

Accreditation Report

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

Bachelor of Islamic Religious Education
Bachelor of Educational Management
Bachelor of Social Science Education
Bachelor of Islamic Primary School Teacher Education
Bachelor of Early Childhood Islamic Education
Master of Islamic Religious Education
Master of Islamic Educational Management

I Procedure

Date of contract: 15 October 2022

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

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



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II Introduction

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

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

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

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



1 The Higher Education System in Indonesia

1.1 Historical development

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

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

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

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

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



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

1.2 Contemporary situation

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

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

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

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



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

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

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

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

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



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

Unlike the universities, the so-called “Instituts” are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor’s degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions 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 programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

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

1.3 Accreditation System in Indonesia

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



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

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan 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 programs. The designations "unggul" (excellent), "baik sekali" (very good) and "baik" (good) were introduced in 2020 and have been used instead of A, B and C since then.

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

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



2 Short profile of the HEI

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

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

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

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

Vision and Mission of UIN Jakarta

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



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

Organizational Structure of UIN

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

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

External Accreditation

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

2.1 Faculty information

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



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

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



3 General information on the study programs

Cover Sheet Program 1 “Bachelor of Islamic Religious Education”

Provider of the study program	UIN, Faculty of Educational Sciences
Title of the study program	Islamic Religious Education
Degree	Bachelor
Date or planned date of introduction	09 August 1960
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	216
Matriculation period	Each semester
Frequency of the offered program	annually
Capacity per year	185
Number of students currently enrolled	814
The average number of graduates	183
Tuition fees	IDR 4.400.000 (~262,91 EUR) per semester
Type of studies	Full-time



Cover Sheet Program 2 “Bachelor of “Social Science Education”

Provider of the study program	UIN, faculty of Education
Title of the study program	Social Science Education
Degree	Bachelor
Date or planned date of introduction	20 March 2001
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	279 ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	140
Number of students currently enrolled	610
The average number of graduates per year	130
Tuition fees	IDR 4.600.000 (~274.86 EUR) per semester
Type of studies	Full-time



Cover Sheet Program 3 “Bachelor of Islamic Primary School Teacher Education”

Provider of the study program	UIN, Faculty of Educational Sciences
Title of the study program	Islamic Primary School Teacher Education
Degree	Bachelor
Date or planned date of introduction	10 July 2007
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	225
Matriculation period	Odd semester
Frequency of the offered program	once a year
Capacity per year	120
Number of students currently enrolled	621
The average number of graduates per year	117
Tuition fees	IDR 4.300,000 (~256,93 EUR) per semester
Type of studies	Full-time



Cover Sheet Program 4 “Bachelor of Educational Management”

Provider of the study program	UIN, Faculty of Educational Sciences
Title of the study program	Educational Management
Degree	Bachelor
Date or planned date of introduction	27 October 2008
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	220,5
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	120
Number of students currently enrolled	496
The average number of graduates per year	104
Tuition fees	IDR 4.400.000 (~262, 91 EUR) per semester
Type of studies	Full-time



Cover Sheet Program 5 “Bachelor of Early Childhood Education”

Provider of the study program	UIN, Faculty of Educational Sciences
Title of the study program	Early Childhood Islamic Education
Degree	Bachelor
Date or planned date of introduction	13 March 2014
Subject field	Education
Regular study duration	8 terms or 4 years
Number of ECTS credits	226,5
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	110
Number of students currently enrolled	545
The average number of graduates per year	110
Tuition fees	IDR 4.600,000 (~274,86 EUR) per semester
Type of studies	Full-time



Cover Sheet Program 6 “Master of Islamic Religious Education”

Provider of the study program	UIN, Faculty of Educational Sciences
Title of the study program	Islamic Religious Education
Degree	Master
Date or planned date of introduction	14 January 2011
Subject field	Education
Regular study duration	4 terms or 2 years
Number of ECTS credits	64,5
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	40
Number of students currently enrolled	138
The average number of graduates per year	32
Tuition fees	IDR 5.100.000 (~306, 67 EUR) per semester
Type of studies	Full-time



Cover Sheet Program 7 “Master of Islamic Educational Management”

Provider of the study program	UIN, faculty of Educational Sciences
Title of the study program	Islamic Educational Management
Degree	Master
Date or planned date of introduction	7 August 2015
Subject field	Education
Regular study duration	4 terms or 2 years
Number of ECTS credits	63ECTS
Matriculation period	Odd semester
Frequency of the offered program	annually
Capacity per year	40
Number of students currently enrolled	116
The average number of graduates per year	39
Tuition fees	IDR 5.100.000 (~306, 67 EUR) per semester
Type of studies	Full-time



III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

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

1.1 Implementation

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

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

1.2 Assessment

The Faculty of Education at UIN Jakarta exhibits a strong institutional ethos toward embedding quality into all aspects of its teaching and learning culture. The academic community shows a shared understanding of the importance of structured quality assurance (QA), and there is evidence of engagement in internal audits, reflective meetings, and informal evaluations. The commitment of faculty leaders and academic staff to educational excellence provides a solid



foundation for further development of a comprehensive QA policy that aligns with ESG Standard 1.1.

The current QA policy is broad in its principles and mission, but it could be significantly strengthened by incorporating clearer operational mechanisms. A more detailed and accessible policy that outlines who is responsible for each QA function, how quality reviews are triggered, and what actions follow would gear greater consistency across programs. At present, while QA activities occur regularly, they are often disconnected from a formal quality cycle, resulting in fragmented rather than institutionalised practice.

Moreover, the growing international orientation of the Faculty of Education necessitates an outward-looking QA framework that speaks to both national and international standards. To support this, a structured PDCA (Plan-Do-Check-Act) cycle should be implemented at the program level, linking feedback from audits, student evaluations, and academic performance indicators to tangible improvement strategies. This would provide clear traceability and support the faculty's efforts to measure progress over time.

The faculty is also well positioned to reinforce its academic credibility through increased scholarly communication. Supporting staff to publish reflective practice, QA reports, and pedagogical innovations will both build capacity and contribute to the faculty's visibility and influence.

1.3 Conclusion

The criterion is fulfilled.

Recommendations:

- Develop a more structured QA policy aligned with ESG standards, including defined roles, review cycles, and outcome tracking.
- Introduce PDCA-based quality cycles for all education programs to link audits and reviews to concrete action and reform.

2 ESG Standard 1.2: Design and approval of programs

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



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

2.1 Implementation

Each study program integrates science, Islamic values, and Indonesian culture to cultivate a tolerant, moderate, and inclusive perspective on Islam. Through the synthesis of Islamic education, scientific knowledge, and Indonesian cultural insights, UIN Jakarta plays a vital role in promoting Islam Nusantara and maintaining a moderate interpretation of Islam in Indonesia. The integration of science, Islam, and Indonesian identity serves as the core foundation for program design. Since 2015, the Faculty of Educational Science (FITK= Fakultas Ilmu Tarbiyah dan Keguruan) has aligned its curriculum with the Indonesian National Qualifications Framework (KKNI) following government directives. The graduate learning outcomes encompass four key domains: attitudes, knowledge, general skills, and specialized skills. In 2020, the Indonesian government expanded the KKNI framework by introducing the Merdeka Belajar Kampus Merdeka (MBKM) initiative, which offers students and lecturers opportunities to engage in a variety of activities both on and off campus. These activities include student mobility, faculty exchange, internships, and community service. New policies are promptly addressed by the relevant professional associations in each discipline. As a result, graduate profiles, learning outcomes, and university activities are regularly reviewed to enhance opportunities for collaboration between and among institutions. At present, several lecturers from various study programs are active members of professional associations. The information regarding FITK's curriculum development highlights the significant role of stakeholder involvement in shaping and refining the academic programs offered at the Faculty of Educational Sciences. Stakeholders, both internal and external, play a crucial part in ensuring that the curriculum aligns with both governmental policies and the evolving needs of the education sector. Internally, the Dean and the faculty's Quality Coordinator oversee the process, ensuring that changes adhere to national regulations, such as the competency-based curriculum (KBK), the Indonesian National Qualification Framework (KKNI), and the Merdeka Belajar Kampus Merdeka (MBKM) policy. These internal stakeholders also facilitate discussions through focus group discussions (FGD) with faculty members, students, and alumni. This process ensures that the curriculum reflects the needs of those directly affected by the educational outcomes, providing valuable insights from both an academic and practical perspective.

The curriculum development process at FITK UIN Jakarta is guided by the Chancellor's Decree No. 503 of 2020, which outlines the procedures and standards for preparing the curriculum. The development process consists of three key stages: design, approval, and review. In the design stage, the curriculum is crafted based on academic and professional needs, ensuring



alignment with FITK's institutional goals. There are two products resulted in this design stage, namely, study programs curriculum design and lecturer's curriculum design. The approval stage involves a rigorous review by various academic and administrative bodies and consortium to ensure that the curriculum meets quality standards and regulatory requirements. Finally, the review stage allows for continuous assessment and refinement of the curriculum to ensure its relevance and effectiveness in achieving educational objectives.

2.1.1 Program 1 “Bachelor of Islamic Religious Education”

The objectives of the Bachelor study program “Islamic Religious Education” (PAI) align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The Learning outcomes of the “Islamic Education” study program are that students become able to apply basic knowledge of Islam as ‘rahmatan lil ‘alamin” (blessing for the worlds). In terms of innovative planning and evaluation students develop the ability to plan, manage and evaluate PAI lessons in an innovative and creative manner, based on pedagogical concepts and using various scientific and technological sources. Furthermore, students develop operational curricula and context-relevant teaching materials for PAI learning. The implementation of continuous improvements in the learning process through teaching studies and research is also taught. Specialised problem solving in research and innovation will be trained to develop new knowledge and procedures and to integrate knowledge from different fields. Students apply of logical, critical, systematic and innovative thinking to develop PAI learning in line with the values of religious moderation. Scientific methodology: Application of the scientific method when writing papers, taking into account academic ethics. A central Learning outcome is the ability to read the Quran correctly according to the sciences of Qira'at and Tajweed, memorise the last part (Juz 30) and follow religious practices (Amaliyatul al-tadris). Students get the ability to make informed decisions to solve problems in PAI lessons. Regarding the personal responsibility and teamwork Students demonstrate independent, qualified and measurable performance and take responsibility for achieving work goals, both individually and in collaboration with others.

These learning objectives and skills emphasise the comprehensive training of students in the field of PAI, combining the application of Islamic values, innovative teaching approaches, critical thinking, interdisciplinary knowledge and responsibility in teamwork. This promotes holistic development that is important for both personal growth and the community.

2.1.2 Program 2 “Bachelor of Social Science Education”



The “Social Science Education” (PIPS) study program (Bachelor) is applied in geography, economics, sociology, history, anthropology and other relevant concepts. These concepts are used to learn Social Science, geography, economics, sociology and history. The objectives of the Bachelor study program “Social science Education” align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. Social Science must be integrated with technological development, pedagogy (didactic-methodic), social science content, and Islamic studies in social science learning, geography learning, economics learning, sociology learning, and history learning. This integration is logical and proportionate. It is vital that Students critically analyse the problems of social science, geography, economics, sociology and history learning in schools and their relation to current issues in people's lives. The principles of scientific work must be applied in the field of social sciences, including geography, economics, sociology and history, in a systematic manner. The students create media, both manual and digital, for learning social sciences, geography, economics, sociology and history. Decisions on solutions to learning problems in Social Science, geography learning, economics learning, sociology learning, and history learning in schools and the community must be communicated. These decisions must be made with independent and collaborative principles based on accurate data analysis. Students are able to read the Qur'an correctly and in the proper manner, based on tajwid and qiroah knowledge. They can memorise Juz 30 of the Qur'an and can perform the proper and correct ibadah maghdah. They participate actively and responsibly in carrying out tasks and must do so in accordance with the assignment given by the leadership.

2.1.3 Program 3 “Bachelor of Islamic Primary School Teacher Education”

The objectives of the Bachelor study program “Islamic Primary School Teacher Education”(PGMI) align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The Learning outcomes of the study program are defined as the ability to understand the characteristics of students at the primary level from the physical, moral, spiritual, social, cultural, emotional and intellectual aspects through a comprehensive study of literature. Furthermore, students learn to master the basic knowledge of primary education (Indonesian language, mathematics, civic education, science, social science) and they become able to implement the lesson plan, learning strategies and evaluation of learning at the primary level. Important is also the ability for the integration of technological knowledge, pedagogy, basic knowledge of primary education (Indonesian language, mathematics, civics, science, social science) and Islamic knowledge. To think logically, critically, systematically and innovatively in implementing science and technology according to the field of expertise in its independent,



quality and measurable performance is another learning outcome like also to make the right decisions in solving problems in their field of expertise based on the analysis of information and data independently or collaboratively. Students apply science and technology in developing learning media for primary education. They are able to read, memorise and understand the Qur'an and Hadith based on Qira'at and Tajwid, perform and lead religious rituals properly. Act as a citizen who loves the motherland, has nationalism, cares for the environment and obeys the law 1. 2. To internalise values, norms and academic ethics and to be responsible for work in their field of specialisation.

2.1.4 Program 4 “Bachelor of Educational Management”

The objectives of the Bachelor's “Educational Management” (MP) study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. To meet the program objectives students should enhance their competence in Islamic education management using related theories. Research in Islamic education management is developed with the integration of knowledge, Islam and Indonesian perspectives. Positive and productive community engagement of students should be also developed. The learning outcomes include: Students will master knowledge of Pancasila philosophy, citizenship, nationalism, Islam, Indonesianness and globalization; they will master the knowledge and steps in conveying scientific ideas in oral and written communication like also the knowledge of the basics of Islam as a religion of rahmatan lil 'alamin. Techniques and research methods in the field of Islamic education management should be trained in order to carry out scientific actions to improve quality and determine innovative steps to improve the governance of educational institutions at various types and levels. The students will also master entrepreneurial theory in order to establish a creative, innovative and competitive spirit as educational administration staff and master the theory of Islamic education leadership to develop the soul and character of prophetic leadership as educational administration staff. Students should develop the ability to make decisions in the context of solving problems in the field of expertise based on the results of information and data analysis like also the ability to collaborate in teams. Students will apply logical, critical, systematic, and innovative thinking in the context of science and technology and apply humanities values in accordance with your field of expertise. Students will study the implications of the development or implementation of science and technology that considers and applies humanities values, using your expertise in scientific principles, procedures, and ethics to produce solutions, ideas, designs, or art criticism. Students will be able to conduct



research on educational management using specific methods, concepts, and theories. Students can translate Arabic discourse for specific purposes. They can relate educational management with other disciplines based on Islamic and Indonesian perspectives. Another outcome is to make appropriate decisions in the context of problem solving in their field of expertise, based on the analysis of information and data. They are responsible for the achievement of independent and group work results and supervise as well as evaluate the completion of work.

2.1.5 Program 5 “Bachelor of Early Childhood Education”

The objectives of the “Early Childhood Islamic Education” (PIAUD) study program align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each Program Learning Outcomes and transforming them into Course Learning Outcomes. Students should enhance their competence in concepts of early childhood education by using related theories to meet the program objectives. Research in theories of early childhood education is developed with the integration of knowledge, Islamic values, Indonesianness, and local wisdom perspectives. The learning outcomes include that students will apply the concept of family and community relations to early childhood regarding Islamic perspective, regional culture, and technological advances like also the concepts of assessment in early childhood education, the concepts of curriculum, learning, and learning management and the concepts of safety, health, and nutrition to support children's development. In addition, they will master the concepts of professionalism and leadership for educators and the concepts of administration and management in organizing early childhood education institutions. The students will be also able to design curriculum, learning, learning environment, and assessments for students, including Children with Special Needs and to design learning media and technology for the subject. They will develop the ability to participate and be responsible for tasks according to the role given. They will apply logical, critical, systematic, and innovative thinking in the context of science and technology and apply humanities values in accordance with their field of expertise. Students will study the implications of the development or implementation of science and technology that considers and applies humanities values, using your expertise in scientific principles, procedures, and ethics to produce solutions, ideas, designs, or art criticism. Students will be able to conduct research on the subject early childhood education using specific methods, concepts, and theories. They can relate concepts of early childhood education with other disciplines based on Islamic and Indonesian perspectives. Another outcome is to make appropriate decisions in the context of problem solving in their field of



expertise, based on the analysis of information and data. They are prepared being responsible for the achievement of independent and group work results and supervise as well as evaluate the completion of work.

2.1.6 Program 6 “Master of Islamic Religious Education”

The objectives of the Master study program “Islamic Education” (MPAI) align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated approach of knowledge, Islam and Indonesian outlooks. The process of preparing the curriculum involves identifying the study materials from each program learning outcome and transforming them into course learning outcomes. The objectives are to create research-based teaching in Islamic Education, to develop research in Islamic Education with the integration of knowledge, Islam and Indonesian perspectives. And at least to develop community engagement in Islamic Education whilst contextualising Islam in Indonesian society. The program learning outcomes include the upholding of Islamic values, which include piety to Almighty God, respect for human values, and internalization of values and norms, the upholding Indonesian and societal values, which include appreciation for diversity, nationalism, responsibility as a citizen, enhancing community life, cooperation, care for others, and nationhood based on Pancasila. Also, the upholding academic ethical values, including honesty, academic freedom, and academic autonomy is a program learning outcome. The students should be able to think logically, critically, and analytically and to demonstrate academic ethics. Furthermore, they should be able to review and developing an “Islamic Religious Education” curriculum and examining the theory and application of Islamic Religious Education research through inter and multidisciplinary approaches. They examine Islamic Religious Education theories that are integrated with other sciences Examining the concept of Islamic Religious Education as part of a comprehensive Islamic study. Students should be able to develop ICT-based learning media suitable for “Islamic Religious Education”, develop logical, critical, systematic, and creative thinking skills to support “Islamic Religious Education” learning and research and develop maintain networking with colleagues and peers within institutions and communities. They should be able to make decisions on problems of “Islamic Religious Education” that occur in society and educational institutions. The ability to increase the capacity to learn independently should be reached. At least students should be able to document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism.

2.1.7 Program 7 “Master of Islamic Educational Management”

The objectives of the Master study program “Educational Management” (MMPI) align with those of the faculty, aiming to cultivate graduates as humanities experts, utilising an integrated



approach of knowledge, Islam and Indonesian outlooks/ Indonesianness. The graduates have on disposal highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. The process of preparing the curriculum involves identifying the study materials from each program learning outcome and transforming them into course learning outcomes. The Objectives are to create research-based teaching in Islamic Education, to develop research in Islamic Education with the integration of knowledge, Islam and Indonesian perspectives. And at least to develop community engagement in “Educational Management” whilst contextualising Islam in Indonesian society. The program learning outcomes include the upholding of Islamic values, which include piety to Almighty God, respect for human values, and internalization of values and norms, the Upholding Indonesian and societal values, which include appreciation for diversity, nationalism, responsibility as a citizen, enhancing community life, cooperation, care for others, and nationhood based on Pancasila. Also, the Upholding academic ethical values, including honesty, academic freedom, and academic autonomy is a program learning outcome. The students should have a Critical awareness of knowledge issues in a field and at the interface between different fields. Furthermore, they should be able to use various concepts and theories, like also a multidisciplinary approach and theories of management of “Islamic Educational Management” in analysing and solving problems in Islamic Education Management. They will master the use of technology and information systems in developing concepts and theories of “Islamic Educational management” science and to improve the quality by using the technologies. Based on this, they should be also able to develop research-based knowledge. Furthermore, the ability should be reached to use the proper research methodology in conducting research in Islamic educational institutions and to publish research in their fields. Students should be able to communicate effectively within the Organization and to motivate members to achieve organizational goals. They can lead Islamic institutions supported by excellent communication skills and manage Islamic educational institutions based on theoretical and contextual knowledge. The ability to manage and analyse various appropriate information and data to make sound decisions should be reached. At least students should be able to manage research and development that is beneficial to society and Science and to gain national and international recognition.

2.2 Assessment

2.2.1 Program 1 “Bachelor of Islamic Religious Education”

Vision and mission of the faculty as well of the individual study programs “Islamic Religious Education” (Bachelor’s degree) are sound and in line with the overall program objectives and the university development strategy. “The integration of science, Islam, and Indonesian identity



serves as the core foundation for program design at FITK.“ With this definition all involved study programs fulfil a clear political and societal function. This is all the more important as all involved study programs are within the Faculty of Educational Sciences. Education and also religion related study programs have a clear relation to the above-mentioned aspects. Nevertheless, the university and thereby the faculty as well enjoy a high degree of academic independence. All involved programs are structured similarly. The standard period of study in all Bachelor programs is 8 terms in 4 years. The workload is distributed in a reasonable manner. The students finish their respective study program with a final thesis or a project. In general, in the description of the program designs the qualifications resulting from the programs are specified and communicated and refer to the correct level of the national qualifications framework for higher education and are comparable to the Framework for Qualifications of the European Higher Education Area. Unfortunately, these descriptions are not properly implemented in the respective module handbooks so that the learning outcomes including their segmentation in the course of the developing syllabus is not clear enough and not comparable with internationally applied standards. Therefore, it is recommended that the module handbooks and their learning outcomes should be revised based on the EQF to address the different cognitive level of competences, beyond the ability to “know” or “memorise” something, and how to achieve them.

In the „Tracer Study and Graduate User Satisfaction Survey“ of the “Islamic Education” study program we can find a clear recommendation by external stakeholders: „There needs to be modernization in terms of learning approaches to be more relevant to the present“. A look at the course materials and references for students corroborates this assertion. This seems to be true for all study programs. Therefore, there should be a strong recommendation to integrate modern approaches to Educational Science as well as contemporary Islamic discourse into the syllabus of the study programs. This also entails and requires taking into account state of the art scientific results and contemporary scientific publications as reference and source material within the context of the courses. Especially the utilisation of international scholarly publications is still rather low and needs to be augmented.

To attain the desired outcome the content of the curriculum is divided into different categories. These categories are not the same for all study programs. PAI is divided along Content Knowledge Courses, Pedagogical Knowledge Courses and Special Skills Courses, the other programs differ with regard to formal categories, i.e. university compulsory, faculty compulsory, program compulsory and so on. But all these categorisations make sense when compared with the concrete curriculum pertaining to the individual courses. The qualifications resulting from the programs are specified clearly and sufficiently and are in line with the syllabus.



In general, there is a balance of theory and practice. There is a variety of teaching methods in the courses, including inquiry-based learning, case-based learning, project-based learning and collaborative learning. These methods will lead to more critical thinking, practical application, and teamwork, aligning with the course vision and learning outcomes. Concerning the practical experiences the importance of internships, usually within the context of community service, should be highlighted.

The workload of students is clearly defined and transparently documented with the help of the module descriptions. The module descriptions contain information on attendance times and the amount of self-study required including the available credits. Regarding the Bachelor Courses there is usually a written thesis at the end of the program with an amount of 9 ECTS.

The curriculum is clearly focused on the placement opportunities of the later graduates. This is not difficult because most of the graduates become teachers at national and private schools or other educational institutions. This applies for the graduates of the “Educational Management” study program as well. Curriculum development involves several stakeholders from inside and outside the university, including the dean and Faculty’s Quality Coordinator in coordination with regular evaluations and discussions with faculty members and students. Another important source of external input are schools which give direct feedback concerning the qualification of the graduates from UIN they employed. Furthermore, the faculty cooperates with other external experts from other universities so that a steady exchange is guaranteed. Very important further external stakeholders are the alumni which are regularly involved in exchange concerning the curriculum. The curriculum development process consists of three stages: design, approval, and review. In the design stage, the curriculum is crafted based on academic and professional needs. There are two results in this design stage, namely, the study program’s curriculum design and the lecturer’s curriculum design. The approval stage involves a review by various academic and administrative bodies to ensure that the curriculum meets quality standards and regulatory requirements. Finally, the review stage involves continuous assessment and refinement of the curriculum to ensure its relevance and effectiveness in achieving educational objectives.

2.2.2 Program 2: “Bachelor of Social Science Education”

The Bachelor’s degree program “Social science Education” offers a solid education in the field of social science. It seems that the modules are structured appropriately and show a scope of classical theory like also contemporary content, for example the inclusion of geography and data analyses. But by reading the module handbooks and ECTS book, it needs a little time to understand the program design, cause the descriptions sometimes lead to confusion. For a clear and understandable program on this quality level, the module- and ECTS handbooks



should be revised in terms of accuracy and consistency. This would help to show the high quality of the program in public. Commendable is the broad scope of interdisciplinary learning in this social science program, through including geography, history, psychology and Economics. It is an interesting approach of the program to combine all those areas with Islamic values. An adequate number of elective courses gives students the opportunity to set their own priorities in the academic field of social science. Given the broad range of topics covered by the subject, this is important and will shape the future profile of graduates.

2.2.3 Program 3: "Islamic Primary School Teacher Education"

The Bachelor's degree program "Islamic Primary School Teacher Education" corresponds to the general orientation and mission statement of the HEI. The structure of the degree program can be described as clear, coherent and rigorous. The broad-based modules, which are evenly distributed throughout the course, enable comprehensive and non-specialised preparation for future professional requirements. The central aim of the Bachelor's degree in Primary School Education is undoubtedly to provide comprehensive and intensive preparation for future professional life and the requirements of the labour market. The program fulfils this task very well. With regard to the four objectives of higher education set out by the Council of Europe, such as preparation for sustainable employment and active citizenship, the HEI's objectives could be supplemented and expanded.

The program is structured, modelled and supported by a close-knit network of courses, internships and performance feedback. In general, the structure of the program enables students to achieve the qualification objectives and focuses on providing them with the appropriate skills for employment as primary school teachers. Accordingly, the program structure is closely aligned with the requirements of the professional field. The necessary methodological and didactic skills for primary school teaching are taught during the course of study. The distribution of credit points within the program is meaningful and appropriate in terms of content. According to the students' assessment, the workload appears high, but is overall feasible, appropriate and generally manageable. Thanks to the clear and gradual structure of the program, the expected workload for students is sufficiently defined and transparent. This ensures that the program is studyable.

In addition to technical and technological elements, the modules also cover interdisciplinary content relating to communication, learning and education in primary schools. The output- and competence-oriented learning content meets international standards, and the individual elements of the university education are in line with ministerial requirements. The only aspect that appears unusual in an international comparison or for the European Higher Education Area is the relatively high proportion of specifically Islamic content, such as Koran courses and



Arabic language teaching. Natural science content is adequately represented, but the social sciences could be intensified.

The students expressed general satisfaction with their situation. This satisfaction relates to the general conditions and content of the program itself, as well as to the opportunities for participation and feedback when problems arise. There is also the possibility of academic exchange abroad. However, according to the students, these stays abroad are quite short, lasting a few weeks at most. A possible extension of this period to one or two semesters should be considered, as well as a larger, worldwide exchange program involving other continents. Admission of students to compulsory courses appears to be largely unproblematic, but the clear and successive structure of the program means that there is only limited opportunity to choose between different courses. Greater freedom and more choice through alternative offerings would be useful here, also to support a certain focus and specialisation within the program. Regular and well-established opportunities for feedback and criticism as part of the evaluation and quality management system are in place and are used; these should be maintained and expanded.

The clear structure of the program and the career-relevant content, including internships, are particularly positive aspects of the HEI. The transparent goals with a clear focus on future professional activities are equally convincing. Here, students are apparently guided seamlessly through their studies and into their careers in almost all cases. This is also reflected in the low drop-out rate. The fact that the academic staff is largely recruited from among the institution's own graduates can also be seen as an indication of high student satisfaction with their university. However, greater variability in the selection of teaching staff would be conceivable here, especially with a view to international integration. Intensifying international exchange, for example through semesters abroad, would also appear desirable. The HEIs clear orientation as an Islamic university is naturally a defining feature of its profile, but could make it difficult to establish seamless links with international research and academic standards. Although the final theses in the bachelor's program are designed as research projects, they are closely and directly related to the issues and fields of activity of the future profession and are intended to combine theoretical knowledge with practical applications. The planned expansion of the BA to a master's program is expected to result in a more research-oriented focus of the final theses. This could also enable higher professional qualifications for management and leadership tasks in schools or educational administration. It would also be desirable to strive for more intensive involvement of external stakeholders and students in the design and development of the program. Overall, the Bachelor's program in Primary School Education is positively evaluated by the reviewers, considering the above-mentioned opportunities for optimisation. The most important fundamentals of the subject are taught in a professionally



relevant manner, with the teaching staff and program coordinators striving to continuously develop and improve their curricula, also with the participation of students, within the framework of state regulations. There is certainly an opportunity here to bring future staff closer to academic standards by expanding the program to a master's degree over time. In addition, consideration could be given to how graduates from other universities or even from the international scientific community could be recruited as teaching staff to a greater extent.

Recommendation:

- The proportion of international textbooks and specialist books, as well as the involvement of international guest lecturers, should be continuously increased and used more extensively in teaching.

2.2.4 Program 4 “Bachelor of Educational Management”

The assessment criteria of internal quality assurance in this “Educational Management” degree program are met with the exception of ESG Standard 1.7 Information Management. While the degree program documentation provides considerable detail as to how the program is managed, evaluated (in accordance with university regulations), both the ECTS Handbook and the Module Handbook contain some ambiguities, which suggest insufficient attention to detail or internal communication among staff members. Students need have access to complete and accurate documents. Clear guidelines enable them to study efficiently.

According to the given documents, the Bachelor of Educational Management degree program was founded in 2008. The program reveals to fulfil the following objectives: (1) “Produce educational management graduates who have personal, social, technical, and managerial competencies”, (2) “Graduates who are able to conduct and publish research that is integrated with Islamic and Indonesian values in the field of educational management”, (3) “Provide competent administrative staff in formal/non-formal educational institutions”, (4) “Provide quality teaching staff in formal/non-formal educational institutions” and (5) to “Provide superior and competitive entrepreneurs in the field of education”. It was not apparent from the objectives in the documents that this degree also qualifies graduates to work as Imam in schools, which was explained during the discussions and therefore gives a reason for the specific focus on being able to memorise sure from the Qu’ran.

The MP program has a capacity of 120 students per annum, with a total of 496 currently enrolled. 104 graduates complete per year. The workload across the four years of MP appears well-balanced. Out of a total of 220,5 ECTS, in total the first year comprises 68,5, the second 67,5, the third 61,5, the fourth 24 (15+9) ECTS. All parts of the MP curriculum are compulsory,



which seems to contradict the stated intention that students should also be able to choose elective courses to develop abilities according to their interests.

Most modules comprise 4,5 ECTS, with the exception of 6 ECTS in the first term Islamic Studies module, cf. Qira'at and Worship Practicum (3), the Internship in the 7th semester (6), and the Master thesis in the final term. Learning activities all follow the same pattern, with lectures, independent tasks, and structured tasks, with equal weighting being given the latter two.

Year 1 concentrates predominantly on religious and cultural aspects, developing Indonesian, Islamic Culture, Moral Education, Arabic, Islam and Science and Science of Islamic Education. Year 2 concentrates on education management topics, including, for example, HR, Public Relations, Quality Management, Curriculum Management, Media and Digital Technology. One module is devoted to Educational Statistics. Year 3 includes one module on research methodology and evaluation, with a concentration on more practical areas such as crafts and entrepreneurship. The sixth term develops research methods, and specific areas of quality management that include supervision, monitoring, program evaluation, which are not included as part of the module in term 3. A school internship is of 3 ECTS is also part of the sixth term. Year 4 if the information given is correct, then the final year includes a further internship, this time in educational management (6 ECTS). One module is a „Real Work Experience Course“. The thesis concludes the degree program in the final term (9 ECTS).

Learning outcome IL07 of the MP ECTS Handbook states „Able to make the *right* decision in the context of solving problems in the field of expertise based on the results of information and data analysis. It is unclear, however, what is meant by the term “right” (balanced? Supported by empirical evidence?). The wording of learning outcome 07 is not clear and should be clarified. Under section “Management Curriculum Indonesian” has different module numbers on different pages of the same document. The module “Islam and Science” has an identical descriptor with the module “Islamic Studies”, “Civic Education” has no number and does not appear in “1.2. Management Curriculum” (ECTS Handbook).

All of the following module descriptors are missing from the ECTS Handbook: “Pancasila & Citizenship”, “Computer Basics”, “Moral Education”, “Fundamentals of Educational Management”, “Philosophy of Educational Management”, “Science of Islamic Education”, “Educational Financial Management”, “Educational Program Evaluation”, “Automation of Vocational School Personnel and Financial Governance”, “Automation of Infrastructure and Facilities Management”, “Public Relations, and Protocol in Senior High School”, “Micro Teaching”, “Research Methodology in Educational Management”, “Educational Supervision and Monitoring”, “Educational Program Evaluation”, “Educational Policy Analysis”,



“Educational Entrepreneurship”, “School Internship” (has no module number) and “Educational Management Internship”.

There are numerous discrepancies in the MP Module Handbook, with a number of modules missing, general points are: The wording of Learning Outcome descriptors is frequently overly repetitive e.g. „Students are able to...“. Module descriptors should include references that, if possible, include current sources. Many references included seem to be from the previous decade.

Regarding the Program learning outcome PL007 (also PL009) the meaning of „right“ is unclear, which applies to all modules using PL007. The module “Pancasila & Citizenship” has the issue that under Learning Materials themes are listed, but references to specific literature are not provided. In the module “Islamic Studies” under Brief Description the contents are „Introduction to Social Sciences“ (copy/paste error?). In the modules “Computer Basics” and “Philosophy of Educational Management” (Sub-CL001) the wording could be changed from „urgency“ to „necessity/importance“. In the “English” module program learning outcome (PL001) states „mastering knowledge of Pancasila philosophy“, which seems out of place, if English is being taught. PL002 seems incompatible with teaching English and/or discussing English culture. Regarding module “Fundamentals of Educational Management”: If possible, revise all Sub-CLOS due to repetition etc.

The program learning outcome (PL009) in module “Science of Islamic Education” seems identical with wording of program learning outcome 07 (PLO07). The program learning outcomes in “Organizational Theory and Behaviour” are given in Indonesian. It seems to be a Copy/paste error. The module title not identical with that given in ECTS Handbook.

In the module “Student Affairs Management & Counselling” the description is missing. Module descriptors are missing in “Educational Planning” and “Educational Media and Digital Technology Module”. The program learning outcomes (PLO1) in “Educational Psychology” does not seem compatible (with Pancasila philosophy etc.?), CLO1 and 2 also seem incompatible (with computer technology?). Module descriptors have not been provided for the following modules “Learning Planning and Instructional Strategies”, “Research Methodology”, “Educational Program Evaluation”, “Crafts and Entrepreneurship in Junior High School / Middle School”, “Crafts and Entrepreneurship in Senior High School / Religious Senior High School”, “Automation of Vocational School Personnel and Financial Governance”, “Automation of Infrastructure and Facilities Management”, “Public Relations, and Protocol in Senior High School”, “Micro teaching, Research Methodology in Educational Management”, “Educational Program Evaluation”, “Educational Entrepreneurship”, “School Internship”, “Educational management Internship”.



Recommendations

- All information within the SER, ECTS and module handbook should be checked for accuracy and consistency. (Specifics provided in the text).
- The projects' learning outcomes should reflect the use of computer to produce data (FTK6120116 Computer Basics regarding PLOs)
- Please include module descriptors in ECTS Handbook.
- Descriptors could be presented in a shorter form: Examine...; Explain... etc. All module descriptors should include references that, if possible, include current sources.
- It might also be helpful to list modules in order of usual term taught.
- Please check and change all the modules and please amend module numbers.
- Checking of the references (to be included in both text and references at the end)
- More reflection opportunities for contemporary issues.

2.2.5 Program 5 “Bachelor of Early Childhood Education”

The objectives of the program Bachelor of “Early Childhood Islamic Education” are clearly aligned with UIN Jakarta’s institutional strategy and Islamic educational mission. Learning outcomes are defined with reference to measurable goals, although some outcomes lack specificity. The accreditation team specifically recommended revising course learning outcomes using the more precise EQF to ensure measurable competencies beyond mere factual knowledge. Students and external stakeholders are consulted during program design through workshops and surveys, and their contributions are appreciated. Nevertheless, this involvement is not yet fully systematic; the panel recommends formalizing feedback mechanisms so that student and stakeholder input is consistently integrated into curriculum development. Documentation of external references (e.g. benchmarking reports) exists but should be strengthened to demonstrate how international frameworks are considered into the program design. To summarize, program design meets the requirement for strategic alignment, but the university should ensure regular periodic review of objectives (e.g. every 2–3 years) and refine the specificity of learning outcomes as recommended.

Recommendation

- The descriptors of the credit hours allocated to the courses should be checked.
- Syllabus should always match the content of the courses

2.2.6 Program 6 “Master of Islamic Religious Education”



Vision and mission of the faculty as well of the individual study programs “Islamic Religious Education” (Master’s degree) are sound and in line with the overall program objectives and the university development strategy. “The integration of science, Islam, and Indonesian identity serves as the core foundation for program design at FITK.” With this definition all involved study programs fulfil a clear political and societal function. This is all the more important as all involved study programs are within the Faculty of Educational Sciences. Education and also religion related study programs have a clear relation to the above-mentioned aspects. Nevertheless, the university and thereby the faculty as well enjoy a high degree of academic independence. All involved programs are structured similarly. The standard period of study is for the Master programs 4 terms in 2 years. The workload is distributed in a reasonable manner. The students finish their respective study program with a final thesis or a project. In general, in the description of the program designs the qualifications resulting from the programs are specified and communicated and refer to the correct level of the national qualifications framework for higher education and are comparable to the Framework for Qualifications of the European Higher Education Area. Unfortunately, these descriptions are not properly implemented in the respective module handbooks so that the learning outcomes including their segmentation in the course of the developing syllabus is not clear enough and not comparable with internationally applied standards. Therefore, the expert group recommends that the module handbooks and their learning outcomes should be revised based on the EQF in order to address the different cognitive level of competences, beyond the ability to “know” or “memorise” something, and how to achieve them.

In the „Tracer Study and Graduate User Satisfaction Survey” of the “Islamic Education” study program we can find a clear recommendation by external stakeholders: „There needs to be modernization in terms of learning approaches to be more relevant to the present.“ A look at the course materials and references for students corroborates this assertion. This seems to be true for all study programs. Therefore, there should be a strong recommendation to integrate modern approaches to Educational Science as well as contemporary Islamic discourse into the syllabus of the study programs. This also entails and requires taking into account state of the art scientific results and contemporary scientific publications as reference and source material within the context of the courses. Especially the utilisation of international scholarly publications is still rather low and needs to be augmented.

To attain the desired outcome the content of the curriculum is divided into different categories. These categories are not the same for all study programs. PAI is divided along Content Knowledge Courses, Pedagogical Knowledge Courses and Special Skills Courses, the other programs differ with regard to formal categories, i.e. university compulsory, faculty compulsory, program compulsory and so on. But all these categorisations make sense when compared



with the concrete curriculum pertaining to the individual courses. The qualifications resulting from the programs are specified clearly and sufficiently and are in line with the syllabus.

In general, there is a balance of theory and practice. There is a variety of teaching methods in the courses, including inquiry-based learning, case-based learning, project-based learning and collaborative learning. These methods maintain critical thinking, practical application, and teamwork, aligning with the course vision and learning outcomes. Concerning the practical experiences the importance of internships, usually within the context of community service, should be highlighted.

The workload of students is clearly defined and transparently documented with the help of the module descriptions. The module descriptions contain information on attendance times and the amount of self-study required including the available credits. Regarding the Bachelor Courses there is usually a written thesis at the end of the program with an amount of 9 ECTS.

The curriculum is clearly focused on the placement opportunities of the later graduates. This is not difficult because most of the graduates' become teachers at national and private schools or other educational institutions. This applies for the graduates of the "Educational Management" study program as well. Curriculum development involves several stakeholders from inside and outside the university, including the dean and Faculty's Quality Coordinator in coordination with regular evaluations and discussions with faculty members and students. Another important source of external input are schools which give direct feedback concerning the qualification of the graduates from UIN they employed. Furthermore, the faculty cooperates with other external experts from other universities so that a steady exchange is guaranteed. Very important further external stakeholders are the alumni which are regularly involved in exchange concerning the curriculum. The curriculum development process consists of three stages: design, approval, and review. In the design stage, the curriculum is crafted based on academic and professional needs. There are two results in this design stage, namely, the study program's curriculum design and the lecturer's curriculum design. The approval stage involves a review by various academic and administrative bodies to ensure that the curriculum meets quality standards and regulatory requirements. Finally, the review stage involves continuous assessment and refinement of the curriculum to ensure its relevance and effectiveness in achieving educational objectives.

2.2.7 Program 7 "Master of Islamic Educational Management"

The assessment criteria of internal quality assurance in the Master program of "Islamic Educational Management" (hereafter MMPI) are met with the exception of ESG Standard 1.7 (Information Management). While the degree program documentation provides considerable detail as to how the program is managed, evaluated (in accordance with university regulations),



both the ECTS Handbook and the Module Handbook contain too many errors at present, which suggest insufficient communication and/or quality management structures. Students need to receive full and accurate documents and clear guidelines to enable them to study efficiently.

The degree program has a capacity of 40 students per year. At present 116 students are enrolled, with 39 graduating on average annually.

All twelve modules of the MMPI curriculum are compulsory, which seems to contradict the stated intention that students should also be able to choose elective courses to develop abilities according to their interests. The objectives of MMPI are to "Produce graduates who are professional and competitive at the national and international levels" and "Produce innovative and quality research in Islamic Education Management", "To conduct community service in the field of Islamic Education Management" and "To establish collaboration with other universities and stakeholders".

There appears to be some confusion about the total number of ECTS this degree program provides. The General Information document states that the MMPI has a total of 63 ECTS. In the ECTS Handbook MMPI 70,5 ECTS are stated, but when the modules are added together the total is 61,5 ECTS. In the ECTS Handbook the Overview Curriculum contains an error. Column 1 Content Courses should read 9 rather than 18 ECTS. The rest of the table needs changing accordingly.

Overall, the module descriptors are clear and appropriate for a Master degree. A range of different teaching methods indicates thoughtful variety including small group discussion, role-play and simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning and PBL. A few points do, however, need addressing:

In module "Educational Leadership" the course learning outcome Sub-CLO10 and 12 seem identical - It is not clear in the Sub-CLO section why only female leadership is evaluated, whereas servant leadership or transformative leadership, to name two examples, are only *analysed*. The reason for this difference is not given and seems rather discriminatory. Three program learning outcomes (PLOs) are given (1, 2 and 3), however, in the course learning outcomes (CLOs) reference is made to two more PLOs: PLOO4 and PLOO5. In "Education Policy Analysis" the same point as given under "Strategic Management" above applies here equally. Regarding module "Human Resources Management" it is not clear why 10% of the formative examination includes memorisation. The CLOs include reference to PLOO5, which is not given in the list of PLOs. In the module "Design and Development of Curriculum" the Learning Materials refer to Tyler, Taba and Dewey, however, Dewey and Tyler are missing from the References.



Recommendations:

- Please amend documents accordingly stating correct total of ECTS. Please amend errors in the Module Handbook.
- In all modules references are not particularly up-to-date. It is suggested that current literature is incorporated into the learning materials. This is of particular importance in opening up student's knowledge about other systems and practices.
- The provision of compulsory elective modules in the second year of the Master program could be introduced to allow students to develop and deepen particular areas of interest.
- More reflection opportunities for contemporary issues should be given.
- Develop the course content to enable employment in the international sector.

2.3 Conclusion

The criterion is **not fulfilled**.

Recommendation:

- The module handbooks and their learning outcomes should be revised based on the EQF framework (revised to address the different cognitive level of competences (beyond the ability to "know" or "memorise" something).

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

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

3.1 Implementation

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

The university adopts an inclusive academic environment that accommodates students from diverse ethnic, cultural, and religious backgrounds, including those with special needs and



disabilities. To support individualized learning, lecturers offer flexible assignment formats, topics, and objectives, as well as varied instructional materials such as multimedia content, including videos, images, audio, and text.

Since 2016, UIN Jakarta has implemented a hybrid learning model using various digital platforms to enhance the learning experience: (1) Google Classroom: Manages course administration, documentation, tracking, reporting, and content delivery, with faculty receiving training for its effective use. (2) Google Meet & Zoom: Facilitate online teaching, enabling lecture recordings and virtual student presentations. (3) Edmodo: Supports teaching materials, discussions, quizzes, and exams. (4) AIS: Manages the distribution of teaching materials, formative assignments, mid-term and final examinations. (5) WhatsApp: Functions as a communication tool for disseminating course-related information.

The learning process is evaluated at the end of each semester based on the completion of scheduled meetings and the alignment with the Rencana Pembelajaran Semester (RPS) (Semester Learning Plan). Lecture activities follow the SKS (Credit Unit) system, where 1 SKS corresponds to 50 minutes of classroom instruction, 50 minutes of independent study, and 50 minutes of structured assignments per week, enabling students to engage in autonomous learning. Evaluations occur mid-semester and at the end of each semester, supplemented by assignments and quizzes to measure student comprehension.

Assessment system

UIN has an assessment system through the Academic Information System (AIS) which is managed online by the Centre for Information Technology and Data Analysis (PUSTIPANDA). Through this system, lecturers and programs refer to specific assessment guidelines. This system is used for input, publication and data storage. The assessment system also refers to the lecture contract between lecturers and students at the first meeting at the beginning of the semester. After the contract, both parties finally agree on the type of assessment they will apply. Several methods are used to assess student learning achievement such as quizzes, practicums, individual assignments, group assignments, presentations and discussions. Each course has a suitable assessment method depending on the characteristics of the course itself. Therefore, the learning outcomes of each course will ultimately be achieved through various assessment methods. For specific courses, that contain the Koran, students are not only tested in writing but also orally to determine their level of memorization of the Koran.



3.2 Assessment

The educational environment employs a diverse range of teaching and learning methods designed to cater to various student needs and enhance the learning experience. These methods include: 1. Project-Based Learning: Engages students in hands-on projects that encourage collaboration and application of knowledge. 2. Problem-Based Learning: Focuses on solving real-world problems, developing critical thinking and analytical skills. 3. Inquiry Learning: Promotes curiosity, allowing students to explore questions and conduct investigations, leading to deeper understanding. 4. Discovery Learning: Encourages students to discover information for themselves, enhancing their creative and independent thinking. 5. Cooperative Learning: Involves group work, where students learn from each other and develop teamwork skills. In terms of delivery, a variety of formats are utilized, including face-to-face interactions, hybrid models, interactive media, and fully online courses. The chosen teaching methods are well-aligned with students' needs, ensuring effective implementation and maximizing the benefits of each approach.

The evaluation of teaching methods is an ongoing process, primarily facilitated through anonymous surveys conducted at the end of each semester. These surveys allow students to provide feedback on their learning experiences and suggest areas for improvement. Additionally, student "ambassadors," selected by UIN, play a crucial role in representing their peers' perspectives, further enriching the feedback loop.

Students are afforded multiple avenues to voice complaints and make suggestions regarding teaching approaches. However, while these opportunities exist, there is a noted need for improved public awareness. Enhancing visibility through the university's website and offering multilingual resources would promote greater engagement and ensure all students can easily access the relevant information.

Clarity and Transparency in Assessment: The relevant regulations and documents clearly outline the criteria and methods of assessment. The assessment procedures are explicitly described, contributing to a transparent and effective examination process that promotes reliable and fair evaluations. Students have the opportunity to appeal their assessments through various channels, including academic advisors and meetings with department heads or lecturers, to discuss specific grading instances.

Positive Aspects and Areas for Optimization: One particularly positive aspect observed is the high value students place on the frequent and individualized guidance provided by their academic advisors. This support significantly enhances their academic experience and aids in their personal development. However, there remains a need for optimization regarding the accessibility of information about placing suggestions and complaints. Developing easily accessible, multilingual resources online could improve student engagement and ensure that



their voices are heard effectively. In conclusion, while the current teaching and assessment methods are largely effective and responsive to student needs, enhancing communication and accessibility will further enrich the educational experience.

3.3 Conclusion

The criterion is fulfilled.

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

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

4.1 Implementation

Admission

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

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

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

Progression

The faculties at UIN monitor individual student progress through the AIS (Academic Information System) application. Through this application, student study and academic progress can be seen. Students receive academic guidance from academic supervisors,



thesis/dissertation supervisors, and program managers who monitor and assist the students in carrying out academic tasks and being able to complete their studies on time. In terms of quantity, the number of graduate students steadily increased in the last years.

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

Recognition

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

Certification

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

4.2 Assessment

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



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

- Semester Achievement Index (IPS): This measure assesses student success each semester, guiding the recommended number of credits students should pursue based on their performance.
- Cumulative Achievement Index (GPA): This index evaluates long-term academic performance and helps identify students at risk of dropping out. It is also instrumental in determining graduation predicates at the conclusion of a student's study period.

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

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

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

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

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



4.3 Conclusion

The criterion is fulfilled.

5 ESG Standard 1.5: Teaching staff

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

5.1 Implementation

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

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

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

The qualifications of the staff are tailored to the needs of the study programs. Experienced teachers conduct the lessons in each program. In the "Islamic Religious Education" program there are one full Professor, three associate Professors, twenty Assistant Professors and one Lecturer. Three full Professors, three Associate and thirteen Assistant professors are teaching in the "Social Science" study program. In the "Primary school teacher Education" study program are one full Professor, two Associate and thirteen Assistants professors, while are in the "Education Management" program one Associate Professor, seven Assistant Professors and one lecturer. The "Early Childhood Islamic Education" program has one Associate and five



Assistant professors. The Master study program “Educational Management” has one full, two Associate and three Assistant professors.

5.2 Assessment

The recruitment process for lecturers is transparent and based on clear criteria. Teaching staff qualifications and experience align with program needs and Islamic education standards. A weakness is the limited international recruitment: most faculty are drawn from the national context. It is recommended to broaden recruitment channels (e.g. international job portals and partnerships) to increase faculty diversity. Regarding professional development, instructors actively participate in training and workshops. Yet exposure to global best practices is limited; faculty rarely engage in international conferences or exchange programs. Enhancing support for overseas training and academic exchanges would enrich pedagogical skills. The program encourages innovation in teaching methods, but access to advanced technological tools (e.g. educational software and lab equipment) is insufficient. Investing in modern instructional technology and related training is advised. Overall, the teaching staff is qualified and motivated, but internationalization of faculty and greater investment in teaching innovation could be improved.

The ratio of teaching staff to students appears to be satisfactory in terms of ensuring a comprehensive range of courses and seminar places. Students report good support, availability and advice from academic staff. The academic teaching staff at the HEI is primarily recruited from graduates of the university itself. Proven teachers from schools are also drawn upon as a source of best practice examples. The central criterion for access to professional activity at the HEI is passing the civil service examination and thus obtaining civil servant status.

5.3 Conclusion

The criterion is fulfilled.

Recommendations

- Expand the diversity of teaching staff from outside of UIN.
- Expand the diversity of responsibilities of own staff at UIN.



6 ESG Standard 1.6: Learning resources and student support

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

6.1 Implementation

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

Building and Physical Resources

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

Learning Facilities and Library

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

Each faculty has an individual library that covers the wide range of each individual faculty and the needs of students to have physical books and digital catalogues available for their specific



needs in the programs. This ensures independent learning possibilities and additional group activities to all students.

Student Support and Supplementary Facilities

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

Internet and Digital Access

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

6.2 Assessment

Due to the fact that the accreditation procedure could only be conducted online with no real access to the learning resources, the experts could only transport a general feeling for the resources that might be missing on campus. However, outstandingly positive are the efforts of the library providing for many research and academic needs and functioning as a glue for the various fields. Books and literature necessary for classes seem to be provided adequate.

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

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

The allocation, planning, and provision of learning materials and support services adequately meet the needs of a heterogeneous student body. The availability of medical services, both



physical and mental, demonstrates the university's commitment to student well-being. Moreover, UIN is actively extending its services to better assist students with special needs, which further reinforces its inclusive approach.

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

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

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

However, as academic standards continue to rise and digital transformation accelerates in the field of education, the need to broaden access to modern learning resources becomes increasingly important. Students and faculty require more seamless access to up-to-date literature, journals, and online pedagogical tools to maintain academic competitiveness and research quality. Currently, digital library services, academic databases, and e-learning platforms are either underutilised or in need of expansion.

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

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



6.3 Conclusion

The criterion is fulfilled.

Recommendations:

- Expand digital library resources and online learning platforms to support research and inclusive, flexible pedagogy.
- Build structured academic support services focused on writing, certification guidance, and international preparedness.

7 ESG Standard 1.7: Information management

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

7.1 Implementation

UIN implemented an information management system to support its governance, academic, and administrative processes. This system is integrated into various university activities, ensuring efficient management and monitoring of educational, research, and community service functions.

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

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

The institution adheres to established evaluation regulations, ensuring that all assessments are conducted within a structured framework. Survey results inform decision-making processes and contribute to the continuous improvement of study program governance. Evaluations facilitate feedback mechanisms that enable the refinement of curricula and



academic services. Additionally, the study program assessments conducted through SIQA support discussions at the faculty level to enhance educational quality.

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

7.2 Assessment

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

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

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

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

7.3 Conclusion

The criterion is fulfilled.

Recommendations:

- The Faculty of Education is encouraged to enhance its information management by developing centralised data coordination systems and promoting a culture of data-



informed action through training, faculty-wide reviews, and strategic dissemination of key indicators.

8 ESG Standard 1.8: Public information

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

8.1 Implementation

UIN's website is the prominent channel for users to search and browse for information and content online. The website is designed for all stakeholders, including lecturers, academic support workers, students, parents of students, ministries, and the public. The website provides sufficient information on university governance to ensure program and university accountability and transparency to students, staff, community, government, and other external stakeholders.

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

8.2 Assessment

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

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



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

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

8.3 Conclusion

The criterion is fulfilled.

Recommendations:

- There should be one central stream of information, no duplicate websites. Complete and up to date information is required.
- The website (in terms of coordination of the website content) should be regularly updated and be available to students (for all clusters).

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

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

9.1 Implementation

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

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



evaluations, continuous monitoring, and internal audits. This framework is to raise accountability and supports evidence-based improvements within academic programs.

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

9.2 Assessment

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

The University has installed a series of measures for the regular monitoring of study programs, student performance and the evaluation of teaching which are also implemented at the faculty of Education.

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

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

- **Workshops:** Faculty staff, stakeholders, students, and alumni participate in workshops to review curriculum needs.
- **Task Force:** A designated team develops the curriculum, integrating guidelines from the government, study associations, and university regulations. Lecturers actively contribute to discussions.



- Approval Process: The curriculum undergoes review and approval by faculty bodies and the Dean. Consultations at the university level, including input from external stakeholders such as the University of Melbourne, further refine the curriculum.
- Faculty-level curriculum reviews occur every five years, with interim modifications as needed. Lecturers meet regularly to analyse course structures, descriptions, and evaluation systems.

9.3 Conclusion

The criterion is fulfilled.

10 ESG Standard 1.10: Cyclical external quality assurance

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

10.1 Implementation

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

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

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



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

10.2 Assessment

UIN Jakarta, and in particular the Faculty of Education, 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.



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

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

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

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

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

Conclusion

The criterion is fulfilled.

Recommendations:

- Participate regularly in international peer reviews and academic benchmarking partnerships.
- Establish an International Advisory Board to guide strategic quality development and visibility.



IV Recommendation to the Accreditation Commission of ACQUIN

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

The study programs were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), and the national relevant regulations.

The expert group concludes that the **ESG standards 1.1** (Policy for quality assurance), **1.3** (Student-centred learning, teaching and assessment), **1.4** (Student admission, progression, recognition and certification), **1.5** (Teaching staff), **1.6** (Learning resources and student support), **1.7** (Information management), **1.8** (Public information), **1.9** (On-going monitoring and periodic review of programs) and **1.10** (Cyclical external quality assurance) **are fulfilled**.

The expert group concludes that the **ESG standards 1.2** (Design and approval of the program) **is not fulfilled**

The assessment criteria are as follows:

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

The criterion is **fulfilled**.

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

The criterion is **not fulfilled**.

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

The criterion is **fulfilled**.



Standard 1.4 Student admission, progression, recognition and certification: 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.

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is partially **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

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



2 Accreditation Recommendation

The peer-review experts recommend **accreditation without conditions**:

General recommendations:

Recommendation 1: The module handbooks and their learning outcomes should be intensively revised based according to the EQF framework in all study programs.

Recommendation 2: Strengthening overall Quality Assurance procedures at UIN

Recommendation 3: Further develop evaluation procedures (in general)

Recommendation 4: Revise Quality of Module handbooks and establish a uniform university wide format.

Recommendation 5: Further develop the Internationalization strategy.

Recommendation 6: There should be one central stream of information, no duplicate websites. Complete and up to date information is required.

Recommendation 7: The website (in terms of coordination of the website content) should be regularly updated and be available to students.

Recommendation 8: Establish individual library budgets.

Recommendation 9: Expand the diversity of teaching staff from outside of UIN.

Recommendation 10: Expand the diversity of responsibilities of own staff at UIN.

Recommendation 11: Further develop administrative processes at UIN.

Recommendations for specific study programs:

“Bachelor of Islamic Religious Education”, “Master of Islamic Religious Education”

Recommendation 12: More reflection opportunities for contemporary issues should be given.

“Bachelor of Educational Management”

Recommendation 13: All information within the SAR, ECTS and module handbook should be checked for accuracy and consistency.

Recommendation 14: The projects' learning outcomes should reflect the use of computer to produce data (FTK6120116 Computer Basics regarding PLOs)

Recommendation 15: Please include module descriptors in ECTS Handbook.

Recommendation 16: Descriptors could be presented in a shorter form: Examine...; Explain... etc. All module descriptors should include references that, if possible, include current sources.

Recommendation 17: It might also be helpful to list modules in order of usual term taught.



Recommendation 18: Please check and change all the modules and please amend module numbers.

Recommendation 19: Checking of the references (to be included in both text and references at the end)

Recommendation 20: The projects' learning outcomes should reflect the use of computer to produce data (FTK6120116 Computer Basics regarding PLOs).

Recommendation 21: Checking of the references (to be included in both text and references at the end)

Recommendation 22: More reflection opportunities for contemporary issues should be given.

“Master of Islamic Educational Management”

Recommendation 23: Please amend documents accordingly stating correct total of ECTS. Please amend errors in the Module Handbook.

Recommendation 24: In all modules, references are not particularly up to date. It is suggested that current literature is incorporated into the learning materials. This is of particular importance in opening student's knowledge about other systems and practices.

Recommendation 25: The provision of compulsory elective modules in the second year of the Master program could be introduced to allow students to develop and deepen particular areas of interest.

Recommendation 26: Develop the course content to enable employment in the international sector.

“Bachelor of Early Childhood Islamic Education”

Recommendation 27: The descriptors of the credit hours allocated to the courses should be checked.

Recommendation 28: Syllabus should always match the content of the courses.

“Bachelor of Islamic Primary School Teacher Education”

No specific recommendations



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 module handbooks and their learning outcomes should be intensively revised based according to the EQF framework in all study programs.
- Strengthening overall Quality Assurance procedures at UIN
- Further develop evaluation procedures (in general)
- Revise Quality of Module handbooks and establish a uniform university wide format.
- Further develop the Internationalization strategy.
- There should be one central stream of information, no duplicate websites. Complete and up to date information is required.
- The website (in terms of coordination of the website content) should be regularly updated and be available to students.
- Establish individual library budgets.
- Expand the diversity of teaching staff from outside of UIN.
- Expand the diversity of responsibilities of own staff at UIN.
- Further develop administrative processes at UIN.

Islamic Religious Education (Bachelor)

The study programme "Islamic Religious Education" (Bachelor) 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:

- More reflection opportunities for contemporary issues should be given.

Islamic Religious Education (Master)

The study programme "Islamic Religious Education" (Master) 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:

- More reflection opportunities for contemporary issues should be given.



Educational Management (Bachelor)

The study programme "Educational Management" (Bachelor) 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:

- All information within the SAR, ECTS and module handbook should be checked for accuracy and consistency.
- The projects' learning outcomes should reflect the use of computer to produce data (FTK6120116 Computer Basics regarding PLOs)
- Please include module descriptors in ECTS Handbook.
- Descriptors could be presented in a shorter form: Examine...; Explain... etc. All module descriptors should include references that, if possible, include current sources.
- It might also be helpful to list modules in order of usual term taught.
- Please check and change all the modules and please amend module numbers.
- Checking of the references (to be included in both text and references at the end)
- The projects' learning outcomes should reflect the use of computer to produce data (FTK6120116 Computer Basics regarding PLOs).
- Checking of the references (to be included in both text and references at the end)
- More reflection opportunities for contemporary issues should be given.

Social Science Education (Bachelor)

The study programme "Social Science Education" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30. September 2031.

Islamic Primary School Teacher Education (Bachelor)

The study programme "Islamic Primary School Teacher Education" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30. September 2031.

Early Childhood Islamic Education (Bachelor)

The study programme "Early Childhood Islamic Education" (Bachelor) 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 descriptors of the credit hours allocated to the courses should be checked.
- Syllabus should always match the content of the courses.



Islamic Educational Management (Master)

The study programme "Islamic Educational Management" (Master) 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:

- Please amend documents accordingly stating correct total of ECTS. Please amend errors in the Module Handbook.
- In all modules, references are not particularly up to date. It is suggested that current literature is incorporated into the learning materials. This is of particular importance in opening student's knowledge about other systems and practices.
- The provision of compulsory elective modules in the second year of the Master program could be introduced to allow students to develop and deepen particular areas of interest.
- Develop the course content to enable employment in the international sector.

