

## **Accreditation Report**

Program Accreditation of

**Syarif Hidayatullah State Islamic University Jakarta**

Republic of Indonesia

**Bachelor of Management**

**Bachelor of Accounting**

**Bachelor of Development Economics**

**Bachelor of Sharia Banking**

**Master of Sharia Banking**

### **I Procedure**

**Date of contract:** 15 October 2022

**Date of the submission of self-assessment report:** 01 November 2024

**Date of site visit:** 15 – 16 January 2025

**Attendance by ACQUIN office:** Dr. Hanna Schösler

**Accreditation decision:** 05 June 2025

**Peer review experts:**

- **Prof. Mehmet Asutay**, University of Durham, Institute for Middle Eastern and Islamic Studies
- **Prof. Dr. Ulrike Stefani**, University of Konstanz, Department of Economics
- **Prof. Dr. Fuzuli Aliyev**, ADA University
- **Prof. Dr. Mohammad Reza Farzanegan**, Philipps-Universität Marburg, Center for Near and Middle Eastern Studies
- **Prof. Sheikh Bilal Khan**, University of Bradford, School of Law, Faculty of Management, Law & Social Sciences
- **Elshan Rustamov**, Principal Social Development Consultant at Arup
- **Max Witzke**, Student of Economics

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

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

**Content**

<b>I</b>	<b>Procedure</b> .....	<b>1</b>
<b>II</b>	<b>Introduction</b> .....	<b>5</b>
1	The higher Education System in Indonesia.....	5
1.2	Contemporary situation.....	6
1.3	Accreditation System in Indonesia.....	9
2	Short profile of the HEI.....	10
2.2	Faculty information.....	11
3	General information on the study programme(s).....	13
<b>III</b>	<b>Implementation and assessment of the criteria</b> .....	<b>17</b>
1	ESG Standard 1.1: Policy for quality assurance.....	17
1.1	Implementation.....	17
1.2	Assessment.....	18
1.3	Conclusion.....	19
2	ESG Standard 1.2: Design and approval of programmes.....	21
2.1	Implementation.....	21
2.2	Assessment.....	25
2.3	Conclusion.....	32
3	ESG Standard 1.3: Student-centred learning, teaching, and assessment.....	34
3.1	Implementation.....	34
3.2	Assessment.....	35
3.3	Conclusion.....	36
4	ESG Standard 1.4: Student admission, progression, recognition, and certification....	37
4.1	Implementation.....	37
4.2	Assessment.....	38
4.3	Conclusion.....	40
5	ESG Standard 1.5: Teaching staff.....	41
5.1	Implementation.....	41
5.2	Assessment.....	42
5.3	Conclusion.....	44
6	ESG Standard 1.6: Learning resources and student support.....	45
6.1	Implementation.....	45
6.2	Assessment.....	48
6.3	Conclusion.....	49
7	ESG Standard 1.7: Information management.....	50
7.1	Implementation.....	50
7.2	Assessment.....	51
7.3	Conclusion.....	51
8	ESG Standard 1.8: Public information.....	52
8.1	Implementation.....	52

8.2	Assessment .....	52
8.3	Conclusion.....	53
9	ESG Standard 1.9: On-going monitoring and periodic review of programmes.....	54
9.1	Implementation.....	54
9.2	Assessment .....	54
9.3	Conclusion.....	56
10	ESG Standard 1.10: Cyclical external quality assurance .....	57
10.1	Implementation.....	57
10.2	Assessment .....	58
10.3	Conclusion.....	59
<b>IV</b>	<b>Recommendation to the Accreditation Commission of ACQUIN.....</b>	<b>60</b>
1	Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version .....	60
2	Accreditation Recommendation .....	60
<b>V</b>	<b>Decisions of the Accreditation Commission of ACQUIN .....</b>	<b>63</b>

## **II Introduction**

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

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

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

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

## **1 The higher Education System in Indonesia**

### **1.1 Historical development**

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

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

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

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study 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 Habib. 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 foster a professional, accountable, ethical, and entrepreneurial academic culture.

### **External Accreditation**

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

## **2.2 Faculty information**

The Faculty of Economics and Business (FEB) originally began as the Faculty of Economics and Social Sciences (FEIS), established in 2002 by the Rector's Decree of the Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta (Decree Number 68 of 2002). Initially, FEIS offered two study programs: Management and Accounting. In 2005, FEIS expanded its offerings to include two additional study programs: International Relations and Economics and Development Studies. Following the establishment of the Faculty of Social and Political Sciences (FISIP) at UIN Syarif Hidayatullah Jakarta, the International Relations program was integrated into FISIP during the academic year 2009/2010. As a result, FEIS proposed a name change to The Faculty of Economics and Business (FEB), better reflecting its focus on economics and business studies. This change is

in line with academic advancements, market demands, and the future vision for managing the faculty.

Presently, the Faculty of Economics and Business (FEB) offers a total of five undergraduate programs: Accounting, Management, Development Economics, Sharia Economics, and Sharia Banking. Additionally, there are two master's programs available, namely the Master of Sharia Economics and the Master of Sharia Banking, along with a doctoral program, the Doctor of Sharia Banking. The majority of these study programs have received accreditation from BAN-PT. Specifically, Accounting, Management, Development Economics, and Sharia Banking have all been granted an 'A' rating, while Sharia Economics and the Doctoral Program in Sharia Banking have received a 'B' rating. Furthermore, the Master Program in Sharia Banking has received accreditation from the Independent Accreditation Institution for Economics, Business, Management, and Accounting (LAMEMBA), earning a 'Very Good' rating. The only program currently undergoing the accreditation process is the Master in Sharia Economics, the newest study program in FEB.

In order to uphold a standard of academic excellence, the Faculty of Economics and Business (FEB) at UIN Syarif Hidayatullah Jakarta has achieved ISO 9001:2015 certification from TÜV Rheinland, an official institution authorized to issue such certificates. Additionally, the Management Study Program has been certified by the ASEAN University Network Quality Assurance (AUN-QA). The faculty is deeply committed to its mission of excelling in education, research, and community development. Our aim is to produce graduates who are adaptable and possess a solid foundation in economics.

In pursuit of this objective, we place great importance on attaining worldwide accreditation from ACQUIN. This Self-Evaluation Report (SER) represents a crucial step in surpassing their rigorous standards. Through this thorough evaluation process and our pursuit of international accreditation, we demonstrate our unwavering dedication to maintaining the highest levels of educational quality, research excellence, and community involvement. This endeavour stands as a testament to our commitment to producing graduates who not only excel in their professional careers but also make significant contributions to the global knowledge economy and the betterment of society as a whole.

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

#### Bachelor of Management

Location	Jl. Ir. H. Djuanda No. 95 Ciputat, Kota Tangerang Selatan 15412
Date of introduction	20 <sup>th</sup> May 2002
Faculty/ department	Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta
Standard period of study (semesters)	4 years
Number of ECTS credits	216
Number of study places	160 per year
Number of students currently enrolled	842
Average number of graduates per year	100
Target group(s)	
Admission requirements	
Form of study	full-time
Tuition fee	IDR 400,000 – IDR 6,865,000 ≈ EUR 24.41 – EUR 419 per semester (1 EUR = IDR 16,384)

#### Bachelor of Accounting

Location	Jl. Ir. H. Djuanda No. 95 Ciputat, Kota Tangerang Selatan 15412
Date of introduction	20 <sup>th</sup> May 2002
Faculty/ department	Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta
Standard period of study (semesters)	4 years
Number of ECTS credits	216
Number of study places	160 per year
Number of students currently enrolled	810
Average number of graduates per year	98
Target group(s)	

Admission requirements	
Form of study	full-time
Tuition fee	IDR 400,000 – IDR 6,865,000 ≈ EUR 24.41 – EUR 419 per semester (1 EUR = IDR 16,384)

### **Bachelor of Development Economics**

Location	Jl. Ir. H. Djuanda No. 95 Ciputat, Kota Tangerang Selatan 15412
Date of introduction	11 <sup>th</sup> July 2006
Faculty/ department	Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta
Standard period of study (semesters)	4 years
Number of ECTS credits	216
Number of study places	120 per year
Number of students currently enrolled	670
Average number of graduates per year	72
Target group(s)	
Admission requirements	
Form of study	full-time
Tuition fee	IDR 400,000 – IDR 6,865,000 ≈ EUR 24.41 – EUR 419 per semester (1 EUR = IDR 16,384)

### **Bachelor of Sharia Banking**

Location	Jl. Ir. H. Djuanda No. 95 Ciputat, Kota Tangerang Selatan 15412
Date of introduction	6 <sup>th</sup> August 2012
Faculty/ department	Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta
Standard period of study (semesters)	4 years

Number of ECTS credits	216
Number of study places	120 per year
Number of students currently enrolled	526
Average number of graduates per year	77
Target group(s)	
Admission requirements	
Form of study	full-time
Tuition fee	IDR 400,000 – IDR 6,865,000 ≈ EUR 24.41 – EUR 419 per semester (1 EUR = IDR 16,384)

### Master of Sharia Banking

Location	Jl. Ir. H. Djuanda No. 95 Ciputat, Kota Tangerang Selatan 15412
Date of introduction	13 <sup>th</sup> March 2014
Faculty/ department	Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta
Standard period of study (semesters)	2 years
Number of ECTS credits	57.5
Number of study places	25 per year
Number of students currently enrolled	64
Average number of graduates per year	12 (in the last 3 years)
Target group(s)	
Admission requirements	<ol style="list-style-type: none"> <li>(1) Participants must come from study programs that are accredited at least Very Good from recognized domestic and or foreign universities;</li> <li>(2) participants must have at least a GPA of 2.75;</li> <li>(3) participants must have a TOEFL score of at least 475 or IELTS of at least 4.5 and TOEFL minimum 400, Academic Potential Test minimum 500, and pass Interview test;</li> </ol>

	<p>(4) participants must make a research proposal in the field of study (at least 15 A4 pages) in 3 (three) copies;</p> <p>(5) participants who graduated from overseas study programs must obtain recognition of diploma equivalence from the Ministry of Research, Technology and Higher Education;</p> <p>(6) foreign national selection participants must have the ability of Indonesian language skills both spoken and written that meet university standards.</p>
Form of study	full-time
Tuition fee	IDR 400,000 – IDR 6,865,000 ≈ EUR 24.41 – EUR 419 per semester (1 EUR = IDR 16,384)

### III Implementation and assessment of the criteria

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

#### 1 ESG Standard 1.1: Policy for quality assurance

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

##### 1.1 Implementation

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

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

## 1.2 Assessment

UIN Jakarta has a formal quality assurance policy based on its Statute, higher education regulations from the Ministry of Religious Affairs (Kemenag), and Kemristekdikti regulations. This policy is implemented through a published System Information of Quality Assurance (SIQA). The quality assurance policy covers various areas including the commitment of leaders, lecturers, education personnel, and students, academic and non-academic quality assurance, and the implementation of the quality assurance activity cycle, which includes planning, implementation, evaluation, control, and improvement. It also encompasses standards for teaching, research, and community service.

Quality assurance is the responsibility of university leaders, faculty leaders, study program leaders, managers, and lecturers. The Faculty Quality Assurance Coordinator (FQAC) is responsible for quality assurance at the faculty level, while the Quality Assurance of Study Programme (GJMPS) carries it out at the study program level. These coordinators extend the work of the Quality Assurance Institute (QAI). External stakeholders are also involved through BAN-PT (National Accreditation Board) and various LAM (Independent Accreditation Institutions).

The quality policy is implemented through the Internal Quality Assurance System (IQAS). Monitoring and evaluation (ME) and internal audits are conducted annually to ensure the suitability of standard implementation and to measure the achievement of Key Performance Indicators (IKUs). The principle of continuous quality improvement (CQI) is used for enhancing quality. The results of ME evaluations and internal audits are discussed in Management Review Meetings (MRM). There are also specific procedures for monitoring and evaluation of programs.

UIN Jakarta has a Centre for Gender and Child Studies (PSGA) that provides services, conducts research, and develops networks related to gender, family, children, and human rights issues. The university is committed to gender equity, with no gender-specific requirements for admissions and staff. The gender breakdown of lecturers is 57% male and 43% female, while education staff is 66% male and 34% female.

The institution demonstrates a strong commitment to quality assurance through its comprehensive system, involvement of various stakeholders, and regular evaluations. The use of a structured approach to quality assurance with planning, implementation, evaluation, control, and improvement is a strength. The inclusion of a gender equity program is also a positive point.

The reward system for auditors could be improved. Additionally, the university should move towards a more systematic and less manual system for satisfaction surveys. There's also a need for improvements based on IQA results, which are currently below 3.00 for some of the areas.

The university aims to continuously improve its quality by drafting new standards and KPIs every year. The university benchmarks with other universities for quality assurance processes. However, the design and usage of Key Performance Indicators (KPIs) seems to be highly regulated and bureaucratic. Put differently, the KPIs implemented are not very well aligned with FEBs strategy (e.g., KPIs measuring internationalization and sustainability/sustainable development are completely missing).

Moreover, the KPIs used are too comprehensive to contribute to the management of the FEB. For example, the KPI “Percentage of Doctoral, Master, Bachelor, and Diploma Programme graduates in the last year who successfully get a job, continue their studies, or become self-employed” includes all those who are not unemployed. An actual value of 91% thus is not necessarily a message of success, and the overall percentage is not suitable for deriving information about graduates’ career paths. Similarly, the KPI “Number of research and community service outputs that have received national or international recognition or are applied by the community per number of lecturers” is not a useful measure to steer the research output published in international renowned journals. Disaggregation of the KPIs mentioned in the self-report is thus highly recommended.

The university has strategic targets to become an internationally recognized institution. To underpin the target of internationalization, experts suggest including the development of English language programmes into the key performance indicators.

In summary, while UIN Jakarta has a formal quality assurance policy covering relevant areas and involving key stakeholders, there are areas for optimization. The implementation of quality assurance is in place but could be strengthened. The institution demonstrates commitment to improvement, but enhancements in the integration of IT systems, the regularity of internal auditing, the reward system for auditors, and the consistency of surveys are needed. Further, specific results on the implementation of the gender equality policy and its impact are not included.

### **1.3 Conclusion**

The criterion is **fulfilled**.

#### **Recommendations:**

- The institution’s KPIs should be designed to become more meaningful and effective to steer institutional development targets.
- To underpin the target of internationalization the university should engage in developing English language programmes.



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

**Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

### 2.1 Implementation

#### 2.1.1 Bachelor in Management

The Management Programme, Faculty of Economics and Business, UIN Jakarta, was established in 2002 based on the Presidential Decree Number 031 dated 20 May 2002. The Management Study Programme received A-level accreditation (Excellence) from the National Accreditation Board for Higher Education (BAN PT) for the 2006-2011 period, the 2011-2016 period, the 2016-2021 period, and the 2021-2026 period. In 2019, the Management Programme received an ASEAN-level assessment certification organised by AUN Quality Assurance (AUN-QA). The Management Programme was established to produce Bachelors of Economics in the field of Management who have an understanding of theory and methodology in the field of Management and have Islamic ethics and attitudes so that they are able to analyse and make the right decisions regarding problems in the field of Management.

The evolving business landscape demands skilled individuals to pursue successful careers. The Management Study Programme provides resources to meet the needs of the working world, qualified and integrated with science, Islam and Indonesians. With the extensive cooperation of the Management Study Programme, currently, Management Study Programme graduates have been absorbed not only as ASN but also have careers in the business world, such as banking, consulting institutions, non-bank financial institutions, national companies and international companies, and some others choose to become entrepreneurs. Further, graduates also continue their studies at master's and Doctoral levels at national and abroad.

PLO1 Able to internalize Islamic and Indonesian values into attitudes and behaviors that are integral and responsible.

PLO2 Able to internalize the spirit of independence, struggle, and entrepreneurship into creative attitudes and behaviors.

PLO3 Able to apply basic concepts of management and business to various types of organizations appropriately.

PLO4 Able to apply management and business analysis instruments while considering ethical and professional aspects appropriately.

PLO5 Able to create comprehensive business plans in accordance with Islamic values.

PLO6 Able to apply leadership and entrepreneurship principles within organizations while considering ethical and moral values comprehensively.

PLO7 Able to internalize Islamic and Indonesian values into attitudes and behaviors that are integral and responsible.

PLO8 Able to internalize the spirit of independence, struggle, and entrepreneurship into creative attitudes and behaviors.

PLO9 Able to apply basic concepts of management and business to various types of organizations appropriately.

PLO10 Able to apply management and business analysis instruments while considering ethical and professional aspects appropriately.

#### 2.1.2 Bachelor in Accounting

The Accounting Programme curriculum is designed based on graduate profiles corresponding to the needs of stakeholders, both internal (lecturers, students) and external (industry or companies, experts, associations, society, alums and graduate users). The profiles of Accounting Programme graduates are employed as accountant, auditor or tax consultant.

Learning outcomes are summarized as follows:

- Able to understand theoretical concepts indepth and apply technical skills, principles, and procedural knowledge in Financial Accounting, Managerial Accounting, Auditing, Tax Accounting, and Islamic Accounting through Information Technology competencies.
- Able to master theoretical concepts thoroughly and analyse information needs for business decision-making.
- Able to understand Business Ethics and the Accounting Profession Code of Ethics.
- Able to prepare, analyse, and interpret financial statements by applying accounting principles to transactions in accordance with Indonesian financial accounting standards and the professional code of ethics, supported by information technology.
- Able to prepare, analyze, and evaluate management accounting reports by applying management accounting techniques in line with the professional code of ethics, supported by information technology.

- Able to implement auditing techniques and prepare audit working papers in accordance with audit standards, the professional code of ethics, and applicable laws and regulations in financial statement audits.
- Able to prepare, analyze, and interpret financial statements by applying Islamic accounting principles to transactions in accordance with Indonesian Islamic financial accounting standards.

The accounting programme has undergone several revisions or changes to the curriculum since its founding, namely in 2008, 2012, 2015, and most recently in 2020. The last curriculum change was in 2020 to adapt to the KKNi and changes to the national university curriculum and the characteristics of Independent Learning Independent Campus (MBKM), which is composed of main competencies, supporting ones, and those that support the goals, vision and mission of the programme.

### 2.1.3 Bachelor in Development Economics

The main aim of the Development Economics programme is to produce graduates who have a profound understanding of theoretical concepts, methodology and practical economic skills, which are complemented by an understanding and application of Islamic ethics. Further, the graduates are expected to be able to analyse and solve various national and state-level economic problems. The specific objectives of the programme include cultivating graduates who have a strong understanding of economic theory with an Islamic perspective, excellence in the delivery of education and learning, contributing to overcoming economic challenges, conducting and publishing the latest research in the field of economics, stay updated with the latest advances in the field, have expertise in the chosen field, adapt to various socio-economic environments, and be a pioneer in driving the nation's economy while maintaining strong social responsibility.

Graduates of the Development Economics Programme occupy roles in society as economic analysts, Economic Researchers, academics, consultants and entrepreneurs. They are known for their exemplary character, extensive and up-to-date knowledge in their fields, ability to carry out their duties, and a sense of responsibility based on Islamic principles, scientific knowledge, and basic economic skills. The competencies of Development Economics graduates are routinely evaluated through tracer studies conducted by the faculty, which cover various aspects such as alumni job waiting times and field competencies.

### 2.1.4 Bachelor in Sharia Banking

The Sharia Banking programme aims to produce Sharia Banking Bachelors who comprehend theory and methodology in the field of Sharia Banking and have Islamic ethics and attitudes. Thus, they can analyse and solve various societal problems. The Specific Objectives of the Sharia Banking Programme are: 1) To produce graduates who have excellence the theoretical concepts of financial science and Sharia banking and have an Islamic character, are excellence and competitive in carrying out education and learning and can contribute to solving problems in the field of sharia banking; 2) To produce graduates who are proficient in conducting and publishing research results in the field of sharia banking; 3) To produce graduates who are able to follow the latest scientific developments in the field of sharia banking and are skilled in their field of expertise; 4) To produce graduates who are able to adapt in different and rapidly changing socio-economic environments by continuing to develop themselves to become pioneers in driving the community's economy and have high social sensitivity.

Graduates of the Sharia Banking Programme FEB UIN Syarif Hidayatullah have the competency and capability to integrate Islamic values in the Sharia banking learning process, both from the cognitive, affective and psychomotor aspects. Thus, the students could be implemented in the Sharia banking and finance industry.

#### 2.1.5 Master in Sharia Banking

The Master of Sharia Banking programme, Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta, referred to as the MPS programme, was established in 2014 through the Decree of the Director General of Islamic Education Number 1456 of 2014.

In 2017, the Accreditation Decree for the Master of Sharia Banking programme was issued with B-level accreditation (Very Good). Furthermore, the accreditation rating was successfully upgraded to "Very Good" based on LAMEMBA Decree Number 041/DE/A.5/AR.10/XI/2022 on 19 December 2022.

The MPS programme aims to produce graduates with professional competence in Sharia banking and finance, graduates who can apply professional Sharia banking and finance competencies in the academic and industrial worlds, and graduates who have Islamic morals and are trustworthy and professional.

Thus far, MPS programme graduates have been absorbed in various professional fields, including lecturers at various universities, both Islamic and general public and private universities, analysts and banking practitioners such as Bank Indonesia, Bank Syariah Indonesia (BSI), PT. BNI Life Insurance and multinational companies such as Penas Corp Borneo Indonesia.

Learning objectives in terms of knowledge, skills and competences are summarized as follows:

1. Master and develop concepts, theories, methods and scientific approaches in Sharia banking and finance through an inter and/or multidisciplinary approach paradigms using information and communication technology.
2. Analyse, map contextualize and solve problems in the Sharia banking and finance industry logically, critically, innovatively and creatively.
3. Master and develop factual knowledge about Sharia banking and financial policies and regulations at nationally and global levels internationally.
4. Develop sharia banking and finance theories creatively and innovatively to solve problems in the development of science and technology in society or industry that pay attention to and apply humanities values based on analytical or experimental studies of information and data.
5. Produce Sharia Banking and Finance research and publish it in accredited national journals.
6. Formulate and develop appropriate decision results based on information and data analysis in solving problems in the fields of Sharia banking and finance.

## **2.2 Assessment**

### **2.2.1 Bachelor in Management**

The Management Programme of the UIN Jakarta is deemed highly appropriate. This is also mirrored in excellent external reviews for the programme from BAN-PT and AUN Quality Assurance (AUN-QA). The programme succeeds to produce graduates with a thorough understanding of theory and methodology in the field of Management and employability of graduates is highly satisfactory.

The learning objectives of the programme are well designed and in line with the academic level of Bachelor degree that graduates achieve upon successful completion of the programme.

The programme also integrates well into the mission statement and overall strategy of the university given its focus on Islamic and Indonesian values and their internalization into attitudes and behaviors of students.

The university uses monitoring analytical tools to continually optimize its study programmes, building on the feedback of graduates and students. UIN adapts its programs to meet societal needs by engaging with stakeholders, including industry partners and community representatives. Career opportunities are adequately defined and in line with industry needs.

### 2.2.2 Bachelor in Accounting

The Bachelor's program Accounting offered by the Faculty of Economics and Business (FEB) with a regular study duration of four years covers the subjects Public Accounting, Tax Accounting, and Sharia Accounting. The curriculum is regularly revised every four years (with smaller adjustments being made on a yearly basis) to respond to the needs of internal (e.g., lecturers, students) and external stakeholders (e.g., employers, graduates). Graduates are well equipped to work as Accountant, Auditor, or Tax Consultant. The content of the courses offered is well aligned with the mission of the FEB to provide higher education in the fields of Accounting that meets qualification standards, with the objectives of the program to produce graduates with capabilities in Accounting, and with the requirement profile of practice.

The total of ECTS for this program is 216, which is a slightly smaller number than the 60 ECTS typically demanded in a Bachelor's programme per year. A closer look shows that this is mainly due to the low number of 19.5 ECTS in the final year of study, while the first three years with 63 ECTS, 69 ECTS, and 64.5 ECTS seem comparatively demanding. In the eighth semester, students write their Bachelor thesis (9 ECTS). In the seventh semester, only one Accounting course (4.5 ECTS) and participation in the Student Community Service Program (6 ECTS) are mandatory. Given that 80% of the students voluntarily do internships and also prepare their Bachelor thesis, meaningful activities take place in the seventh semester, but these are not firmly anchored in the curriculum. Thus, consideration could be given to a compulsory internship that is rewarded with ECTS, which – in accordance with the mission of the FEB – would also further strengthen partnership and collaboration with business practice. A further recommendation regarding the content of the Bachelor's program Accounting is to consider the integration of courses on Sustainability Reporting and/or on Sustainability Management to meet the increasing (international) demand for graduates with this highly relevant knowledge. A minor issue that can be easily resolved is that the literature cited in the module manual is outdated.

One step to accomplish the objective of the Accounting program to foster research activities at the national and international level could be to implement a Master's program in Accounting. The focus could be either on International Financial Reporting (including Sustainability Reporting) or on Management Accounting (including Sustainability Management). To provide incentives for students to prepare for the Master's program, the relative importance of the Bachelor's thesis in terms of ECTS could be increased; ideally, there should also be Bachelor's courses on academic writing. More intense and regular involvement of international lecturers and guest lecturer also could add value.

Several actions could be useful to increase internationalization of the Accounting program, which only has very few international students (i.e., two students over the last five years). First, currently

none of the courses of the Bachelor's program are taught in English. Consideration could therefore be given to selecting courses that would be taught in English so that exchange students could spend at least one semester at the FEB. The Master's program could be developed as an English-language program from the beginning. Second, there should be a better alignment of the ECTS achieved in a course with international standards (4.5 ECTS can hardly be credited at the home university). The alignment of the curriculum with international standards could additionally help attracting incomings.

### 2.2.3 Bachelor in Development Economics

The Development Economics program is designed to be in line with the university's mission to be a world-class research university. It aims to emphasize improvement of the knowledge and skills of graduates in the field of economics development and Islamic ethics, which reflects the university's focus on scientific and Islamic integration. The program aims to produce graduates who can contribute to solving national and state-level economic challenges, supporting the university's broader goal of having a social impact. External stakeholders are engaged in the design of the study program via various channels: Curriculum evaluation engages program stakeholders such as lecturers, students, alumni, and experts, Focus Group Discussions (FGDs) are held with stakeholders to collect feedback and input, the program benchmarks with national and international universities with similar programs, the program cooperates with curriculum experts from the Association of National Development Economics Programs (APSEPI) and the program seeks input from graduate users and alumni to understand industry needs related to graduate competencies.

The objectives and learning outcomes appear to adequately reflect the requirements of the professional field by focusing on analytical skills, research capabilities, and ethical conduct, all of which are expected at the bachelor's level.

The curriculum is designed to meet the defined objectives through a structured approach including compulsory courses in areas such as microeconomics, macroeconomics, mathematics, statistics, econometrics, Islamic economics, and regional economics, among other topics. The program achieves integration of human, Islamic, and Indonesian values into attitudes, behavior, and academic ethics. There are specific learning outcomes (CLOs) for each course, aligning with the program's overall learning outcomes (PLOs). A thesis is required, providing students with an opportunity to apply theories learned in specific case studies.

The defined career paths are aligned with the program's learning outcomes and are considered adequate. The program conducts tracer studies to evaluate graduate employment and competencies. The workload appears to be transparent with ECTS credits allocated to each course, detailed in the curriculum. European Higher Education Purposes are sufficiently reflected.

The documents do not provide specific details on the structure of mandatory internships for the DE program, nor about support provided by the HEI.

The documents outline a process for curriculum development and approval that involves input from various stakeholders. The curriculum is designed to meet the university's mission and vision. The specific steps of the institutional approval process are not detailed.

The program demonstrates a commitment to integrating Islamic values with economic theory and practice. It has a well-defined graduate profile, clear learning outcomes, and a structured curriculum. There is strong emphasis on the development of analytical and research skills. It also appears that external stakeholders are consulted for curriculum design.

The program could provide more detail on the mandatory internship structure and the support provided by the HEI. The institutional approval process could be more transparent, and there could be more specific information about how research and innovation are integrated into the learning process. There is no information about whether or not the program is taught in English, while some of the courses are delivered with some content in English.

The documents indicate that the program has achieved A-level accreditation on three occasions but do not specify if this is a reaccreditation or if any recommendations from previous accreditations were addressed. The program has undergone curriculum evaluation and development, with the most recent evaluation carried out in 2020/2021. The evaluation process involves stakeholders and benchmarking with national and international universities, indicating a commitment to continuous improvement. However, specific details about how these evaluations result in improvements is lacking.

The Development Economics program demonstrates a strong structure, clear objectives, and integration with the HEI's mission. The program involves external stakeholders and is committed to continuous enhancement. To achieve the target of internationalization, it is recommended to offer an increasing number of courses in English.

The experts recommend that subjects related to Islam should be better integrated with the learning outcomes of this programme, i.e. Islamic Economic development, Political Economy of Islam, Politics, Economics and Banking. This is to ensure the Development Economics programme maintains its distinctive edge and fulfills its aim of integrating Islamic values. This could involve integrating Islamic Economic Development, Political Economy of Islam, and Politics, Economics, and Banking more thoroughly into the curriculum. Having general courses on Islam may not be the ideal form of using the resources for this program. Application and relevance of Islam in development economics and related courses should be developed further. Courses such as Islam and development economics or Islam and Institutions or Islam and Business could be an example of how this recommendation might be implemented.

Secondly, experts recommend creating more space for electives. Currently, the study program has a limited number of elective modules. Offering more electives can accommodate diverse student strengths and electives and a flexible curriculum provide the space to deal with future challenges. Furthermore, electives in the curriculum of Development Economics could broaden students' knowledge and skills in economics.

In terms of content, Development Economics intersects with political science, sociology, and environmental studies. More electives facilitate interdisciplinary learning, which is essential for understanding complex development challenges. Modern development issues require knowledge of emerging fields like behavioral economics, digital finance, and climate policy. Expanding electives ensures students stay current with evolving research and policy needs and global trends. A broader range of electives also equips students with diverse analytical and policy skills, making them more competitive in international job markets and graduate programs.

#### 2.2.4 Bachelor in Sharia Banking

The Bachelor programme in Sharia Banking is an 8-semester 4-year undergraduate programme with 216 ECTS in total. With the mission of developing quality teaching, research and community services, the program integrates well into the university's mission to be a world-class university providing higher quality education. The programme is designed to cultivate bachelor's level graduates who possess a comprehensive understanding of the theoretical and methodological foundations of Sharia Banking, coupled with a demonstrable commitment to Islamic ethical principles and professional conduct. However, the program name is recommended to be reviewed and updated as Islamic Finance or similar title, as Islamic Finance is more common name for a such program.

External stakeholders and students engage in different ways like designing the curriculum through surveys, maintaining a system of quality assurance. Curriculum design studies and development are conducted through curriculum workshops, focus group discussions, curriculum evaluation discussions, and stakeholder meetings. A comprehensive curriculum development process is undertaken, incorporating input from diverse stakeholders such as students, lecturers, alumni, the Indonesian Management and Business Programme Alliance (APSMBI), the Indonesian Management Forum (FMI), relevant experts, and industry partners. Regular curriculum evaluations and modifications are implemented to ensure alignment with current industry trends and societal demands. The program has a national accreditation on A level (here the name of the program is shown as Bachelor of Islamic Banking).

The main learning outcomes of the Sharia Banking programme include four aspects, namely attitude, technical knowledge and competence, general skills, and special skills. The relationship matrix for EQF, IQF, and PLO's profile the programme graduates to be capable of managing all operational activities of Sharia Banking professionally; to master research methodologies; to design business ventures, implement them in business practices, and develop businesses that contribute to the welfare of the community, based on Islamic and Indonesian values. These objectives are in alignment with the university mission and meet the requirements from the professional field as well as the demands on Bachelor level.

The curriculum includes national (9 ECTS), university (27 ECTS), faculty (36 ECTS) and Sharia Banking (115,5 ECTS) mandatory courses like Pancasila Education and Citizenship, Research Methodology, Entrepreneurship, Sharia Banking Audit, and concentration elective courses (13,5 ECTS) like Banking Strategic Management Sharia. The structure of the program is well designed to meet the program objectives. However, design of the programme is recommended to be reconsidered as Economics and Business Mathematics is taught just in the first semester where students have no background in economics, but the course addresses PLO 09 and 10 - having ability to analyse and solve problems in the area of banking and sharia finance. As it assumes the students solve problems in banking and sharia finance, this course should be placed in third or fourth semester (replace with Fiqh Muamalah Basic or Islam and Science). Course study programs (syllabi) should be reviewed, as some courses are taught in Indonesian language, but all references are in English (e.g. Entrepreneurship, Economics and Business Mathematics, etc.). Also, some courses' references are incorrect or don't exist (e.g. Sharia Macroeconomics, Islam and Science, etc.). The program includes a thesis (9 ECTS), providing students with an opportunity to apply theories learned in specific case studies. The program should increase the number of elective courses, like Financial Reporting which is essential for banking professionals.

Career opportunities for the Sharia Banking programme graduates are defined on the program objectives and they are adequate. However, it is recommended to add some more emphasis on the international job market. The expected student load of the programme is 216 ECTS in total. However, The European Higher Education Area (EHEA) assumes 180 or 240 ECTS credits for a bachelor's degree. Aligning national credits with the EHEA credits may bring additional opportunities for student mobility.

The Sharia Banking programme does not have a mandatory internship, nor support by the university. However, students in the eighth semester only work on their thesis, so an internship could be accommodated in this semester. It is recommended to add a mandatory internship with ECTS. A formal procedure for curriculum development and approval is presented in the documents. It is recommended to provide details of the process.

In summary, the program includes many aspects of the Sharia Banking profession in theory and practice with respective practical courses in the curriculum. It clearly defines the graduate profile and expected learning outcomes. However, for optimisation as noted above, the program name should be revised to comply with international standards. Moreover, course structure should be reviewed if they can include mandatory internship and sustainable finance courses and increase the total ECTS to 240 to comply with Bologna process. The program should expand the learning on Sharia Banking derivative products by adding Financial Derivatives or related courses. They should also review the course syllabi, provide details in institutional approval process of study programme, and state the program language clearly. It is highly recommended that the program include more courses in English to accept more foreign students and internationalize.

#### 2.2.5 Master in Sharia Banking

Overall, the Master in Sharia Banking Programme of the UIN Jakarta is evaluated positively, but experts also see some critical points for further improvement. On a positive note, the programme has increased the level of external ratings from BAN-PT and LAMEMBA. The programme succeeds to produce graduates with professional competence in Sharia Banking and Finance and graduates succeed on the labour market in applying their professional competencies in Sharia banking and finance.

The learning objectives of the programme are well designed and in line with the academic level of Master degree that graduates achieve upon successful completion of the programme.

While it is recommended for all programmes to include more sustainability related courses, the Sharia Banking Master programme should implement this recommendation by providing compulsory modules on Sustainable Development and Islamic Finance to hone the students' sensitivity for this highly important topic.

For a further improvement of the contents of the programme, experts recommend to develop a more multidisciplinary approach within the Sharia Banking programmes and other Islamic programmes taught at the university. New modules should be developed to achieve this integration, i.e. Islamic Economic Development. Given that comparable modules and programmes are already taught in other faculties of UIN Jakarta, this goal may be easily achieved.

Research methods modules in the curriculum should be geared towards developing critical thinking in Islamic research methodology, including philosophical reflection on this topic. The programme should provide students with an introduction into the fundamentals of modern economic science, its recognized terminology and concepts and how this approach differs from normative

fields like law or theology. Ideally, this should be done in close cooperation with the Faculty of Law, specifically the programmes on Islamic Economic Law at UIN Jakarta.

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

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

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

Furthermore, research of staff at UIN Jakarta should also be included in the reading lists to foster research-led teaching.

Overall, the programme integrates well into the mission statement and overall strategy of the university given its focus on Islamic and Indonesian values and their internalization into attitudes and behaviors of students.

The university uses monitoring analytical tools to continually optimize its study programmes, building on the feedback of graduates and students. UIN Jakarta adapts its programs to meet societal needs by engaging with stakeholders, including industry partners and community representatives. Career opportunities are adequately defined and in line with industry needs.

## 2.3 Conclusion

The criterion is **fulfilled**.

### General recommendations:

- Include sustainability related courses in all programmes.

### Programme-specific recommendations:

#### Sharia banking bachelor:

- Review the naming of the programme.
- Include elective courses on i.e. financial reporting.
- Expand learning on financial Sharia Banking products.

**Sharia Banking master:**

- Develop a more multidisciplinary approach within Sharia Banking programmes and other Islamic programmes, by developing certain modules that demonstrate this i.e. Islamic Economic Development.
- Update English language reading lists in Sharia Banking Bachelor and Master including recent publications.
- Staff research should be included in the reading list to foster research-led teaching.
- Sustainable Development and Islamic Finance should be essential courses in the programme.
- Research methods module should be geared towards developing critical thinking in Islamic research methodology, including philosophical reflection on this topic.

**Development Economics:**

- The subjects related to Islam should be better integrated with the LOS of this programme, i.e. Islamic Economic development, Political Economy of Islam, Politics, Economics and Banking.
- Create more space for electives in the curriculum of Development Economics.

**Accounting Bachelor:**

- Aim at the development of a Master programme either directed towards Management accounting or Financial Reporting.
- Sustainability reporting should become part of the curriculum.

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

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

#### 3.1 Implementation

UIN Jakarta is trying to adopt a Student-Centred Learning (SCL) approach, positioning students as independent and active learners while lecturers serve as facilitators, motivators, and evaluators. The study 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 study programs at the university employ a variety of teaching and learning methods, ensuring a comprehensive approach to education. Teaching is conducted through a combination of traditional lectures, case studies, project-based learning, and practical applications, particularly in fields such as management, accounting, and development economics. Guest lecturers and industry practitioners are also involved in programs to provide real-world insights. Additionally, research-based learning is emphasized, encouraging students to integrate theoretical knowledge with practical research experiences.

The university ensures the continuous evaluation and improvement of teaching methods through regular curriculum reviews and stakeholder involvement. Faculty members participate in training programs, collaborate with other institutions, and integrate new teaching methodologies. The institution also invites external lecturers and experts to enhance teaching quality. Furthermore, digital tools and AI-assisted learning are gradually being incorporated into the curriculum, guided by evolving institutional policies.

Students have multiple channels to voice complaints or suggestions regarding teaching methods. They are assigned academic advisors, whom they meet regularly to discuss concerns. Additionally, online platforms allow students to submit feedback, which is then reviewed by the respective faculty members and program administrators. The university also conducts semester-based evaluations, requiring students to complete feedback forms before accessing their final grades.

Assessment methods and regulations are clearly outlined in institutional policies, ensuring transparency and reliability. The university follows standardized procedures, including written exams, case studies, project assessments, and research-based assignments. In early semesters, students primarily engage in theoretical assessments, while later stages incorporate applied learning and real-world problem-solving. Some faculties integrate industry-relevant certifications to better align

assessments with career requirements. The assessment methods are designed to align with the intended learning outcomes, ensuring students acquire both theoretical and practical competencies.

Students have the right to appeal their assessment results through a structured process. They can submit formal requests for grade reviews, providing justifications and supporting evidence. These appeals are first reviewed by academic advisors and, if deemed necessary, escalated to faculty administrators and lecturers. The appeals process is designed to be fair and transparent, ensuring that students have an opportunity to address potential grading concerns.

Overall, the university's approach to teaching, learning, and assessment reflects a commitment to continuous improvement, student engagement, and academic excellence. The integration of varied teaching methods, transparent assessment processes, and accessible feedback mechanisms ensures that students receive a well-rounded and structured educational experience.

The expert group recommends that the level of detail regarding content in module descriptions should be equal for all courses. This will ensure consistency and clarity in course expectations and learning outcomes, thereby enhancing the overall quality and transparency of the study programs.

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

### **3.3 Conclusion**

The criterion is **fulfilled**.

#### **Recommendations:**

- The university should seek for a better alignment between SKS and ECTS to make recognition of courses among international students easier
- The level of detail regarding content in module descriptions should be equal for all courses.
- Student representation in university boards should be associated with voting rights where other internal stakeholders have them.

#### 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 are defined and published by the university. The University has listed six regular, and one cooperation admission routes. The general requirements for admission are detailed in the provided documents. The admission process is partially transparent. While the university has a defined process, the specifics for particular programmes (such as selection criteria, required scores, etc.) are not detailed in the documents. The documents do mention that there are various student selection schemes and that the Faculty of Economics and Business is working to improve the quality of the selection process. The programmes could provide more detailed information regarding their admission requirements, selection criteria, and process to ensure complete transparency for applicants. Information regarding admission and certification for international students should also be provided.

For the Sharia Banking programme it is mentioned that admission has increased every year by 2% -4% from three admission routes (SPAN PTKIN, UM PTKIN and SPMB Mandiri), no detailed information about other routes, admission criteria and process are provided.

### **Progression**

The UIN has processes to monitor student progression. Student grades are reviewed at the end of each semester to assess satisfactory progress, and this is tracked using the Academic Information System (AIS) classifying GPA levels. Academic advisors monitor and support students' progress. The programmes also offer academic counseling. The university identifies poor academic performance and provides opportunities for improvement and support.

There is a mention of monitoring of student performance, and of surveys that students complete, and it might be worth exploring how exactly this is carried out and how this information is used to improve student experience in the program.

The Bachelor's programme Accounting seems to be quite attractive, as documented by the acceptance ratio of about 1:18. Students are admitted in accordance with various state regulations. For the students that have been accepted, the FEB has created some strategies to monitor student success and achieving certain standards related to student affairs. As a result, the percentage of students who failed to graduate dropped from 51% (2019/2020) to 12% (2023/24). However, the extent to which this development can be explained by improved teaching quality or improved student selection remains unclear. It is also interesting to note that the standard period of study is exceeded by half a year, in case of the Accounting programme.

### **Recognition**

The UIN has procedures for recognizing prior learning. However, specific details regarding the recognition of prior learning, higher education qualifications, and periods of study are not detailed in the provided documents. There is no information to confirm that procedures conform to the Lisbon Recognition Convention. The university should document this more thoroughly. The HEI provides support for students who are struggling academically through counseling and academic advisors.

### **Certification**

Students who complete their programs receive a diploma with a degree, an academic transcript, and a Diploma Supplement Certificate (SKPI). The programmes should ensure that graduation

documents clearly list not only the qualifications gained, but also the achieved learning outcomes. Graduation documents should also be made available in English language.

### 4.3 Conclusion

The criterion is **fulfilled**.

#### **Recommendations:**

- The university should enhance its transparency in admissions and the recognition of prior learning, while also including more detailed information in its graduation documents.
- The university should document how its procedures conform to the Lisbon Recognition Convention.
- Information regarding admission and certification for international students should be provided.

## 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.

#### **Faculty of Economics and Business**

In providing education, FEB has a total of 102 permanent lecturers, consisting of 57.8% of lecturers with Doctoral degrees and 42.2% of lecturers with master's degrees. The number of lecturers continuing their doctoral studies is 20 (20%).

13 persons (12.7%) are employed as Professors, 21 (20.6%) as Associate Professors, and 68 (66.7%) as Assistant Professors. Several lecturers are in the process of becoming Assistant Professor and Associate Professor, and several are in the process of becoming professors.

In the ranks of professor and associate professor males are overrepresented.

The faculty, through the Programme, ensures each lecturer has the competence to accomplish their work, especially in providing courses to students. Lecturer competency is in line with national

policy to teach undergraduate courses, and lecturers must have a master's degree as a minimum requirement (see lecturer competency). Lecturer competency is also in line with the subjects taught. The faculty ensures there is continuous and regular evaluation of lecturer competence. The University, through the Quality Assurance Institute (LPM), evaluates lecturer competency at the end of each semester through Student Lecturer Evaluation (EDOM) (refer to Annex-33A,B,C). The university also requires lecturers to report their activities every semester through the Lecturer Performance Report (<https://e-kinerja.uinjkt.ac.id/>), which covers four main aspects, namely: 1) Teaching, 2) Research, 3) Community development, and 4) Supporting activities.

## 5.2 Assessment

The HEI has established processes for recruiting and developing its teaching staff and supports their scholarly activities and professional growth. The programmes have a diverse faculty and make efforts to provide training and development opportunities for its teaching staff. Areas for improvement include increasing transparency in the recruitment process and providing more structured mentoring and support programs for its teaching staff. More details on the program's handling of recommendations from past re-accreditation cycles, and continuous improvement regarding processes for teaching staff would also be beneficial.

The recruitment process is partially transparent, as specific details of selection criteria for FEB staff are not provided in the documents. Although the university has a recruitment process, the specific criteria used for each programme under review here should be clearly defined and communicated to ensure a transparent process.

The HEI provides support for the teaching staff in acquiring new teaching methods and technologies. This includes workshops or training on teaching methods, academic publications, and statistical/econometric tools. The faculty encourages lecturers to participate in seminars or training related to new technologies and teaching methods. The documents mention the use of project market research (PMR) techniques. Lecturers are encouraged to utilize digital platforms and information systems in their teaching.

The HEI has development programs for its teaching staff, including opportunities for lecturers to pursue doctoral degrees, and participate in professional and career development programs. Lecturers are encouraged to obtain professional certifications and participate in training and development activities. However, experts recommend that the university put even more resources to the further qualification and training of teaching staff, esp. young researchers.

The HEI has clear expectations for its teaching staff in terms of teaching, research, and community service. The HEI has a system in place for evaluating lecturer performance through student feed-

back (EDOM), and lecturer activity reports. The university also provides opportunities for professional development and encourages lecturers to participate in various programs to improve their skills and qualifications. The faculty also ensures continuous and regular evaluations of lecturer competence.

The provided documents mention that there is some support and supervision for lecturers who have a performance index below 3.00/4.00, it might be worth exploring more details of these support systems and if a mentoring program exists or would be beneficial for the teaching staff. More specific details on the type of training provided to lecturers regarding new technologies would be beneficial to determine if it is adequate for the programmes.

### **Development Economics**

The Development Economics (DE) program has a mix of lecturers with different levels of experience and qualifications, with 1 Professor, 4 Associate Professors, and 8 Assistant Professors. The teaching staff is deemed appropriate to carry out the study program. The lecturers have backgrounds in relevant fields related to development economics, with most having doctoral degrees. Lecturers have to meet minimum qualifications such as a master's degree to teach undergraduate courses.

While most lecturers have PhDs, there should be continued support for those with Master's degrees to also pursue doctoral degrees and to ensure there is a good balance of qualifications among the teaching staff. It might be beneficial to investigate if more support can be provided to the teaching staff to encourage them to participate in academic research and publications, particularly at the international level.

### **Accounting**

The Bachelor's programme Accounting has 21 permanent lecturers. Only nine (43%) have a Doctoral degree, whereas 12 (57%) have a Master's degree (seven of these lecturers are currently studying in the Doctoral program). In 2023, there were two (9%) professors, two (9%) associate professors, and 17 (82%) assistant professors. These numbers indicate that it is not necessary to have a Doctoral degree to become an assistant professor, and appointing people from FEBs own ranks as professors does not seem to be unusual. Instead of mainly relying on its own Doctoral program for the training of the new generation of researchers, it could be advisable to make greater use of the international job market to attract young talents to the FEB, also because FEB currently does not have permanent international lecturers. Although the current research output is sufficient in quantitative terms, the number of publications in internationally recognized journals could be increased. In addition to the available grants and the given incentives to publish, other means to increase the research output should thus be considered. For example, a larger degree of internationalization could be beneficial to achieve the mission to develop an academic research

culture in Accounting. First steps would be the membership of the lecturers in international academic organizations and wider availability of international journals. Achieving greater visibility in the research arena, in turn, would promote a possible Master's program in Accounting and also strengthen the connection between research and teaching in the Bachelor's programme in Accounting.

### 5.3 Conclusion

The criterion is **fulfilled**.

#### **Recommendations:**

- The university should put more resources to the further qualification and training of teaching staff, esp. young researchers.
- The specific recruitment criteria used for each programme should be clearly defined and communicated to ensure a transparent recruitment process.

## 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.

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 university 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.

In FEB there is a library equipped with various collections in printed form such as books, journals, magazines, statistical data, and e-journals. The printed book collection is 9,408 Exemplars from 5,436 titles, electronic books as many as 250 titles.

FEB has four Scientific Journals, namely Significant, Accountability, Essence, Etikonomi (Annex-55). Students can access all online journals freely while on the UIN Jakarta network. Access to various electronic journals can be accessed via <http://perpus.uinjkt.ac.id/content/e-journal> using an internal network. In addition to Journal access, FEB also provides access to the Refinitiv Eikon Datasets database/data stream which makes it easy for students and lecturers to retrieve the data needed for their research. This library offers plagiarism detection services through Turnitin. To take advantage of this service, students are encouraged to contact the library staff. The FEB Library is located in an easily accessible location and has adequate opening hours. Visitors can reach the library on the 1st floor. The FEB library opening hours start at 07.30-16.00 WIB, from Monday to Friday. These long opening hours are intended so that visitors, especially FEB students, can utilize all the facilities available in the library for successful studies. Support staff in the library and the main library are qualified to provide services to students. Library services are considered satisfactory based on the results of a questionnaire to assess the quality of services and facilities. To improve services and visitors in supporting education and research, the library has several activities such as holding information sessions about the library and other scientific information sources for new students, and information literacy training for students who are writing their theses.

### **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.

## Laboratories

The FEB provides laboratories for all study programmes. The laboratories are used according to the needs of the programme (Annex-15). The computer lab consists of 40 computers. On each computer there are computer programs that support the teaching and learning process such as SPSS, e-Views, Stata and PLS for statistics, econometrics courses and general software such as Microsoft Office. There is also an accounting programme - Accurate - for accounting courses.

Enterprise resource planning (ERP) Cloud System application for courses related to information systems and digitalization. There is a Sharia Investment Laboratory (investment gallery). The Sharia Investment Laboratory is a mini-lab equipped with specialised software that can help users search for stock market information in a transaction. This Sharia Investment Laboratory is the result of collaboration with securities companies. The Sharia Investment Laboratory is a laboratory resulting from the collaboration between the IDX and FEB UIN Jakarta to educate the public and FEB UIN Jakarta students in introducing and advancing the Indonesian capital market, especially the Indonesian sharia capital market. The Entrepreneurship Lab is a lab designed for entrepreneurial activities and provides entrepreneurship training services. Mini Bank Laboratory is a laboratory facility at FEB UIN Jakarta that can be used to support finance and banking courses and can be used for banking training for all Faculty and Business students of UIN Jakarta.

Tax Laboratory is one of the labs provided specifically for learning, training, and services in the field of taxation. The Creative Studio Laboratory is an innovative facility designed to support students and lecturers to develop creativity and innovation in economics and business producing a variety of multimedia content, such as podcast videos, learning videos, and other creative projects. Equipped with state-of-the-art audio-visual equipment, the Creative Lab provides space for video production and editing, as well as a recording studio that supports the exploration of creative ideas. The aim is to facilitate the creation of educational and informative content that can be used in learning, publications, or as part of a digital portfolio. Data stream laboratory is one of the facilities provided by the Faculty of Economics and Business UIN Jakarta which is intended as a place to collect data sets from various international scale companies and macro data. The types of data provided are of course very diverse ranging from company financial reports to macro data obtained from the Refinitiv Eikon application. Living Lab: Mobility Program & Community Development is a cross-cultural activity designed to provide opportunities for students and faculty to enhance learning experiences, expand professional networks, and enrich economic knowledge and skills through exposure to cultures, methods and perspectives outside their home countries.

The Laboran coordinates laboratory activities. The laboratory services are satisfactory based on the results of the service quality questionnaire and the facilities assessment (see Annex-17). In order to develop its facilities, the faculty plans to expand the laboratory facilities with additional space and equipment. The faculty also plans to collaborate more with companies or other parties to improve laboratory facilities.

## **6.2 Assessment**

The university provides a well-developed infrastructure that offers students access to both physical and digital resources. Classrooms, libraries, laboratories, and IT facilities are well-equipped to support academic excellence. However, limited access to international publications restricts engagement with global research, and accessibility issues with digital platforms during peak times can impact the learning experience. Additionally, the increasing student population places a strain on lecture hall capacity and self-study spaces, highlighting the need for expanded infrastructure to ensure a high-quality learning environment.

Supervisory and administrative staff play a key role in supporting students, particularly in academic advising, internships, and international mobility programs. Their qualifications and commitment ensure that students receive essential guidance, though increasing internationalization requires more streamlined administrative processes and enhanced staff training in digitalization and international networking to maintain effective support.

The university adopts a student-centered approach with diverse teaching methods, including case studies, digital tools, and hybrid learning formats. Guest lecturers from industry further enrich the curriculum. However, ensuring broader access to international academic databases would strengthen research opportunities and global academic engagement.

Internal quality assurance mechanisms ensure that students have appropriate access to necessary equipment and resources. Regular evaluations, student feedback, and faculty assessments contribute to continuous improvement. While information regarding student services is communicated through multiple channels, real-time updates on facility availability could further enhance accessibility. Maintaining well-resourced library and IT facilities remains crucial for supporting students' academic success.

The university offers professional development opportunities for administrative staff through workshops and exchange programs. Expanding these initiatives with a focus on digital transformation and international collaboration would further strengthen support structures and improve service efficiency.

The expert group recommends increasing access to international publications to enhance research opportunities. Enhanced access will further broaden academic perspectives, facilitate collaborative research, and strengthen the university's competitive edge on the global stage.

Additionally, improving infrastructure to accommodate the growing student population and expanding self-study spaces would significantly benefit students. Addressing these areas will support academic excellence and ensure that facilities and services meet evolving educational demands.

### **6.3 Conclusion**

The criterion is **fulfilled**.

#### **Recommendations:**

- Infrastructure should be improved to accommodate the growing number of students and increase room for self-study.
- Access to international publications should be increased.

## 7 ESG Standard 1.7: Information management

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

### 7.1 Implementation

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

The Quality Assurance Institution (QAI) of UIN systematically collects and processes data from various stakeholders, including students, alumni, and external entities, to support the continuous enhancement of study 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 center, including the Employer Satisfaction Survey.

The data collection processes aim to provide relevant insights into different aspects of institutional operations: (1) EDOM gathers information on student experiences in recruitment, teaching, and learning activities. (2) Work unit evaluations assess the quality of support services in the teaching and learning process. (3) Study 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 university collects a wide range of data on work units, study programs, students' experience, alumni employment status, and employer satisfaction. However, often data is still collected manually and is not integrated with the university's information system. The university should move towards a more systematic and less manual system for satisfaction surveys. There's also a need for improvements based on IQA results, which are currently below 3.00 for some of the areas.

The goal of integrating the IQAS with IT systems shows commitment to enhancement, although specific details are lacking. However, the expert group sees the need for improvement in the integration of the IT system for managing the IQAS. Internal quality auditing has not been running regularly up to the MRM level, though there are efforts to make this system more efficient.

## 7.3 Conclusion

The criterion is **fulfilled**.

### Recommendations:

- The university should move towards a more systematic and less manual system for satisfaction surveys.
- The university should improve the integration of the IT system for managing the IQAS.

## 8 ESG Standard 1.8: Public information

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

### 8.1 Implementation

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

UIN provides comprehensive information about its activities and programs through its official website. The university offers a wide range of undergraduate, postgraduate, and doctoral programs across various faculties. The information is detailed and includes program descriptions, admission requirements, and learning outcomes. The university ensures that all relevant information is accessible to students, prospective students, graduates, and other stakeholders. This includes details about academic programs, selection criteria, qualifications awarded, teaching and assessment procedures, pass rates, and learning opportunities. The information is available on the university's website and through various public information services, such as the student information and assistance center, career empowerment center, and library resources.

UIN has been recognized for its commitment to transparency. The university was awarded the title of the Informative State University Public Body for 2024, which highlights its dedication to providing clear and relevant information. The information is regularly updated and is useful to stakeholders, ensuring they have access to the latest developments and opportunities at the university.

Community service is a significant part of the UIN. The university involves lecturers, students, and faculty administrative staff in various activities that benefit the community. The Student Community Service Program (KKN) is a key initiative that combines community service with higher education.

Publicly available information shows that the university has demonstrated consistent improvement in its standards during recent years. The partnership with ACQUIN to attain international accreditation for 50 study programs shows its efforts in achieving global standards. Additionally, efforts at internationalizing language teaching standards and improving the quality of education demonstrate the university's commitment to continuous improvement.

In general, UIN shows great progress in several areas. The university provides relevant information about its programs and activities, with details readily accessible through a variety of channels. The KKN program is also successful in integrating community service with academic study, with rewards for both the students and society.

It is recommendable to work on the continuous improvement in digital platforms and user experience to further enhance information accessibility.

The university is also advised to establish and implement more robust feedback mechanisms that can help identify areas for further improvement. Instead of one-time satisfaction surveys, the university should establish such mechanism that allows for continues feedback provisions.

### **8.3 Conclusion**

The criterion is **fulfilled**.

#### **Recommendations:**

- Continuous improvement in digital platforms and user experience could further enhance information accessibility.
- Establish and implement more robust and continuous feedback mechanisms that can help identify areas for further improvement.

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

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

### 9.1 Implementation

UIN is committed to maintaining and enhancing the quality of its academic 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's Strategic Plan highlights several key aspects which also includes Adapting to Environmental Changes. Guided by the strategic plan the university adapts to changes in the internal and external environment, such as changes in technology, labour market needs, or changing educational regulations.

The university uses monitoring analytical tools to carry out continuous monitoring and optimization of study programs. As it is data driven, it aims to make management of programs more

quantifiable, precise and impactful. Graduates' and students' feedbacks are seen as a mandatory component of this process for constant improvement. The university ensures that the content of its programs is up-to-date by incorporating the latest research and developments in the respective disciplines. This is achieved through regular curriculum evaluations and tracer studies. UIN adapts its programs to meet societal needs by engaging with stakeholders, including industry partners and community representatives.

The university monitors students' workload and progression through structured academic assignments and self-study hours, ensuring a balanced and manageable workload. Student satisfaction is regularly assessed through surveys and feedback mechanisms. For instance, project-based learning methods have received positive feedback from students.

Study programs are specifically designed and improved through student and other stakeholder feedbacks. Workshops, discussion, and partnership with professional associations are used for this purpose. Students' feedback is especially important and taken into account when making program adjustments. The results of evaluation and feedback are communicated to students and stakeholders via a variety of channels, including meetings and the university website.

The graduate user satisfaction survey was conducted by UIN with the participation of various organisations that employed or used the services of graduates from the university. The survey aims to measure the quality of graduates from the perspective of employers. The survey covers seven indicators: ethics, experience in the field of science, foreign language skills, use of IT technology, communication skills, collaboration and self-development.

Feedback from various organisations, including multinational, national and local institutions, is used to identify areas for improvement. As a result of the survey, the following areas were highlighted for further improvement: Creating an alumni network to obtain job information in the developing world of work; Making curriculum changes by involving alumni; Providing additional soft skills training for students in foreign languages and expertise.

To assess the calibre of the infrastructure and facilities, the institution also conducted a survey. Students were asked to rate various elements and make suggestions for improvement. The results of the survey are used to improve the learning environment and ensure that the infrastructure meets the needs of the academic community.

In addition to the satisfaction survey, the university should regularly (annually is recommended) conduct a labour market survey to explore the skills and knowledge required by industry. The results of this type of survey should be taken into account when revising the curriculum.

Labour market awareness sessions should be held with students to discuss the key findings of the labour market survey.

### 9.3 Conclusion

The criterion is **fulfilled**.

#### **Recommendations:**

- The university should regularly (annually is recommended) conduct a labour market survey to explore the skills and knowledge required by industry. The results of this type of survey should be taken into account when revising the curriculum.
- Labour market awareness sessions should be held with students to discuss the key findings of the labour market survey.

## 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.

The Management Study Programme received A-level accreditation (Excellence) from the National Accreditation Board for Higher Education (BAN-PT) for the 2006-2011 period, the 2011-2016 period, the 2016-2021 period, and the 2021-2026 period. In 2019, the Management Programme received an ASEAN-level assessment certification organised by AUN Quality Assurance (AUN-QA). FEB's quality is reflected in its responsibility for QA. FEB have been nationally accredited by BAN-PT and LAMEMBA. The results of the national accreditation were 4 undergraduate Programmes having received A-level accreditation (Excellence), 1 undergraduate Programme having received B-level accreditation (Very Good), 1 master's Programme in Sharia Banking having received the title "Very Good" by LAMEMBA.

The Management Study Programme has been acknowledged by AUN-QA in 2016 assessment. In addition, FEB could develop international standard curricula for the programmes. FEB has also certified for Quality Management System (QMS) ISO 9001: 2015.

The Bachelor of Accounting Programme has been accredited four times by the National Accreditation Board for Higher Education (BAN-PT), namely: 1) In 2006, the Accounting Programme received B-level accreditation (Very Good) based on BAN-PT Decree Number 08307/Ak-IX-S1-028/IAHAK/I/2006; 2) in 2011 the Accounting programme received B-level accreditation (Very Good) based on BAN-PT Decree Number 008/BAN-PT/Ak-XIV/S1/VI/2011; 3) in 2016 the Accounting programme received A-level accreditation (Excellence) based on BAN-PT Decree Number 1486/SK/BAN-PT/Ak/SURV/S/VI/2017; 4) In 2021 the Accounting programme received A-level accreditation (Excellence) based on BAN-PT Decree Number 14080/SK/BAN-PT/Ak-PPJ/S/II/2022 and will be valid until 09 September 2026.

In 2021, the Bachelor of Sharia Banking Programme received A-level accreditation (Excellence) based on BAN-PT Decree Number 1582/SK/BAN-PT/Akred/S/III/2021. It will be valid until 23 March 2026.

On 09 December 2017, the Accreditation Decree for the Master of Sharia Banking programme, Faculty of Economics and Business, UIN Syarif Hidayatullah Jakarta, Number 4871/SK/BAN-PT/Akred/M/XII/2017 was issued with B-level accreditation (Very Good) Furthermore, the accreditation rating was successfully upgraded to "Very Good" based on LAMEMBA Decree Number 041/DE/A.5/AR.10/XI/2022 on 19 December 2022.

## 10.2 Assessment

UIN Jakarta, actively participates in regular quality assurance evaluations according to the Indonesian national accreditation standards. These evaluations appropriately cover different organizational levels and institutional status groups every five years. Additionally, some study programs

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

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

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

### **10.3 Conclusion**

The criterion is **fulfilled**.

#### IV Recommendation to the Accreditation Commission of ACQUIN

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

The study programmes "**Management**" (Bachelor), "**Accounting**" (Bachelor), "**Development Economics**" (Bachelor), "**Sharia Banking**" (Bachelor), "**Sharia Banking**" (Master) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (Ongoing monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

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

The peer-review experts recommend unconditional accreditation of the study programmes "**Management**" (Bachelor), "**Accounting**" (Bachelor), "**Development Economics**" (Bachelor), "**Sharia Banking**" (Bachelor), "**Sharia Banking**" (Master).

The peer group **proposes the following accreditation:**

- Accreditation without conditions

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

##### **General recommendations:**

1. The institution's KPIs should be designed to become more meaningful and effective to steer institutional development targets. (ESG 1.1)
2. To underpin the target of internationalization the university should engage in developing English language programmes. (ESG 1.1)
3. Include sustainability related courses in all programmes. (ESG 1.2)

4. The university should seek for a better alignment between SKS and ECTS to make recognition of courses among international students easier. (ESG 1.3)
5. The level of detail regarding content in module descriptions should be equal for all courses. (ESG 1.3)
6. Student representation in university boards should be associated with voting rights where other internal stakeholders have them. (ESG 1.3)
7. The university should enhance its transparency in admissions and the recognition of prior learning, while also including more detailed information in its graduation documents and its reporting on any previous re-accreditation cycles. (ESG 1.4)
8. The university should document how its procedures conform to the Lisbon Recognition Convention. (ESG 1.4)
9. Information regarding admission and certification for international students should be provided. (ESG 1.4)
10. The university should put more resources to the further qualification and training of teaching staff, esp. young researchers. (ESG 1.5)
11. The specific recruitment criteria used for each programme should be clearly defined and communicated to ensure a transparent recruitment process. (ESG 1.5)
12. Infrastructure should be improved to accommodate the growing number of students and increase room for self-study. (ESG 1.6)
13. Access to international publications should be increased. (ESG 1.6)
14. The university should move towards a more systematic and less manual system for satisfaction surveys. (ESG 1.7)
15. The university should improve the integration of the IT system for managing the IQAS. (ESG 1.7)
16. Continuous improvement in digital platforms and user experience could further enhance information accessibility. (ESG 1.8)
17. Establish and implement more robust and continuous feedback mechanisms that can help identify areas for further improvement. (ESG 1.8)
18. The university should regularly (annually is recommended) conduct a labour market survey to explore the skills and knowledge required by industry. The results of this type of survey should be taken into account when revising the curriculum. (ESG 1.9)

19. Labour market awareness sessions should be held with students to discuss the key findings of the labour market survey. (ESG 1.9)

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

#### **Sharia banking bachelor:**

- Review the naming of the programme.
- Include elective courses on i.e. financial reporting.
- Expand learning on financial Sharia Banking products.

#### **Sharia Banking master:**

- Develop a more multidisciplinary approach within Sharia Banking programmes and other Islamic programmes, by developing certain modules that demonstrate this i.e. Islamic Economic Development.
- Update English language reading lists in Sharia Banking Bachelor and Master including recent publications.
- Staff research should be included in the reading list to foster research-led teaching.
- Sustainable Development and Islamic Finance should be essential courses in the programme.
- Research methods module should be geared towards developing critical thinking in Islamic research methodology, including philosophical reflection on this topic.

#### **Development Economics:**

- The subjects related to Islam should be better integrated with the LOS of this programme, i.e. Islamic Economic development, Political Economy of Islam, Politics, Economics and Banking.
- Create more space for electives in the curriculum of Development Economics.

#### **Accounting Bachelor:**

- Aim at the development of a Master programme either directed towards Management accounting or Financial Reporting.
- Sustainability reporting should become part of the curriculum.

## 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 institution's KPIs should be designed to become more meaningful and effective to steer institutional development targets. (ESG 1.1)
- To underpin the target of internationalization the university should engage in developing English language programmes. (ESG 1.1)
- Include sustainability related courses in all programmes. (ESG 1.2)
- The university should seek for a better alignment between SKS and ECTS to make recognition of courses among international students easier. (ESG 1.3)
- The level of detail regarding content in module descriptions should be equal for all courses. (ESG 1.3)
- Student representation in university boards should be associated with voting rights where other internal stakeholders have them. (ESG 1.3)
- The university should enhance its transparency in admissions and the recognition of prior learning, while also including more detailed information in its graduation documents and its reporting on any previous re-accreditation cycles. (ESG 1.4)
- The university should document how its procedures conform to the Lisbon Recognition Convention. (ESG 1.4)
- Information regarding admission and certification for international students should be provided. (ESG 1.4)
- The university should put more resources to the further qualification and training of teaching staff, esp. young researchers. (ESG 1.5)
- The specific recruitment criteria used for each programme should be clearly defined and communicated to ensure a transparent recruitment process. (ESG 1.5)
- Infrastructure should be improved to accommodate the growing number of students and increase room for self-study. (ESG 1.6)
- Access to international publications should be increased. (ESG 1.6)
- The university should move towards a more systematic and less manual system for satisfaction surveys. (ESG 1.7)
- The university should improve the integration of the IT system for managing the IQAS. (ESG 1.7)
- Continuous improvement in digital platforms and user experience could further enhance information accessibility. (ESG 1.8)
- Establish and implement more robust and continuous feedback mechanisms that can help identify areas for further improvement. (ESG 1.8)

- The university should regularly (annually is recommended) conduct a labour market survey to explore the skills and knowledge required by industry. The results of this type of survey should be taken into account when revising the curriculum. (ESG 1.9)
- Labour market awareness sessions should be held with students to discuss the key findings of the labour market survey. (ESG 1.9)

### **Management (Bachelor)**

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

### **Accounting (Bachelor)**

**The study programme "Accounting" (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:

- Aim at the development of a Master programme either directed towards Management accounting or Financial Reporting.
- Sustainability reporting should become part of the curriculum.

### **Development Economics (Bachelor)**

**The study programme "Development Economics" (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 subjects related to Islam should be better integrated with the LOS of this programme, i.e. Islamic Economic development, Political Economy of Islam, Politics, Economics and Banking.
- Create more space for electives in the curriculum of Development Economics.

### **Sharia Banking (Bachelor)**

**The study programme " Sharia Banking" (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:

- Review the naming of the programme.
- Include elective courses on i.e. financial reporting.
- Expand learning on financial Sharia Banking products.

### **Sharia Banking (Master)**

**The study programme "Sharia Banking" (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:

- Develop a more multidisciplinary approach within Sharia Banking programmes and other Islamic programmes, by developing certain modules that demonstrate this i.e. Islamic Economic Development.
- Update English language reading lists in Sharia Banking Bachelor and Master including recent publications.
- Staff research should be included in the reading list to foster research-led teaching.
- Sustainable Development and Islamic Finance should be essential courses in the programme.
- Research methods module should be geared towards developing critical thinking in Islamic research methodology, including philosophical reflection on this topic.