachers under the auspices of the Ministry of Religion. Based on Government Regulation No. 11 of 1960, ADIA was transformed into State Islamic Institute (IAIN) with three study programmes: Islamic Education, Arabic, and Islamic Military Chaplaincy.

In 1963, the Ministry of Religion assigned IAIN Sunan Kalijaga Yogyakarta and IAIN Syarif Hidayatullah Jakarta to supervise Islamic Faculties all over Indonesia. UIN Jakarta had a duty to supervise four faculties in two regions: Faculty of Tarbiyah (Education), Faculty of Adab (Humanity) and Faculty of Usuluddin (Theology) in Jakarta, and Faculty of Sharia in Serang. At the end of 1966, UIN Jakarta initiated the opening of the Faculty of Sharia in Jakarta, and was inaugurated based on the Ministry of Religion Decree No. 159 of 1967.

With the transformation of IAIN to UIN in 2001, based on a Joint Decree of the Ministry of Education No. 4/U/KB/2001 and the Ministry of Religion No. 500 of 2001, the Faculty of Sharia was renamed the Faculty of Sharia and Law. With this development, the Faculty has operated eight study programmes, consisting of Family Law (*Ahwal Al Syakhsiyyah*), Islamic Economic Law (*Mu'amalah*), Comparative *Maddhab*, Islamic Criminal Law (*Jinayah*), Constitutional Law (*Siyasah*), Law, Master of Islamic Economic Law, and Master of Family Law (*Ahwal Syakhsiyyah*).

### **Vision**

To be a beacon of excellence in the study, development and integration of Sharia and law sciences based on the value of Islam, humanity and Indonesia in the Southeast Asian region in 2024.

### **Mission**

- To implement integrative education and teaching in sharia and law sciences theoretically and practically;
- To conduct research and community service in sharia and law based on the value of moderate Islam, humanity and Indonesia.
- To prepare students with excellent competency in sharia and law sciences in line with the needs of sharia and law professions.
- To organize *Tridharma*-based governance based on good principles of university governance with support from competent and professional educators and staff.
- To develop national and international cooperation with state-based institutions, private sectors, universities, and businesses.

### 3 General information on the study programme(s)

#### Bachelor of Law

Location	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Sharia and Law
Date of introduction	2008
Faculty/ department	Faculty of Sharia and Law
Standard period of study (semesters)	4 years
Number of ECTS credits	216 ECTS
Number of study places	160 per year
Number of students currently enrolled	700
Average number of graduates per year	150
Form of study	full-time
Tuition fee	IDR 7,651,000 (€467)

#### Bachelor of Family Law

Location	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Sharia and Law
Date of introduction	2015
Faculty/ department	Faculty of Sharia and Law
Standard period of study (semesters)	4 years
Number of ECTS credits	216
Number of study places	135 per year
Number of students currently enrolled	579

Average number of graduates per year	113
Form of study	full-time
Tuition fee	Rp. 5,185,000 (€ 317)

### **Bachelor of Islamic Economic Law**

Location	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Sharia and Law
Date of introduction	1994
Faculty/ department	Faculty of Sharia and Law
Standard period of study (semesters)	4 years
Number of ECTS credits	216 ECTS
Number of study places	130 per year
Number of students currently enrolled	545
Average number of graduates per year	120
Form of study	full-time
Tuition fee	Rp 7.300.000 (€446)

### **Bachelor of Constitutional Law**

Location	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Sharia and Law
Date of introduction	2015
Faculty/ department	Faculty of Sharia and Law

Standard period of study (semesters)	4 years
Number of ECTS credits	216 ECTS
Number of study places	80 per year
Number of students currently enrolled	261
Average number of graduates per year	70
Form of study	full-time
Tuition fee	Rp. 5,185,000 (€ 317)

### Master of Islamic Economic Law

Location	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Sharia and Law
Date of introduction	2011
Faculty/ department	Faculty of Sharia and Law
Standard period of study (semesters)	2 years
Number of ECTS credits	46
Number of study places	25 per year
Number of students currently enrolled	68
Average number of graduates per year	11
Target group(s)	
Admission requirements	through <i>jalur mandiri</i> or regular admission
Form of study	full-time
Tuition fee	Rp. 7.100.000.00

**Master of Family Law**

Location	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Sharia and Law
Date of introduction	2015
Faculty/ department	Faculty of Sharia and Law
Standard period of study (semesters)	2 years
Number of ECTS credits	66
Number of study places	25 per year
Number of students currently enrolled	76
Average number of graduates per year	15
Form of study	full-time
Tuition fee	Rp. 6,100,000.00 (EUR 367,39)



### III Implementation and assessment of the criteria

*The peer-review experts assess the quality of the study programme(s) and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study programme in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programmes cluster level in order to avoid repetition and better describe general context.*

#### 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

According to the Self-Assessment Reports, the HEI has established an elaborate system of quality assurance in all relevant aspects. The relevant information on quality assurance is publicly available. Seemingly, all relevant bodies and institutions are sufficiently involved in the development and implementation of the policy. This was confirmed during the hearing with practitioners involved in such processes.

According to the SAR and the more detailed explanations during the hearings, the policy is implemented, monitored and revised within a clear and functional institutional framework. In addition, the HEI has also developed concepts on gender “equity”. This terminology could be irritating, since it might refer to the fixed male and female role-models based on traditional Islamic normative thinking. Nevertheless, the hard factors (admission; recruitment of teaching staff) point to real equality. This was confirmed during the hearings by female participants both from students and staff members. Shortcomings regarding the male-female staff ratio were openly addressed, and obviously improvements have already taken place. Nevertheless, it is recommended to consequently track the results of this policy, not least regarding the opportunities for excellent female students and staff members to get access to international scientific exchange and publication fora.

## 1.3 Conclusion

The criterion is **fulfilled**.

### Recommendations:

- The university should monitor the results of its gender equality policy regularly, not least regarding the opportunities for excellent female students and staff members to get access to international scientific exchange and publication fora.

## 2 ESG Standard 1.2: Design and approval of programmes

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

The Faculty of Sharia and Law (FSH) divides the **bachelor curriculum** into eight-course groups, which are 1) basic and Islamic courses, 2) basic law courses, 3) Islamic law courses, 4) practicum and professional skills, 5) elective courses, 6) KKN (Community Service), 7) thesis, and 8) legal skills related to the study programme speciality. In line with the Ministry of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards, all courses are completed in 144 credits or equal to 216 ECTS in the European System. The conversion of the credits to ECTS enables student transfer from FSH to European universities.

HK sets the graduate profiles as follows:

(1) Legal professionals such as judges, lawyers, analysts, consultants, mediators, and administrators in family law and Islamic family law who have competence in analyzing and implementing the law by integrating general law discipline with Islamic law discipline; (2) Researchers in law and Islamic family discipline who are able to conduct research on contemporary issues, formulate theories and offer solutions for real law issues in society; (3) Legal analysts and activists who are able to design and create legal drafts, contracts, and analyses of laws and regulations regarding law and Islamic law.

The Faculty of Sharia and Law (FSH) divides the **master curriculum** into five-course groups, which are 1) basic and Islamic courses, 2) basic law courses, 3) Islamic law courses, 4) elective courses, and 5) thesis related to the study programme speciality. In line with the Ministry of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards, all courses are completed in 44 credits or equal to 62 ECTS in the European System.

#### 2.1.1 Bachelor of Law

In terms of **knowledge and understanding**, students of this program are expected to master the theories, concepts, principles, and values of general law and Islamic law, effectively integrating scientific, Islamic, and Indonesian cultural perspectives. They are trained to

practically apply this integrated knowledge to address real societal challenges, contributing creatively to the development of legal disciplines within the context of global legal issues.

In terms of **professional skills**, students will possess the competence to perform legal duties accurately inside and outside court environments. They will proficiently and responsibly utilize information technology for the management of legal data and resources. Moreover, they will have the capability to design and execute effective legal research and publish their findings.

Regarding **autonomy and responsibility**, students are prepared to make strategic legal decisions while upholding high standards of professional ethics. They are also equipped to communicate effectively, work collaboratively within teams, and continuously develop their entrepreneurship and leadership capacities.

The targeted student profiles include:

(1) Legal professionals (judges, lawyers, mediators, analysts, and consultants) who effectively apply and provide legal services by incorporating scientific, Islamic, and Indonesian cultural values. (2) Legal researchers capable of conducting comprehensive legal research to develop theories and formulate effective solutions to address contemporary legal challenges. (3) Legal activists dedicated to advocating for justice and democracy through legal efforts both within and outside the courtroom, guided by Islamic values and a commitment to human rights. (4) Legal entrepreneurs who successfully establish and manage legal businesses, such as law firms, contributing positively to the legal profession.

### 2.1.2 Bachelor of Family Law

The study programme is designed, among others, to produce graduates competent in integrating family law discipline within the scientific context with Islamic, humanity and Indonesian values, enabling them to deal with real family law issues in society and create justice.

This study programme offers an in-depth understanding of Islamic family law, a critical legal aspect implemented in Indonesia. It provides comprehensive insights into Islamic law principles related to family matters, including marriage, divorce, the rights and obligations of spouses, inheritance, adoption, and children's rights.

Students gain skills in analyzing Islamic legal sources, such as the Quran, Hadith, and Islamic jurisprudence (fiqh), and learn how to apply these sources effectively within the context of family law.

The programme places significant emphasis on analyzing and resolving contemporary family law cases, particularly focusing on issues like post-divorce rights for women and children, along with other pertinent family law challenges in modern society.

Alongside the formal legal framework, the programme underscores the importance of Islamic family ethics and values. Students are guided on building healthy and respectful family relationships in accordance with Islamic teachings.

Additionally, the programme educates students on the critical role of counselling and conflict resolution, equipping them to mediate and resolve family law disputes effectively.

In terms of knowledge and understanding, students are expected to internalize the integration of scientific knowledge with Islamic values, humanity, Indonesian cultural values, and religious moderation. They should thoroughly understand the principles, theories, and values associated with family law and Islamic family law.

Regarding skills, students are expected to competently practice procedural law within general and Islamic (religious) courts, demonstrating effective teamwork and adherence to legal professional ethics. Students should also be proficient in conducting research, publishing scholarly works, and engaging in community service related to family law. Furthermore, they are expected to provide advocacy, mediation, and legal analysis in both litigation and non-litigation contexts. Additionally, students should possess strong communication skills in Indonesian and foreign languages and demonstrate proficiency in information technology.

In terms of autonomy and responsibility, students are expected to apply logical methods, critical analysis, and sound legal reasoning when addressing legal cases relevant to their professional roles. They should exhibit responsibility when working independently or collaboratively, maintain a professional demeanor, and demonstrate an entrepreneurial spirit, leadership capabilities, critical and innovative thinking, and a commitment to lifelong learning.

The programme defines graduate profiles as legal professionals—including judges, lawyers, analysts, consultants, mediators, and administrators—specialized in family law and Islamic family law. These graduates will possess expertise in analyzing and applying legal frameworks by integrating general legal principles with Islamic law. Additionally, graduates will be qualified researchers capable of investigating contemporary issues, developing theories, and proposing practical solutions to family law challenges. Lastly, graduates will also be equipped as legal analysts and activists who can effectively draft legal documents, contracts, and critically analyze laws and regulations concerning family law and Islamic family law.

### **2.1.3 Bachelor of Islamic Economic Law**

The Bachelor of Islamic Economic Law study programme is designed with specific learning outcomes focusing on knowledge, understanding, skills, autonomy, and responsibility.

In terms of knowledge and understanding, students are expected to master theories, concepts, principles, and values related to Islamic Economic Law while integrating scientific, Islamic, and Indonesian values. They should be capable of applying Islamic Economic Law to effectively address relevant issues and creatively develop this discipline in response to global legal challenges.

Regarding skills, students should competently apply legal expertise both inside and outside of court settings. They should proficiently utilize information technology specific to Islamic Economic Law and effectively design and implement research methodologies, culminating in published scholarly outcomes.

In terms of autonomy and responsibility, students are expected to make strategic decisions concerning Islamic Economic Law, consistently upholding professional ethics. They should demonstrate effective communication and collaborative teamwork abilities, alongside sustainably developing entrepreneurial and leadership capabilities.

The graduate profiles defined by the programme include legal practitioners—such as judges, lawyers, arbiters, Sharia Economic business supervisors, and advisors—capable of applying economic law and Islamic Economic Law theories and concepts, with strong managerial competence. Graduates may also become researchers skilled in interdisciplinary or multidisciplinary research approaches addressing societal Sharia Economic issues. Additionally, graduates may act as legal activists, advocating for Sharia Economic matters both within courts and in alternative dispute resolution contexts, fostering justice in society.

#### **2.1.4 Bachelor of Constitutional Law**

The Bachelor of Constitutional Law programme is structured around clear learning outcomes covering knowledge and understanding, skills, autonomy, and responsibility.

In terms of knowledge and understanding, students should master the theories, concepts, principles, and values of law and Islamic law, integrating scientific, Islamic, and Indonesian cultural values. They are expected to effectively apply these theories and principles in addressing real-world societal issues and creatively develop constitutional law and Islamic constitutional law disciplines within a global legal context.

Regarding skills, students should competently apply legal skills in both court and out-of-court environments. They must responsibly utilize information technology for managing legal data and resources and effectively design, conduct, and publish research within the legal discipline.

In terms of autonomy and responsibility, students are expected to make strategic decisions related to Islamic constitutional law, consistently upholding professional legal ethics. They should communicate effectively, collaborate well within teams, and continuously develop entrepreneurial and leadership abilities.

The programme defines graduate profiles as legal professionals—including judges (particularly Constitutional Court judges), lawyers, arbiters, and mediators—capable of applying legal theories to practice and addressing constitutional issues. Graduates may also serve as legal researchers conducting scholarly investigations in constitutional and Islamic constitutional law, proposing solutions to contemporary challenges. Additionally, graduates may become constitutional law experts and analysts proficient in evaluating constitutional law and Islamic constitutional law issues within national and international contexts.

#### **2.1.5 Master of Islamic Economic Law**

The Master of Islamic Economic Law programme emphasizes specific learning outcomes in knowledge, understanding, skills, autonomy, and responsibility.

In terms of knowledge and understanding, students are expected to master historical contexts and general legal theories, understanding their interactions with Islamic law to analyze Islamic Economic Law issues arising within Indonesia's diverse religious, cultural, and ethnic landscape, under a political system guided by Pancasila democracy. Students should also understand the interactions of Islamic Economic Law within international and cross-border business contexts, particularly relevant to globalization. Additionally, students should master Islamic law methodologies (*manhaj*), enabling authoritative legal decision-making (*istinbath*) on contemporary issues.

Regarding skills, students are expected to competently document, securely store, and retrieve research data, ensuring research validity and preventing plagiarism. They should demonstrate the capability to perform effectively both independently and collaboratively, maintaining high-quality standards, dedication, responsibility, and openness.

In terms of autonomy and responsibility, students should systematically articulate ideas, thoughts, and rational arguments in Islamic Economic Law, adhering to academic ethics and effectively communicating these ideas to both academic circles and the broader community. Students are also expected to make informed and appropriate decisions in solving Islamic Economic Law problems, guided by thorough data analysis, while emphasizing humanistic values and religious moderation. Moreover, students are expected to effectively collaborate, establish, and sustain networks with peers and partners, supporting the Freedom of Learning Independent Campus initiative.



Graduate profiles from the programme include legal practitioners—such as judges, lawyers, advisors, Sharia business supervisors, arbiters, and mediators—who master economic and Islamic law theories with strong leadership and managerial skills. Graduates are also expected to become advanced researchers in Islamic Economic Law. Additionally, graduates are prepared to serve as Sharia Supervisory Board members, ensuring compliance with Sharia principles in various business entities. The programme curriculum integrates business law and Islamic law (Muamalah), focusing on diverse Sharia-related businesses and industries, including Islamic banking, non-bank Islamic financial institutions (Sharia financing, capital markets, Sharia Mutual Funds, Sukuk), Sharia Microfinance Institutions (such as Sharia cooperatives and Bayt al-Mal wa al Tamwil), Sharia fintech, halal industries, Sharia hospitals, Sharia hotels, and Sharia tourism.

#### **2.1.6 Master of Family Law**

The Master of Family Law programme emphasizes specific learning outcomes in knowledge, understanding, skills, autonomy, and responsibility.

In terms of knowledge and understanding, students are expected to integrate scientific methodologies with Islamic and Indonesian approaches when studying family law and Islamic family law. They should master theoretical frameworks, concepts, and scientific paradigms in family law and Islamic family law, employing interdisciplinary or multidisciplinary approaches. Additionally, students are trained to conduct academic validations or comprehensive studies aimed at reforming family law and proposing viable solutions to societal challenges.

Regarding skills, students should proficiently utilize technology for documenting, securely storing, and retrieving research data, thus ensuring validity and preventing plagiarism. They are also expected to work responsibly and effectively both independently and collaboratively in team settings.

In terms of autonomy and responsibility, students are expected to make informed decisions for problem-solving and scientific advancement based on analytical and empirical studies of relevant data and information. They should demonstrate the ability to collaborate effectively, establish and nurture professional networks, and sustain an independent learning ethos.

The programme's graduate profiles include advanced researchers capable of conducting interdisciplinary or multidisciplinary studies in family law and Islamic family law. Graduates are prepared to become legal practitioners, including judges, lawyers, mediators, arbiters, lawmakers, advisors, analysts, and administrators, applying legal theories and concepts effectively to promote justice within society. Furthermore, graduates may pursue careers as academics, teaching family law and Islamic family law at institutions of higher education.



## **2.2 Assessment**

### **2.2.1 Bachelor of Law**

Regarding the Bachelor of Law, all in all the study programme reflects the overall strategy of the HEI. The considerable involvement of renowned practitioners in teaching as well as in developing the courses is particularly appreciated and could even be expanded. The objectives and learning outcomes of the programme are formulated in a relatively abstract ways and might be re-formulated more concretely. Nevertheless, given the information obtained during the meetings with stakeholders from all sides, it has become obvious that the graduates are well prepared and will have a fair chance to the respective labour market in the judiciary, as lawyers, consultants or administrative staff. It is nonetheless recommended to further clarify the graduate profiles in terms of employment opportunities, and to consider the implementation of a Master of Law programme.

Regarding the contents of the courses in particular, the implementation of the different relevant layers of Indonesian law, including customary law, is equally appreciated.

The particular focus on Islamic norms is understandable in view of HEI's general objectives. Nevertheless, it is not totally clear to which extent international voices are part of the syllabus. Thus, it is recommended to acquire and invest more means in internationally relevant databases and literature and foster the cross-border exchange of teaching staff and outstanding students. In addition, the relation between traditional Islamic law interpretations and current Indonesian law should be pointed out very clearly. In this regard, the plurality of views and the strong dynamics in interpreting Islamic law according to the circumstances of time and space are central. Thus, the international academic discourse on these crucial aspects should be systematically implemented into all courses on Islamic law and beyond (curriculum, syllabus and teaching methods). This goes to the courses on Islamic criminal law in particular. While these issues were positively addressed during the hearings, they are not equally visible in the documents.

### **2.2.2 Bachelor of Constitutional Law**

The study programme integrates and fits into the overall mission and strategy of UIN in general as well as of the faculty.

The contents of the study programme are regularly reviewed and improved. There is a structured evaluation process. All stakeholders are involved, including external stakeholders, i.e. alumni, employers, consultants from other HEI and so on. The approval process is well structured.

In general, the syllabus of the study programme is well structured and guarantees a smooth progression until graduation. But some adjustments to the programme are highly recommended. Core modules and basic modules should be expanded in order to create a solid base for further studies. It is obvious that only one-sixth of the courses reflect the specialization in constitutional and administrative law issues. Inevitably, important topics, such as the system of governance, can only be treated superficially. In this regard, a re-balancing giving more weight to these is strongly recommended.

The sources and references in some modules should be internationalized. For example, in the basic course “Constitutional law” all references are in Indonesian. The international scientific discourse on constitutional law as well as Islamic law in general are not sufficiently taken into consideration.

The workload for students is reasonable, also according to the students’ statements themselves.

Career opportunities are defined. They are oriented on and adjusted to the real recruitment on the job market. Most prominent are jobs in the government, legislative bodies, the constitutional court, policy research institutes and legal activism (NGOs). Some also work as lawyers, judges and legal advisors in companies. It is recommended that tracer studies should be systematically used for defining career opportunities.

Based on the interviews with the students there is also a recommendation to implement more legal training in order to bridge the gap between theory and practice.

### **2.2.3 Bachelor and Master of Family Law**

The field of Family Law is an integral part of the classical Sharia concept. It is currently the most represented area of this law in the legal conception of Muslim states. In contrast to the areas of criminal law or commercial law, which have undergone considerable reforms, this area of family law in its classical form is still very much in its infancy. Family law in its classical form is still strongly represented and applied. The Islamic Family law is not only used in the official state framework, but also in social frameworks and arbitration and dispute resolution, etc. This area also includes the topics of marriage, divorce, inheritance law, children and women's rights. The activities in this area therefore require not only a sound knowledge of classical topics but rather a balanced consideration of modern human rights and international conventions and debates. A progressive, moderate Islamic conception comes into play here.

The subject of the evaluation are the documents provided by the University of UIN-Jakarta as well as the self-evaluation of the university. The self-evaluation provides insights on the meta-

level consisting of reflections on the structure, process and objectives of both study programmes; the module handbooks provide detailed information on the process and context of the above-mentioned study programmes.

Both degree programmes are based on the same concept and build on each other. The BA programme imparts basic knowledge of family law. The Master's programme aims to deepen and expand this knowledge. Both programmes follow the approach of teaching skills. The aim is to train competent personnel for education, administration and political positions.

The BA programme begins with introductions to general knowledge in the first semesters. These are followed by specialisations, often in the same topics, in advanced semesters. The internships and practical experiences are spread out and accompany the programme in various phases, especially towards the end of the degree. This prepares graduates for practical academic and professional life.

The conception of the MA has a strong focus on research and practical issues of the family law so that it is expected that the students are trained to be employed in different institutions and employ their knowledge self-confidently according to the contexts and situations at stake.

The BA and MA of Family Law programmes are consecutive; they build on each other. The modules are evenly distributed over the semesters to be completed. This ensures that the programme is easy to study. The study programme of both BA and MA of family law are well conceived; both study programmes build on each other. Both study programmes were conceived in response to a shortage of competent experts; they are designed to be constructive and progressive. In this way, the HEI aims to prepare qualified personnel for various social, political and educational fields.

The above-mentioned study programmes were designed in consultation with two ministries (education and religious affairs). Ministry of Religious affairs and Ministry of Education. The ministries thus define the framework for the study programmes. This step places an increased burden on the university, as it needs to serve the interests of two political institutions. The design of study programmes is made more difficult because it may be necessary to serve different stakeholder expectations instead of focusing on an in-depth design.

The programmes are built on three pillars: A. Teaching of in-depth theoretical knowledge on the subjects, B. Internships in various institutions, C. Experimental knowledge in the classroom. This structure, although uneven in places, promises a good education and thus that the intended objectives will be achieved

The programmes are built on three pillars: A. Teaching of in-depth theoretical knowledge on the topics, B. Internships in various institutions, C. Experimental knowledge in the classrooms.

This structure, although unevenly distributed in some places, promises a good education and thus that the intended goals can be achieved.

It is defined that graduates can work as speakers in public authorities, in social institutions and in legal proceedings. These activities are adequate, as Islamic Family law is still very much in use in Indonesia.

Overall, the study programme is balanced. The educational objectives, skills and competences provided build on each other; they are well thought out and can lead to sustainable employment. The content of the programme is designed to lead to personal advancement and development. Above all, the linking of the entire programme with the main objectives of education in Indonesia promises very good development. In particular, the promotion of moderate Islam and religious knowledge are strongly anchored in all areas and all learning phases. The grading and recognition of work is very clear and transparent. However, the distribution of ECTS across the different semesters or modules should be improved so that some courses are also attended in the final semesters, in addition to the completion of the BA or MA thesis.

Overall, the endeavour to develop a progressive conception of family law in view of human rights debates, legal developments and international discussions is very promising. The opportunities for women and the severely disabled could be improved so that the number is proportionally larger.

#### **2.2.4 Bachelor and Master of Islamic Economic Law**

The desk review showed an excessive degree of specialisation in the designation and design particularly of the undergraduate programmes at the faculty, and the BA in Islamic Economic Law is no exception. During the expert interviews, local representatives successfully impressed on the assessment team that this is due to the demand structure of the Indonesian educational market. We are unable to comment on this local context, but the study programme on its own does not necessarily correspond to best practice.

Undergraduate students receive only very little (10-20%) of taught courses in their first five semesters in anything related to economic matters. Furthermore, some of these courses appear to only bear the word 'economic' in their title, while being historical or philosophical in nature. Only in their sixth and seventh semester do economic topics feature prominently.

The master programme is shorter but more clearly geared towards economic matters.

While the experts are sympathetic to the constraints of the local context and educational market demand expressed by the faculty, we would recommend a much stronger focus on economic and commercial regulatory matters earlier in the study programme.

It is recommended to expose students to general economic science, including practical training in budgeting, financial markets, macro-economics, and business administration. Given the existence of a dedicated Economics faculty at the university, we recommend collaborating more closely with them.

The documents provided to us outlining learning outcomes and programme objectives are well designed and clear. There is considerable divergence in both style, syllabus and approach between the individual courses, ranging from courses clearly inspired by Anglo-American law schools to those heavily focused on Arabic-language materials and corresponding dogmatic content.

After both desk review and interview phase, the assessment team cannot with confidence comment on the way learning outcomes are in fact achieved. The impression obtained during the interviews was positive, but no thorough evaluation of the fitness of graduates for the demands of the labour market has been undertaken.

The structure of the curriculum of the bachelor programme does not correspond to the programme's stipulated focus on economic regulation. Students should be exposed earlier to economic questions, and this should be done, at least complementarily, from a non-dogmatic perspective corresponding to classical economics.

The desk review did not permit to draw conclusions about career opportunities, beyond the shortcomings already mentioned, i.e. the relative lack of practical financial and commercial skills and analytical tools. The interviews complemented this picture, with interlocutors stressing the vibrant job market especially in this field and the relative success of the faculty's graduates. The expert team has no reason to doubt this assessment but cannot independently ascertain it either.

Student workload appears normal. The course descriptions submitted vary greatly in specificity and little information about exam modalities was provided. The overall distribution of courses and their relative weight are clearly laid out and appear to follow a logical and consistent structure.

No information about internships was provided, mandatory or otherwise.

No information about the formal institutional approval process, in particular regarding the introduction or change of courses within the wider study programme, and with respect to

ongoing quality assurance was provided. Overall, a positive and professional impression was obtained during interviews, but as stated, it could not be investigated fully.

It can be positively remarked that the highly (perhaps excessive) specialisation in course offerings permits students a great degree of choice and offers the faculty to position itself within a competitive educational market. The study programmes are internally consistent and follow a logical structure. A major caveat, however, is the very large overlap between the different study programmes, especially in the early stages of the undergraduate programmes. Perhaps a more general BA in Law, followed by specialisation at the master's level, would be more advantageous.

Positive is likewise the use of both Arabic, Indonesian, and English language materials in the course syllabi. While we are in no position to ascertain actual student or teacher command in these languages, their very inclusion is indicative of a commendable global perspective. In this respect, the relative lack of comparative and inter-disciplinary courses, and the heavy domination of dogmatic religious courses at the expense of a more standard exposure to the scientific method has been remarked.

The expert group recommends for both the Bachelor and Master Programmes in Islamic Economic Law to establish greater comparative and interdisciplinary pedagogy.

First, students need from the very beginning to be given an introduction into the fundamentals of modern economic science, its recognised terminology and concepts, and how this approach differs from normative fields like law or theology. Ideally, this should be done in close cooperation with the Faculty of Economics at the university, and many of the points expressed in our accreditation of this faculty apply likewise.

Second, the genesis of the field of Islamic economics in the 20th century should be presented historically and the major ideological positions identified, notably the differences between Shi'i and Sunni approaches and their respective impact across sectarian and national fault-lines.

Third, the practical challenges of operating under the strictures of Islamic dogmatic limitations within a national and global economic and financial system operating according to entirely different parameters — for instance risk, profit, uncertainty, haram-halal, justice, insurance, interest, etc. — need prominent placement, ideally with reference to the comparative study of different jurisdictions.

In general, the syllabus of the study programme is well structured and guarantees a smooth progression until graduation. But some adjustments to the programme are highly recommended. Core modules and basic modules should be expanded in order to create a more solid base for further studies. It is obvious that only one-sixth of the courses reflect the specialization in economic law issues. Inevitably, important topics, such as the national and

global financial system, basic econometry, basic macro-economics, can only be treated superficially, if at all. In this regard, a re-balancing giving more weight to these is strongly recommended.

The sources and references in some modules should be internationalized. For example, in many courses all references are in Indonesian. The international scientific discourse on economics, Islamic finance and banking, and commercial law as well as Islamic law in general are not sufficiently taken into consideration.

The workload for students appears reasonable, also according to the students' statements themselves.

## **2.3 Conclusion**

The criterion is **fulfilled**.

### **Recommendations for all programmes:**

- All programmes should strive to increase the share of contemporary academic discourse in their modules.

### **Programme-specific recommendations:**

#### **Recommendations for study programme "Law" (B.A.):**

- The faculty should pursue the development of a consecutive Master programme in Law.
- Graduate profiles should be clarified in terms of employment opportunities.

#### **Recommendations for study programme „Constitutional Law" (B.A.):**

- Graduate profiles should be clarified in terms of employment opportunities.
- Core modules on constitutional law should be expanded.

#### **Recommendations for study programme „Family Law" (B.A./ M.A.):**

- More credits should be granted for the thesis modules in BA and MA.
- In parallel to thesis writing there should be guidance on academic writing and research colloquia.
- The number of credits should be equally distributed over the semesters.

### **Recommendations for study programme “Islamic Economic Law” (B.A. /M.A.):**

- The programmes should provide students with an introduction into the fundamentals of modern economic science, its recognized terminology and concepts and how this approach differs from normative fields like law or theology. Ideally, this should be done in close cooperation with the Faculty of Economics at the University.
- The genesis of the field of Islamic economics in the 20th century should be presented historically and the major ideological positions identified, notably the differences between Shi'i and Sunni approaches and their respective impact across sectarian and national fault-lines.
- The practical challenges of operating under the strictures of Islamic dogmatic limitations within a national and global economic and financial system operating according to entirely different parameters — for instance risk, profit, uncertainty, haram-halal, justice, insurance, interest, etc. —should be given more prominent placement, ideally with reference to the comparative study of different jurisdictions.
- Students should be exposed to general economic science, including practical training in budgeting, financial markets, macro-economics, and business administration.
- Core modules and basic modules should be expanded. Currently, only one-sixth of the courses reflect the specialization in economic law issues. Important topics such as the national and global financial system, basic econometry, basic macro-economics should be treated more in-depth.
- The sources and references in some modules should be internationalized reflecting the international scientific discourse on economics, Islamic finance and banking, and commercial law as well as Islamic law.



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

**Institutions should ensure that the programmes 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 programme 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 programmes 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 university employs a diverse range of teaching methods, including lectures, seminars, group discussions, research projects, and digital tools. These varied approaches ensure that students gain both theoretical knowledge and practical skills. Regular evaluations through student feedback, peer reviews, and faculty development programmes help refine these methods and keep them aligned with industry standards and academic best practices.

The university demonstrates a strong commitment to student-centered learning by integrating internships, moot courts, and case-based instruction across its programmes. These learning approaches provide students with opportunities to engage with real-world legal, financial, and governance challenges, helping them develop practical skills. The inclusion of practical experiences, such as internships and simulated casework, reflects the university's efforts to bridge academic knowledge with professional practice.

At the same time, there is potential to further strengthen the relevance and application of case studies used in teaching. While many courses utilize case-based learning, ensuring that these case studies remain updated to reflect current industry developments and challenges will further enhance their practical value. In some areas, expanding the use of real-world case studies that incorporate contemporary legal, financial, and governance issues—such as developments in fintech regulations, digital contract management, and AI-driven arbitration tools—could better align student learning with the evolving professional landscape.

Students have multiple channels to provide feedback on teaching quality, including structured evaluations, faculty consultations, and anonymous complaint systems. These mechanisms foster a responsive academic environment where concerns are addressed, and improvements are continuously implemented.

Assessment regulations and criteria are clearly defined in official documents, ensuring transparency and fairness. Examinations and grading procedures follow standardized guidelines, with a combination of written tests, oral presentations, research assignments, and project-based assessments to effectively measure student competencies. Students also have well-structured options to appeal assessments, ensuring fairness and accountability.

Based on the protocol, the university demonstrates a strong commitment to continuous improvement in its teaching strategies, student feedback mechanisms, and assessment transparency. However, further enhancements in practical learning experiences, industry engagement, and international collaborations would strengthen its academic offerings and global competitiveness.

The expert group recommends integrating more practical teaching methods and case studies into the curriculum to enhance students' applied learning experiences. Practical applications of theoretical concepts allow students to develop problem-solving skills and a deeper understanding of real-world challenges. By incorporating case studies and hands-on exercises, students can better bridge the gap between academic knowledge and professional practice. In this context, the use of digital tools and industry-standard software in teaching should be emphasized. The legal and financial sectors are rapidly integrating digital research databases, case management systems, Sharia-compliant financial tools, and automated contract drafting software. Providing students with greater exposure to these technologies during their studies would ensure that they graduate with a competitive skill set that aligns with market demands.

Another area for further development is the structured inclusion of external practitioners in course delivery. While guest lectures and industry-led workshops are part of some programmes, a more systematic approach to involving professionals from legal, financial, and policy-making sectors would provide students with additional insights into current industry practices and professional expectations. Regular engagement with practitioners through co-teaching arrangements, structured guest lecture series, or mentorship programmes would contribute to students' understanding of the working environment they will enter after graduation.

Furthermore, the university would benefit by strengthening its international orientation by incorporating international guest lecturers and expanding project cooperation with student

participation. Global perspectives are crucial in today's interconnected world. By facilitating international collaborations, student exchange programmes, and joint research projects, the university can enhance students' cultural competencies, broaden their academic exposure, and improve their employability in international job markets.

The expert group further recommends that student representation in university boards should be associated with voting rights where other internal stakeholders have them. This would enhance student participation in decision-making processes and ensure their perspectives are adequately considered in university governance.

### 3.3 Conclusion

The criterion is **fulfilled**.

#### **Recommendations:**

- Practical teaching methods, including lectures from external practitioners, and work on case studies should be integrated in the existing curriculum.
- The integration of digital tools and professional software into course content should be explored further.
- Student representation in university boards should be associated with voting rights where other internal stakeholders have them.
- The international orientation of the university should be integrated more into the various curricula, for example through international guest lecturers and project cooperation with student participation.

#### 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 programme 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 programme 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 programmes.

## 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 programme 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 process is clearly defined and follows national guidelines. All information is available for potential applicants. It should be highlighted that the tuition fee depends on the income of the applicant's family so that there is no economic hindrance for studying.

On admission, the language proficiency of students should be considered carefully. Students from state junior high schools have less knowledge of Arabic language which impairs their ability for reading Arabic sources. On the other hand, students from private Islamic schools (pesantren, madrasah) have too little knowledge of English language which impairs their ability for reading English language texts. The expert group recommends providing additional preparatory support for students with less knowledge of Arabic. Given the importance of Arabic in certain programmes, offering additional language assistance will help students integrate

more effectively into their studies and improve their academic performance. Some students may also require preparatory English language support.

Recognition and certification comply with international standards and facilitate mobility on the national and international level. It could be helpful to add conversion tables of Indonesian to European credits, indication of pass / fail levels and an explanation of GPA.

#### **4.3 Conclusion**

The criterion is **fulfilled**.

#### **Recommendations:**

- Those students with less knowledge in Arabic should receive additional preparatory support.

## 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

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 programme 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.

#### Faculty FSH

The teaching staff at FSH consists of civil servant permanent lecturers, non-civil servant permanent lecturers, and non-permanent lecturers. Each of them should undergo a different recruitment system.

In term of gender composition, FSH, in general, consist of more male lecturers than female lecturers. There have been 73 or 75% male lecturers compared to 24 or 25% female lecturers. However, this percentage is due to more males applying as lecturers than females. Regarding recruitment, FSH tends to emphasise individual competence and the representativeness of male and female lecturers. Moreover, this number has not determined that men are the study programmes' leaders. Currently, more women hold positions as the head of the study programme. Of eight study programmes, six are led by females, and two are led by males.



Currently, 65 or 67% of lecturers have doctoral degrees, and 32 or 33% have master's degrees. The Faculty encourages all lecturers to have a minimum of a doctoral degree. Some are now pursuing their doctoral degree in various national and overseas universities.

Regarding lecture functional position, Indonesia acknowledges five positional ranks from the lower to the highest: tenaga pengajar, asisten ahli, lektor, lektor kepala, and guru besar. According to Ministry of Research, Technology, and Higher Education Decision No. 164/M/KPT/2019 concerning the Lecturer Functional Position Title in English, the qualification of those ranked in English is as follows:

1. Tenaga pengajar, or lecturer with no functional position, is called a lecturer;
2. Asisten ahli and lektor is equal to assistant professor;
3. Lektor kepala is equal to associate professor;
4. Guru besar/ profesor is equal to professor or full professor.

FSH consists of 44 assistant professors, 33 associate professors and 20 full professors. The lecturer's functional position plays a significant role in lecturers' careers. The improvement of the lecturer's functional position leads to an improvement in the salary and other incentives. This will motivate the lecturers to perform better to gain a better position. To enhance the quality of education, FSH encourages lecturers to manage their functional positions and assigns an administrative staff to help those who wish to process the promotion.

## 5.2 Assessment

The principles and conditions for the recruitment of teaching staff are formulated relatively vaguely in the documents but have become more transparent in the course of the hearings. The systematic involvement of well-versed practitioners is strongly appreciated and might be even expanded. Regarding international exchange and access to relevant sources for research on an internationally visible level, the means for exchange programmes, databases and international literature should be considerably increased. Young faculty members should be supported in this regard in particular.

There are various facets to the selection and recruitment of teaching staff. On the one hand, only lecturers with Indonesian nationality are recruited. There is still room for improvement here and it seems to the experts that non-Indonesians should be allowed to be contracted to teach. In addition, the statistics show a gender imbalance with a strong minus for female lecturers. Therefore, UIN could consider investigating the reasons for this imbalance and, based on the results, take action to improve opportunities for female teaching staff.

The ratio between staff and students is reasonable so that the curriculum can be realized without any obstacles. The lecturers are sufficiently qualified and there is a good mixture between holders of master and PhD degrees. However, most of the teaching staff stems from UIN campus and measures should be taken to ensure that lecturers from outside the campus are hired in order to bring in fresh ideas and different approaches from outside.

The teaching staff is evaluated every semester by the students. The evaluation is mandatory, and it encompasses performance, teaching methods, contents and responsiveness.

The lecturers are engaged in publishing although most of the publications are in Indonesian language and even in cases where the publications are in internationally accredited journals these are all journals from Indonesia. Thereby the integration into the global law discourse is weak. Improvements should be planned thoroughly.

The lecturers are given time and funds for research and publishing. In this context there should be more opportunities for going abroad to conduct research, including cooperative research with foreign partners, and participating in international conferences in order to always stay on top of academic knowledge development. Opportunities and funding for international joint research projects should be provided as well as the possibility to go on research sabbaticals. More opportunity should be given for pursuing a doctoral degree abroad.

The teaching staff is supported by a balanced workload and a rich library. As well as by integrating research results into teaching programmes. This gives lecturers the opportunity to discuss the results of their research, so research results are incorporated into teaching, although such a step also harbours potential risks. Therefore, teaching should not offer space for experimental research. Attention should be paid to the form in which new research findings are introduced.

### 5.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

- To strengthen the research and forward the agenda of internationalization it is recommended to devote more financial resources to (young) faculty and students to go abroad.

## 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 programmes, 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 programmes, 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 Programme (PPL) especially for specific degrees.

#### FSH Laboratories

FSH has several laboratories to support teaching and learning. These laboratories are available for lecturers and students to access for practicum. This means that students learn the actualisation of theory in practice. FSH provides seven laboratories. Some of them are to respond to the development of technology.

In line with the nomenclature of FSH's name, the practicum is classified into two proficiencies: sharia and law. For the sharia proficiencies, the laboratory facilitates the faculty goal of creating graduates with Islamic law expertise, including its practices, which are also connected to social activities. These Islamic activities include animal slaughtering for qurban (Islamic sacrifice), funeral arrangements, and Islamic proselytization.

On the other hand, related to competence in law, the laboratory focuses on enhancing students' competence in composing legal documents, such as legal and contract drafting. The laboratory is available for five working days, from 8 AM to 4 PM.

The following are the facilities in the laboratory: (1) Laboratory management room; (2) Legal drafting and business contract drafting laboratory; (3) Islamic ritual laboratory; (4) Qira'ah (Quranic recitation) laboratory; (5) Religious Affairs laboratory; (6) Constitutional Court laboratory; (7) Moot court room; (8) Eleven practicum modules.

Services offered by the laboratory are: (1) Managing practicums; (2) Managing and scheduling the use of laboratories and their additional facilities, such as court attributes; (3) Assisting practicum lecturers; (4) Issuing Diploma Supplement Certificate; (5) Coordinating with the study programmes on curriculum and their needs; (6) Coordinating with practicum lecturers regarding practicum activities and their grading; (7) Conducting activities to strengthen practicum lecturers' competence, such as seminars, focused group discussions, and webinars.

Each study programme has different needs of practicum depending on their specialty as follows: (1) Constitutional Court practicum is for HTN and IH; (2) Religious Court practicum is for all study programmes; (3) Sharia business practicum is for HES and IH; (4) Civil procedure practicum is for BL and the Islamic Criminal Law Study Programme HPI; (5) Criminal procedure practicum or corruption court are for HPI and IH; (6) The legal drafting practicum is for the Comparative Maddhab study programme; (7) Mediation practicum is for IH and HK, etc.

The head of the laboratory ensures that all facilities are used appropriately. For monitoring and evaluation, the laboratory team regularly visit the courts to ensure the alignment between the practicum and the new development. The laboratory strives to cooperate with the Indonesian judiciary to access electronic courts and online case directories to strengthen students' practicum and research activities.

### **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 programmes. This ensures independent learning possibilities and additional group activities to all students.

FSH library is integrated with the Central Library service for digital collections. As for printed collections, the FSH library currently has 15,345 printed materials, including books, special references, magazines, proceedings, BA thesis, and master thesis. FSH library has a reading room, computer catalogues, and a discussion room. Currently, FSH is managed by three librarians. The service is available from 8 AM to 4 PM, Monday to Friday.

### **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**

The university provides well-maintained infrastructure, including classrooms, libraries, laboratories, and IT facilities that support academic excellence. The availability of modern equipment ensures that students have access to essential resources for their studies. Additionally, the university has taken steps to enhance digital learning by providing online access to materials and research databases, further strengthening students' learning experiences.

The supervisory and administrative staff play a crucial role in supporting students, particularly in facilitating international mobility. Their qualifications and commitment ensure that students receive the necessary guidance when engaging in exchange programmes and research collaborations. The structured support system contributes to a seamless student experience and fosters global academic engagement. To facilitate international mobility further, the

university should also put more efforts into developing English language skills among faculty and students.

Learning materials and support services are well-planned and allocated according to student needs. The university acknowledges the diversity of its student body and provides a variety of learning methods, including student-centered and flexible teaching approaches. Digital tools and online resources complement traditional learning, allowing for an inclusive and adaptive educational environment.

Internal quality assurance mechanisms ensure that students have appropriate access to all necessary equipment and resources. Regular evaluations, student feedback, and faculty assessments contribute to the continuous improvement of facilities and services. Information regarding student services is clearly communicated through multiple channels, ensuring transparency and accessibility.

The university offers professional development opportunities for its supervisory and administrative staff. These initiatives enhance their competencies and allow them to better support students in academic and administrative matters. By continuously investing in staff training, the university ensures that its support structures remain effective and responsive to student needs.

Furthermore, it would be beneficial to expand financial resources for access to academic publications. Greater investment in digital and physical academic resources will enhance research capabilities and allow students and faculty to engage with the latest scholarly work more effectively.

Allocating more financial resources to support young faculty and students in international academic opportunities would also be beneficial. Strengthening research mobility and fostering internationalization will contribute to the university's global presence and academic excellence by enabling more faculty members and students to gain experience abroad.

### 6.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

- English language skills among faculty and students should be developed further.
- Financial resources for the access to academic publications should be expanded.

## 7 ESG Standard 1.7: Information management

**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes 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 programmes, measurement tools, and institutional processes. Information is gathered through multiple mechanisms, such as student evaluations of lecturers (EDOM), study programme assessments, and surveys conducted by the career center, 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 programme performance assessments offer insights into the implementation of study programmes, 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 programme governance. Evaluations facilitate feedback mechanisms that enable the refinement of curricula and academic services. Additionally, the study programme assessments conducted through SIQA support discussions at the faculty level to enhance educational quality.

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

## 7.2 Assessment

A structured approach to tracking alumni career outcomes and job placement rates would enhance the university's ability to evaluate the effectiveness of its programmes. Currently, there is no formal tracer study system in place to gather data on where graduates find employment, how they progress in their careers, or how well their education prepared them for the job market. Regularly conducting tracer studies would provide valuable insights that could inform future programme development and industry alignment.

Establishing a systematic tracer study process to collect data on graduate employment trends, employer feedback, and job market alignment would help ensure that the university continues to align its academic offerings with professional requirements.

With the EDOM system the university uses a well-designed tool that systematically collects and processes data from various stakeholders, including students, alumni, and external entities, to support the continuous enhancement of study programmes, measurement tools, and institutional processes. However, the participation of students in surveys is very low. The university should investigate further reasons for non-participation and ways of incentivizing participation to gather more meaningful amounts of data for evaluation.

## 7.3 Conclusion

The criterion is **fulfilled**.

### Recommendations:

- The university should hold tracer studies on a structural basis to have a better idea on the employment situation of graduates.
- The university should enhance participation in surveys to generate more meaningful evaluation data.



## 8 ESG Standard 1.8: Public information

**Institutions should publish information about their activities, including programmes, 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 programme 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 programmes, 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 university provides comprehensive information about its academic programmes, ensuring that students and stakeholders have access to details about course content, learning objectives, and career pathways. The use of digital platforms, including the UIN Syarif Hidayatullah Jakarta Careers Portal (Prosple), reflects a commitment to supporting students in their transition to the job market.

At the same time, there is potential to further strengthen the accessibility and visibility of employment-related information. While the careers portal offers job postings and career-related resources, it does not currently serve as a centralized hub for employment tracking and alumni career visibility. Providing more structured data on graduate employment rates, career outcomes, and employer feedback would allow stakeholders, including prospective students, employers, and policymakers, to better understand the professional opportunities available to graduates.

Additionally, highlighting the diversity of alumni employment across different sectors would provide students with a clearer picture of their potential career paths. Given the breadth of career opportunities available, ranging from corporate law and public administration to Islamic finance and mediation, ensuring that students can access structured information on alumni success stories would support informed career decision-making.

To enhance transparency and accessibility, the university could expand the Careers Portal to include employment statistics and job market insights. By publishing real-time employment data, sector-specific job placement information, and employer satisfaction surveys, the university would provide prospective students and external stakeholders with a clearer understanding of graduate career outcomes.

Additionally, increasing the visibility of alumni success stories and employment diversity would strengthen public awareness of the university's impact in different industries. Showcasing alumni working in corporate law, financial compliance, governance, and alternative dispute resolution would help students explore career possibilities and understand how their education translates into job opportunities.

By implementing these measures, the university would further enhance its public information strategy, making it easier for students, employers, and policymakers to access essential employment data and career resources.

### 8.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

- To enhance transparency and accessibility, the university could expand the Careers Portal to include employment statistics and job market insights.

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

**Institutions should monitor and periodically review their programmes 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 programme. 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 programmes through continuous internal quality assurance mechanisms. To ensure that the university's quality objectives are met, on-going and systematic reviews of study programmes are conducted annually through the Audit Mutu Internal (AMI), an internal Quality Audit Programme. 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 programmes. 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 programmes.

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 programme monitoring. These benchmarking activities provide valuable insights that contribute to the continuous improvement of study programmes, 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

The university has made important strides in ensuring its programmes remain aligned with industry demands, incorporating stakeholder engagement from practitioners and alumni in curriculum reviews. This ongoing collaboration helps maintain relevance to the national job market and ensures that programmes evolve in response to industry needs. However, the

current approach remains primarily focused on domestic legal frameworks and economic policies, with limited integration of international perspectives and global career preparation.

At present, most programmes emphasize national regulations, domestic market conditions, and local governance structures, offering fewer opportunities for students to develop skills applicable to international roles. While some external professionals are involved in teaching, engagement with international companies, global organizations, and comparative legal frameworks remains limited. There is also little structured exposure to international career opportunities, such as exchange programmes, cross-border internships, or collaborations with multinational employers. Expanding these aspects would help position graduates for careers beyond the national job market and enhance their competitiveness in international sectors such as global arbitration, Sharia-compliant finance, and transnational law.

Additionally, emerging trends such as fintech regulations, AI-driven legal analysis, and international arbitration mechanisms are reshaping global legal and financial industries. While some programmes have begun integrating aspects of digital finance and regulatory compliance, there is no structured approach to incorporating international developments systematically across the evaluated programmes. Strengthening the curriculum with global best practices, international certifications, and foreign language competencies would further increase students' employability in international markets.

To enhance international job market preparation, the university should expand its curriculum to include global perspectives, ensuring that students develop skills relevant to multinational employment opportunities. This could involve introducing courses on comparative legal studies, cross-border dispute resolution, and international financial regulations, as well as providing training in international compliance frameworks.

Additionally, creating structured pathways for international exposure through student exchange programmes, dual-degree partnerships, and cross-border internships would allow students to gain hands-on experience in foreign legal and economic systems. Establishing partnerships with multinational corporations, international arbitration bodies, and global Sharia finance institutions would further support this goal, providing students with direct access to international career networks.

The university should also ensure that emerging global trends—such as AI-driven contract management, digital financial services, and regulatory technology—are integrated into curricula in a structured manner. Offering internationally recognized certifications in areas

like arbitration, financial compliance, or legal tech would enhance graduates' competitiveness in a wider job market.

By formalizing international career preparation efforts, the university would not only expand job opportunities for graduates but also position itself as a globally connected institution as part of their overall strategy, capable of producing professionals who meet international labor market expectations.

### 9.3 Conclusion

The criterion is **fulfilled**.

#### Recommendations:

- To enhance international job market preparation, the university should expand its curriculum to include global perspectives, ensuring that students develop skills relevant to multinational employment opportunities.
- The university should also ensure that emerging global trends—such as AI-driven contract management, digital financial services, and regulatory technology—are integrated into curricula in a structured manner.
- Offering internationally recognized certifications in areas like arbitration, financial compliance, or legal tech would enhance graduates' competitiveness in a wider job market.

## 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 programmes against global standards. Several study programmes 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.

Furthermore, external quality assurance needs to be carried out based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) to monitor and evaluate the implementation of ESG standards. The Accreditation Ranking of Study Programmes in 2023 at UIN Jakarta accredited 49 study programmes (50.6%) with an A/Excellent grade, 26 study programmes (32%) with a B/Very Good grade, and 6 study programmes (7.4%) with a C/Good grade.

## 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**.



#### 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 programmes "Law" (B.A.), "Family Law" (B.A.), "Constitutional Law" (B.A.), "Islamic Economic Law" (B.A.), "Family Law" (M.A.), "Islamic Economic Law" (M.A.) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 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 programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

##### 2 **Accreditation Recommendation**

The peer-review experts recommend unconditional accreditation of the study programmes Law (B.A.), Family Law (B.A.), Constitutional Law (B.A.), Islamic Economic Law (B.A.), Family Law (M.A.), and Islamic Economic Law (M.A.).

The peer-review experts have the following **recommendations**:

##### **General recommendations**

##### **Recommendations:**

1. The university should monitor the results of its gender equality policy regularly, not least regarding the opportunities for excellent female students and staff members to get access to international scientific exchange and publication fora. (ESG 1.1)
2. All programmes should strive to increase the share of contemporary academic discourse in their modules. (ESG 1.2)
3. Practical teaching methods, including lectures from external practitioners, and work on case studies should be integrated in the existing curriculum. (ESG 1.3)
4. The integration of digital tools and professional software into course content should be explored further. (ESG 1.3)
5. Student representation in university boards should be associated with voting rights where other internal stakeholders have them. (ESG 1.3)

6. The international orientation of the university should be integrated more into the various curricula, for example through international guest lecturers and project cooperation with student participation. (ESG 1.3)
7. Those students with less knowledge in Arabic should receive additional preparatory support. (ESG 1.4)
8. To strengthen the research and forward the agenda of internationalization it is recommended to devote more financial resources to (young) faculty and students to go abroad. (ESG 1.5)
9. English language skills among faculty and students should be developed further. (ESG 1.6)
10. Financial resources for the access to academic publications should be expanded. (ESG 1.6)
11. The university should hold tracer studies on a structural basis to have a better idea on the employment situation of graduates. (ESG 1.7)
12. The university should enhance participation in surveys to generate more meaningful evaluation data. (ESG 1.7)
13. To enhance transparency and accessibility, the university could expand the Careers Portal to include employment statistics and job market insights. (ESG 1.8)
14. To enhance international job market preparation, the university should expand its curriculum to include global perspectives, ensuring that students develop skills relevant to multinational employment opportunities. (ESG 1.9)
15. The university should also ensure that emerging global trends—such as AI-driven contract management, digital financial services, and regulatory technology—are integrated into curricula in a structured manner. (ESG 1.9)
16. Offering internationally recognized certifications in areas like arbitration, financial compliance, or legal tech would enhance graduates' competitiveness in a wider job market. (ESG 1.9)

#### **Programme-specific recommendations:**

##### **Recommendations for study programme “Law” (B.A.):**

- The faculty should pursue the development of a consecutive Master programme in Law.
- Graduate profiles should be clarified in terms of employment opportunities.

##### **Recommendations for study programme „Constitutional Law” (B.A.):**

- Graduate profiles should be clarified in terms of employment opportunities.

- Core modules on constitutional law should be expanded.

#### **Recommendations for study programme „Family Law” (B.A./ M.A.):**

- More credits should be granted for the thesis modules in BA and MA.
- In parallel to thesis writing there should be guidance on academic writing and research colloquia.
- The number of credits should be equally distributed over the semesters.

#### **Recommendations for study programme “Islamic Economic Law” (B.A. /M.A.):**

- The programmes should provide students with an introduction into the fundamentals of modern economic science, its recognized terminology and concepts and how this approach differs from normative fields like law or theology. Ideally, this should be done in close cooperation with the Faculty of Economics at the University.
- The genesis of the field of Islamic economics in the 20th century should be presented historically and the major ideological positions identified, notably the differences between Shi'i and Sunni approaches and their respective impact across sectarian and national fault-lines.
- The practical challenges of operating under the strictures of Islamic dogmatic limitations within a national and global economic and financial system operating according to entirely different parameters (for instance risk, profit, uncertainty, haram-halal, justice, insurance, interest, etc.) should be given more prominent placement, ideally with reference to the comparative study of different jurisdictions.
- Students should be exposed to general economic science, including practical training in budgeting, financial markets, macro-economics, and business administration.
- Core modules and basic modules should be expanded. Currently, only one-sixth of the courses reflect the specialization in economic law issues. Important topics such as the national and global financial system, basic econometrics, basic macro-economics should be treated more in-depth.
- The sources and references in some modules should be internationalized reflecting the international scientific discourse on economics, Islamic finance and banking, and commercial law as well as Islamic law.

## **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 recommendations for all study programmes:**

- The university should monitor the results of its gender equality policy regularly, not least regarding the opportunities for excellent female students and staff members to get access to international scientific exchange and publication fora. (ESG 1.1)
- All programmes should strive to increase the share of contemporary academic discourse in their modules. (ESG 1.2)
- Practical teaching methods, including lectures from external practitioners, and work on case studies should be integrated in the existing curriculum. (ESG 1.3)
- The integration of digital tools and professional software into course content should be explored further. (ESG 1.3)
- Student representation in university boards should be associated with voting rights where other internal stakeholders have them. (ESG 1.3)
- The international orientation of the university should be integrated more into the various curricula, for example through international guest lecturers and project cooperation with student participation. (ESG 1.3)
- Those students with less knowledge in Arabic should receive additional preparatory support. (ESG 1.4)
- To strengthen the research and forward the agenda of internationalization it is recommended to devote more financial resources to (young) faculty and students to go abroad. (ESG 1.5)
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- Offering internationally recognized certifications in areas like arbitration, financial compliance, or legal tech would enhance graduates' competitiveness in a wider job market. (ESG 1.9)

**Law (B.A.)**

**The study programme "Law" (Bachelor of Arts) is accredited without any conditions.  
The accreditation is valid until 30. September 2031.**

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

- The faculty should pursue the development of a consecutive Master programme in Law.
- Graduate profiles should be clarified in terms of employment opportunities.

**Family Law (B.A., M.A.)**

**The study programmes "Family Law" (Bachelor of Arts, Master of Arts) are accredited without any conditions.**

**The accreditation is valid until 30. September 2031.**

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

- More credits should be granted for the thesis modules in BA and MA.
- In parallel to thesis writing there should be guidance on academic writing and research colloquia.
- The number of credits should be equally distributed over the semesters.

**Constitutional Law (B.A.)**

**The study programme "Constitutional Law" (Bachelor of Arts) is accredited without any conditions.**

**The accreditation is valid until 30. September 2031.**

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

- Graduate profiles should be clarified in terms of employment opportunities.
- Core modules on constitutional law should be expanded.

**Islamic Economic Law (B.A., M.A.)**

**The study programme "Islamic Economic Law" (Bachelor of Arts, Master of Arts) is accredited without any conditions.**

**The accreditation is valid until 30. September 2031.**

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

- The programmes should provide students with an introduction into the fundamentals of modern economic science, its recognized terminology and concepts and how this approach differs from normative fields like law or theology. Ideally, this should be done in close cooperation with the Faculty of Economics at the University.
- The genesis of the field of Islamic economics in the 20th century should be presented historically and the major ideological positions identified, notably the differences between Shi'i and Sunni approaches and their respective impact across sectarian and national fault-lines.
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- The sources and references in some modules should be internationalized reflecting the international scientific discourse on economics, Islamic finance and banking, and commercial law as well as Islamic law.