

Accreditation Report

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

Bachelor of Dirasat Islamiyah (BDI)
Master of Dirasat Islamiyah (MDI)
Master of Islamic Studies (MIS)
Doctor of Islamic Studies (DIS)

I Procedure

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II Introduction

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

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

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

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



1 The Higher Education System in Indonesia

1.1 Historical development

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

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

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

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



Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and Vocational Education). The new dual study programs are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf 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:

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.

Organizational Structure of UIN

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

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

External Accreditation

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



3 General information on the study programs

Program 1

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Dirasat Islamiyah.
Title of the study program	Bachelor of Dirasat Islamiyah (BDI)
Degree	Bachelor
Date or planned date of introduction	started October 1999, operational permit 7 December 2006
Subject field	Islamic Studies
Regular study duration	8 terms or 4 years (undergraduate)
Number of ECTS credits	144 credits (216 ECTS) (1 credit equals to 1.5 ECTS)
Matriculation period	Each semester
Frequency of the offered program	Per semester
Capacity per year	160
Number of students currently enrolled	730
The average number of graduates per year	100
Tuition fees	Rp. 4,167,450 (€255.84) (average UKT)
Type of studies	Full-time



Program 2:

Provider of the study program	Syarif Hidayatullah State Islamic University Jakarta, Faculty of Dirasat Islamiyah
Title of the study program	Master in Dirasat Islamiyah (MDI)
Degree	Master
Date or planned date of introduction	The Programme was introduced at UIN Jakarta in September 2011. The Programme has been reviewed and revised under the transition process and is planned to be introduced in September 2012.
Subject field	Islamic Studies
Regular study duration	2 years (4 semesters)
Number of ECTS credits	48 SKS (72 ECTS)
Matriculation period	Each semester
Frequency of the offered program	Per Semester
Capacity per year	40
Number of students currently enrolled	122
The average number of graduates per year	25
Tuition fees	Rp. 4.167.450 (€255,84) /Semester
Type of studies	Full-time



Program 3

Provider of the study program	UIN Syarif Hidayatullah State Islamic University Jakarta
Title of the study program	Master in Islamic Studies (MIS)
Degree	Master
Date or planned date of introduction	13 August 1982
Subject field	Qur'an and Hadith Studies, Islamic law, Islamic education, Da'wah and Islamic communication, Islamic history, Islamic Psychology, Arabic language and literature, Islamic thought, Islamic economics, sociology and anthropology of religion, Islamic politics, etc.
Regular study duration	4 terms or 2 years
Number of ECTS credits	59 credits (88.5 ECTS) (1 credit equals to 1.5 ECTS)
Matriculation period	Odd and Even Semester
Frequency of the offered program	Bi-annually
Capacity per year	60
Number of students currently enrolled	203
The average number of graduates per year	40
Tuition fees	IDR 6,000,000 = (€355,65) per semester
Type of studies	Full-time



Program 4:

Provider of the study program	UIN Syarif Hidayatullah State Islamic University Jakarta
Title of the study program	Doctor in Islamic Studies (DIS)
Degree	Doctoral
Date or planned date of introduction	13 August 1984
Subject field	Qur'an and Hadith Studies, Islamic law, Islamic education, Da'wah and Islamic communication, Islamic history, Islamic Psychology, Arabic language and literature, Islamic thought, Islamic economics, sociology and anthropology of religion, Islamic politics, etcetera.
Regular study duration	6 terms or 3 years
Number of ECTS credits	67 credits (100.5 ECTS) (1 credit equals 1.5 ECTS)
Matriculation period	Odd and even semester
Frequency of the offered program	Bi-annually
Capacity per year	90
Number of students currently enrolled	443
The average number of graduates per year	77
Tuition fees	IDR. 8,000,000 = EUR 473,87 per semester
Type of studies	Full-time



III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

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

1.1 Implementation

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

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

1.2 Assessment

UIN has established a formal and publicly available quality assurance policy, articulated in the document "*Higher Education Quality Assurance System*" and operationalised through the digital platform SIQA (System Information of Quality Assurance). This policy comprehensively addresses the relevant dimensions of internal quality assurance and is made accessible to the



academic community as well as to external stakeholders, thereby underlining the institution's commitment to transparency and accountability.

The formulation of the policy was not a unilateral process but rather the result of a broad consultation involving diverse stakeholder groups. This participatory approach ensured that the policy reflects institutional needs and priorities while also integrating perspectives from both internal and external constituencies. Furthermore, the policy's implementation is guided by the principles of the Plan–Do–Check–Act (PDCA) cycle, ensuring that quality assurance at UIN Jakarta is not conceived as a static framework but as a dynamic and continuously evolving process. This cyclical approach allows for systematic monitoring, evidence-based adjustments, and ongoing enhancement.

In terms of equity and inclusion, the panel notes positively that the institution has already embedded aspects of fairness and transparency in its quality assurance processes. At the same time, the promotion of gender equality and equal opportunities could be given greater emphasis in the future, thereby further strengthening the inclusiveness and sustainability of the system.

Overall, UIN Jakarta demonstrates a well-functioning and effective internal quality assurance system that is both implemented and monitored in a consistent manner. The institution has successfully laid the foundations for a culture of quality aligned with international standards, even though this represents its first accreditation according to the ESG framework. At this stage, there is no immediate need for further optimisation of the existing structures. Rather, the institution is encouraged to continue its trajectory of continuous improvement, particularly by integrating dimensions such as gender equality more prominently into its quality policy.

1.3 Conclusion

The criterion is **fulfilled for all study programmes.**

2 ESG Standard 1.2: Design and approval of programs

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



2.1 Implementation

2.1.1 Bachelor of Dirasat Islamiyah (BDI)

The objectives of each programme at UIN Syarif Hidayatullah Jakarta are formally determined through Rector's Decree No. 791 of 2017 and are further derived from the Faculty of Dirasat Islamiyah (FDI) Strategic Plan, which itself is aligned with the institutional Strategic Plan 2020–2024. In this way, all programmes are systematically directed towards the achievement of the university's overall vision and mission.

The Bachelor in Dirasat Islamiyah (BDI) Programme has formulated its Programme Learning Outcomes (PLOs) in line with its vision, mission, and objectives. These outcomes emphasise comprehensive knowledge of Islamic sciences—covering sharia, usuluddin, and Arabic language and literature (*tafaqquh fi al-din*)—as well as practical competencies such as memorisation of eight juz of the Qur'an, mastery of Arabic for both classical and modern texts, critical thinking, and the application of Islamic knowledge to societal contexts. The outcomes further highlight the ability to use Qur'anic and Hadith texts in addressing contemporary issues, the development of scholarly arguments, and the cultivation of personal and professional ethics grounded in Islamic and Indonesian values. These PLOs are mapped against the Indonesian National Qualifications Framework (IQF) at level 6 and the European Qualifications Framework (EQF) at level 6, ensuring international comparability with regard to knowledge, skills, responsibility, and autonomy.

The programme's curriculum development process follows a participatory model that actively involves internal and external stakeholders. Internal contributors include lecturers, curriculum experts, and students, while external stakeholders encompass alumni, graduate users, professional experts, and government representatives. Stakeholder input is gathered through workshops, surveys, and structured consultations, and has influenced the programme's orientation towards a more scientific and skills-based curriculum. In addition, FDI regularly engages external experts from leading universities in Indonesia to review and refine the curriculum, particularly with regard to Outcome-Based Education (OBE).

In benchmarking its curriculum, the programme draws on the model of Cairo's Al-Azhar University while adapting it to the Indonesian context, particularly the standards of the IQF (KKNI) and national regulations. The curriculum is also designed to reflect the broader purposes of European higher education, which emphasise responsiveness to labour market needs, preparation for democratic citizenship and cultural diversity, personal development



through communication and conflict-resolution skills, and the acquisition of a broad and advanced knowledge base.

The study load is structured in accordance with national regulations. Undergraduate programmes in Indonesia require between 144 and 160 credits (equivalent to 210–240 ECTS) over a four-year period. Each credit corresponds to 170 minutes of learning activities per week per semester, including face-to-face instruction, structured assignments, and independent study. This converts to approximately 1.5 ECTS per credit. Students typically take 20 credits per semester, with high-achieving students eligible to take up to 24 credits (36 ECTS).

The employability of graduates is supported by UIN's Career Centre and the FDI Alumni Association, which facilitate job placement and maintain close contact with employers. Many graduates secure positions in educational institutions as teachers, preachers (da'i), translators, or entrepreneurs, while others continue to postgraduate study. Institutions also frequently contact the programme directly to request recommendations for suitable candidates.

The institutional approval process for programme design follows several stages. After stakeholder consultations, PLOs are formulated in alignment with the IQF. These are translated into Course Learning Outcomes (CLOs) and finally operationalised through Semester Learning Plans (RPS), which detail course themes, learning strategies, time allocations, and targeted competencies. Synchronisation between PLOs and CLOs is systematically ensured. The Quality Assurance Group and programme managers monitor and evaluate the implementation of the RPS annually, with results reported to the Dean or Graduate School Director and to the Quality Assurance Institute. Comprehensive curriculum evaluations are conducted every four to five years, taking into account developments in science and technology, labour market needs, and alumni competencies. These evaluations form the basis for subsequent curriculum adjustments, ensuring the programme's continued relevance and alignment with both national and international standards.

2.1.2 Master of Dirasat Islamiyah (MDI)

The Faculty of Dirasat Islamiyah (FDI) has adopted the semester credit unit (credit hour) system in accordance with national higher education regulations and has aligned it with the European Credit Transfer and Accumulation System (ECTS). Following the Regulation of the Minister of Education and Culture No. 3 of 2020 on National Higher Education Standards, the minimum requirement for a master's degree is 36 credit hours (equivalent to 54 ECTS). The Master of Dirasat Islamiyah (MDI) Programme at UIN Syarif Hidayatullah Jakarta prescribes a total workload of 48 credit hours, equivalent to 72 ECTS (see Appendix 1: MDI Curriculum).



The curriculum is structured to ensure both breadth and depth of study. Learning objectives are formulated as Programme Learning Outcomes (PLOs), which integrate technical knowledge, skills, and aspects of responsibility and autonomy. Graduates of the MDI Programme are expected to demonstrate mastery of Islamic studies (dirasat Islamiyah) across specialisations in the Qur'an and Sunnah, Islamic Sharia, and Qur'anic memorisation. Specifically, they are expected to:

- identify and interpret theoretical concepts in Islamic sciences;
- apply their knowledge to societal challenges;
- conduct independent and collaborative research in Qur'an, Sunnah, and Sharia;
- present arguments critically and systematically; and
- provide solutions to religious and social issues based on Islamic sources.

These outcomes are explicitly linked to the Indonesian National Qualifications Framework (IQF) at level 8 and the European Qualifications Framework (EQF) at level 7. In alignment with these frameworks, the programme fosters highly specialised knowledge, advanced problem-solving skills, and the ability to manage complex contexts with professional responsibility. The curriculum thus places strong emphasis not only on theoretical and factual knowledge but also on cognitive, creative, and practical skills, alongside autonomy and responsibility as key dimensions of graduate competence.

The MDI Programme takes Al-Azhar University's curriculum as an important reference point, while adapting it to national standards and university policy. Curriculum development follows a participatory model, involving lecturers, students, alumni, graduate users, external experts, and government representatives. Feedback from stakeholders has underlined the importance of strengthening scientific and skills-oriented approaches. Regular evaluations are carried out with the involvement of curriculum experts from leading Indonesian universities, ensuring compliance with Outcome-Based Education (OBE) principles and international comparability. The programme is also aligned with the broader purposes of European higher education, which emphasise four key objectives: (1) responsiveness to labour market needs; (2) preparation for democratic citizenship and cultural diversity; (3) personal development through communication and conflict-resolution skills; and (4) the acquisition of advanced knowledge through coursework and research.

The student workload is distributed across four semesters. A typical structure allocates 18 ECTS to foundational modules, 41.5 ECTS to skills-oriented modules, 4.5 ECTS to elective components, and 9 ECTS to the master's thesis, resulting in a total of 72 ECTS. The conversion between national credit hours (CH) and ECTS follows ministerial regulations: one CH equals 170 minutes of study per week per semester, or approximately 45.33 hours per semester, corresponding to 1.5 ECTS.



Graduate employability is supported by UIN's Career Centre and the FDI Alumni Association, which facilitate job placements and networking. Tracer studies indicate that graduates pursue diverse career paths in government, private, and non-profit institutions, with some continuing into doctoral study or establishing their own enterprises.

The curriculum approval process involves multiple stages of consultation, beginning with stakeholder input and followed by the formulation of PLOs, Course Learning Outcomes (CLOs), and detailed Semester Learning Plans (RPS). Synchronisation between PLOs and CLOs is ensured throughout the process. Implementation is monitored annually by the Quality Assurance Group, with results reported to the faculty leadership and the Quality Assurance Institute. Comprehensive curriculum reviews are conducted every 4–5 years, taking into account stakeholder needs, labour market demands, and advances in science and technology. These mechanisms ensure that the programme remains responsive, relevant, and internationally benchmarked.

2.1.3 Master of Islamic Studies (MIS)

The Master in Islamic Studies (MIS) programme at UIN Syarif Hidayatullah Jakarta is a pillar of the University's mission. It is committed to and drives academic excellence, research innovation, institutional governance, and global engagement. Through a well-designed curriculum, it combines interdisciplinary Islamic studies with methodological training. The program develops high-quality graduates in the field of Islamic studies, as well as Associate Religious Experts, by prioritising the ability to plan, implement, publish, and manage innovative and tested research results in the field, and to help solve societal problems — “in accordance with Islamic teachings and ethics, science, Indonesian values, and expertise” (from the MIS programme's Mission Statement).

As a committed research-intensive programme, the MIS programme integrates scholarly publications and academic colloquiums. It thus reinforces UIN Jakarta's explicit aspiration to global recognition. It also operates within a solid quality assurance framework, which ensures continuous academic and administrative improvement. Furthermore, the program applies international standards and develops national and international academic partnerships that significantly contribute to the implementation of UIN Jakarta's Vision and Mission of becoming a world-class higher learning institution for Islamic studies.

Given the many strengths of the MIS programme, its contribution to the University could be further reinforced by explicitly mapping how each component directly advances the University's strategic objectives, providing more explicit evidence of research impact and international collaboration, and incorporating measurable success indicators.



The MIS programme integrates external stakeholders' and students' input to ensure academic excellence and relevance. External experts, including senior academics and representatives from the Directorate General of Islamic Education, contribute to curriculum development. Additionally, accreditation bodies like BAN-PT oversee the program's quality assurance and help reinforce its global competitiveness. Students play an active role through structured thesis supervision, research proposal processes, and academic mentoring, all of which shape their educational experience under faculty guidance. Moreover, the Evaluation of Lecturers by Students (EDOM) system ensures continuous feedback and allows curriculum adjustments based on student insights. This is proof that this criterion is well established.

While the programme benefits from strong external validation and student engagement, it could further enhance direct student involvement in curriculum planning by incorporating structured student forums. Additionally, broadening external stakeholder engagement beyond academic and governmental representatives—such as industry professionals or international scholars—could also further enrich the programme's global orientation.

The MIS programme aims to develop advanced expertise in Islamic scholarship through interdisciplinary and multidisciplinary approaches. Graduates are expected to master knowledge formed within an Islamic framework, engage in rigorous academic research, and apply their insights to contemporary challenges (as indicated in the SAR-M Islamic Studies document). This admirably substantial programme emphasises publication, methodological training, and critical inquiry, advancing ethical leadership and professional competence in academia and beyond (see Handbook of ECTS Master Islamic Studies Programme).

Consistent with international master's degree standards, the program follows the European and Indonesian Qualification Frameworks (EQF/IQF). It integrates thesis work, research colloquiums, and journal publications, thus ensuring high academic quality (as documented in the Handbook of ECTS Master Islamic Studies Programme). While the curriculum strongly supports scholarly development, its real-world impact and global recognition could be further elevated by institutional efforts to enhance practical engagement through internships, policy-oriented research, and international collaborations. Also, to strengthen its global standing, *strategic recommendations* for further enhancements include:

- Incorporating critical theory, postcolonial studies, and gender perspectives, alongside comparative religious studies to contextualize Islam within broader intellectual traditions;



- Expanding linguistic training by offering Persian and Ottoman Turkish alongside Arabic, which would enable MA students to engage with respective primary texts, complemented by manuscript studies and codicology for advanced textual analysis;
- Offering courses on digital humanities, Geographic Information System mapping, and AI applications to modernize Islamic studies and equip students for sophisticated data analyses;
- Integrating media engagement and policy analysis to connect Islamic studies with public discourse and governance;
- Introducing courses on Islam and secularism to bridge classical knowledge with modern debates.

The MIS programme integrates theoretical knowledge, specialization, and research excellence to achieve its learning objectives. As the Self-Assessment Report indicates, the *Knowledge Aspect* establishes a strong theoretical foundation through courses like Comprehensive Islamic Studies, Research Methodology, and Approaches to Islamic Studies, ensuring graduates have mastery in Islamic thought and interdisciplinary analysis. The *Specific Skills Aspect* offers topic-based courses, allowing students to specialize in Islamic Law, Qur'anic Studies, or Hadith, equipping them to apply Islamic scholarship to contemporary challenges. The *General Skills Aspect* reinforces the programme's research-driven focus, with components like the Thesis Proposal Exam, Colloquium, Journal Publication, and Final Thesis, preparing students to acquire advanced analytical and methodological competencies that are essential for leadership in academia and policymaking.

By balancing academic thoroughness, specialization, and intensive research, the programme thus effectively prepares graduates for scholarly and professional excellence. To further enhance its real-world impact, integrating internships, international collaborations, and policy-oriented research could strengthen the graduates' engagement beyond academia. Expanding international collaborations through exchange programmes and joint research initiatives (in the Middle East and the West) would support its global reach.

The MIS programme prepares graduates for careers in (a) academia, (b) research, and (c) religious expertise. Graduates typically become lecturers and scholars, contribute to Islamic research and policy development, or serve as religious experts in governmental and community institutions.

While these career paths are well established, as they harmonize well with the programme's academic and research focus, the graduates' professional impact could be enhanced by expanding opportunities in policymaking, think tanks, interfaith dialogue, and digital Islamic



scholarship. Strengthening industry and institutional partnerships would further diversify career trajectories beyond academia and religious advisory roles.

The MIS programme is well-defined and structured according to the European Credit Transfer and Accumulation System (ECTS). The program outlines a total of 88.5 ECTS, distributed across compulsory courses, concentration-specific subjects, and research components. Each course specifies credit points, academic hours, and learning activities, ensuring clarity in workload expectations. Additionally, thesis-related activities such as proposal preparation, work-in-progress reviews, and publication requirements are systematically integrated into the curriculum. The flow of studies for final-year students further defines the timeline for thesis completion, comprehensive exams, and research publication.

While these criteria are well established, refining transparency in workload expectations per week and complementing this with student feedback on workload manageability could lead to more clarity in this respect. Integrating guidelines on workload intensity per credit hour and offering structured academic support would also facilitate student preparedness.

The MIS programme does not explicitly mandate internships within its structured curriculum. The program primarily focuses on academic coursework, research, and thesis preparation, with credits allocated for colloquiums, journal publications, and work-in-progress reviews. In addition, the university provides academic support through thesis supervision, research mentoring, and structured guidance for final-year students. To further develop professional exposure, integrating optional internships with think tanks, research institutes, or policy organisations could be ways to augment the applied learning opportunities for students.

The MIS programme observes the Council of Europe's four purposes of higher education, particularly in research and innovation, through its strong academic and publication focus and personal development, and its encouragement of critical inquiry and ethical leadership. It also supports active citizenship by engaging students with Islamic thought in local and global contexts, though more structured civic engagement initiatives would probably be useful in this aspect. While the program prepares graduates very well for careers in academia and research, the lack of structured industry partnerships somewhat limits broader employment prospects. The approval process for the MIS program follows a well-structured, multi-level review. It begins with internal curriculum development, incorporating feedback from faculty, external experts, and stakeholders. The proposal then undergoes university-level evaluation by academic councils and quality assurance units to ensure compliance with institutional and national standards. Finally, external (national and international) accreditation bodies assess the programme's adherence to Indonesian and European Qualification Frameworks (IQF/EQF). This process ensures academic quality, relevance, and continuous improvement.



The Master in Islamic Studies programme at UIN Syarif Hidayatullah Jakarta is well-structured and has a strong research focus. It fulfils international accreditation standards (IQF/EQF) and is committed to scholarly excellence. Its thesis-oriented curriculum, interdisciplinary approaches, and emphasis on publications effectively prepare master's students commendably well for academic and research careers, as well as for communal and societal duties. To expand the programme and make it better equipped to respond to today's manifold societal challenges both nationally and internationally, greater emphasis on practical engagement—such as structured internships, industry partnerships, and applied research collaborations—could broaden career opportunities beyond academia. Additionally, enriching master's courses with new, interdisciplinary topics associated with contemporary scholarship and technological advancements—along with strengthening international exchange programs and civic engagement initiatives—would also enhance the programme's global reach and societal impact.

Overall, the MIS programme plays a vital role in UIN Jakarta's dedicated efforts to strengthen and expand its position as a globally recognized university. It exemplifies the institution's commitment to excellence by integrating Islamic, Indonesian, and scientific knowledge in a meaningful and impactful way.

2.1.4 Doctor of Islamic Studies (DIS)

The objectives of each programme at UIN Syarif Hidayatullah Jakarta are formally established by Rector's Decree No. 791 of 2017 and further derived from the Strategic Plan of the Graduate School (SPs), which itself is aligned with the institutional Strategic Plan 2020–2024. In this way, all programmes are oriented towards fulfilling the overall vision and mission of the university.

The Doctorate in Islamic Studies (DIS) Programme is designed to produce highly qualified graduates who serve as academics, researchers, and major religious experts. Graduates are expected to contribute to the development of theories in Islamic Studies, grounded in Islamic teachings and ethics, and to generate authentic, innovative, and internationally recognised work through interdisciplinary, multidisciplinary, and transdisciplinary approaches. As academics, graduates of the programme are trained to master cross-disciplinary knowledge and managerial skills, enabling them to serve as leading scholars in the field. As researchers, they are prepared to design, conduct, and publish original and creative research that addresses current developments in Islamic Studies while maintaining ethical and scholarly integrity. As major religious experts, they are equipped to analyse and solve complex religious



problems and to provide professional services to society, integrating normative and theoretical knowledge with practical application.

To achieve these aims, the programme has defined Programme Learning Outcomes (PLOs) that are explicitly aligned with the European Qualifications Framework (EQF) at level 8 and the Indonesian Qualifications Framework (IQF) at level 9. The PLOs incorporate dimensions of knowledge, skills, autonomy, and responsibility, thereby fostering both academic excellence and personal development. At EQF and IQF levels, doctoral graduates are expected to demonstrate knowledge at the most advanced frontiers of their field, to master specialised research skills that contribute to redefining knowledge and professional practice, and to act with substantial autonomy, innovation, and integrity. Within this framework, DIS graduates are able to reconstruct theories and models of Islamic Studies, design and lead advanced research, publish in reputable international journals, and develop creative solutions to complex religious and societal challenges.

The curriculum of the DIS Programme is developed through a participatory process involving both internal and external stakeholders. Internally, faculty members, curriculum specialists, and student representatives contribute to the design and revision of the programme. Externally, experts, alumni, and graduate users provide valuable feedback to ensure relevance to academic, professional, and societal needs. The Graduate School has also invited curriculum experts from leading Indonesian universities to review the programme, particularly with respect to Outcome-Based Education (OBE). Several curriculum workshops have been organised to strengthen the research orientation of the programme, including those facilitated by specialists in psychology, higher education quality assurance, and OBE. Feedback from these consultations has emphasised the importance of higher-order thinking skills, human literacy, and interdisciplinary approaches in doctoral education.

The programme is also consistent with the broader purposes of European higher education. Its curriculum is designed to respond to labour market needs, to prepare students for active citizenship in democratic and pluralistic societies, to promote personal development through communication and conflict-resolution skills, and to expand the knowledge base of students through advanced lectures and research schemes.

The workload of the DIS Programme reflects its strong research orientation. The curriculum comprises 67 credits (100.5 ECTS), normally completed in six semesters. Compulsory courses in Islamic Studies are delivered in the first semester, elective courses are offered in the second semester, and the research component dominates semesters three to six. The national credit system (SKS) is fully convertible to ECTS: one credit represents 170 minutes of learning per



week per semester, equivalent to 45.33 hours per semester, with a conversion rate of 1 credit = 1.5 ECTS.

Graduate employability is supported by the UIN Career Centre and alumni networks, which actively facilitate placements. Employers frequently contact the programme directly to request recommendations for qualified graduates. As a result, DIS alumni are employed across a wide range of institutions, including universities, government agencies, private organisations, and non-profit bodies. Some graduates pursue entrepreneurial careers, establishing businesses or offering professional religious services.

The institutional approval process for the curriculum is conducted in several stages. Learning outcomes are first aligned with IQF level 9, then broken down into graduate profiles, PLOs, and a structured body of knowledge. These are further operationalised into Course Learning Outcomes (CLOs), which define the credit allocation for each course and are consolidated in Semester Learning Plans (RPS). The RPS documents detail course content, learning strategies, time allocation, and intended competencies. Synchronisation between PLOs and CLOs is systematically ensured.

Implementation is monitored each semester by the Quality Assurance Group and programme managers, with results reported to the Director of the Graduate School and the Quality Assurance Institute. Annual monitoring ensures timely adjustments to teaching content, integration of research into teaching, and the relevance of references used. Comprehensive curriculum evaluations are carried out every four to five years, taking into account labour market demands, advances in science and technology, and alumni competencies. These evaluations provide the basis for continuous improvement and ensure that the programme remains academically rigorous, professionally relevant, and internationally competitive.

2.2 Assessment

2.2.1 Bachelor of Dirasat Islamiyah (BDI)

The study programme is clearly embedded in the mission statement of UIN Jakarta and reflects the institution's overall commitment to providing high-quality education. While this integration is evident, the explicit connection to strategic goals could be further elaborated in order to strengthen the programme's visibility and impact within the broader institutional framework.

The involvement of external stakeholders and students in programme design has thus far been limited. Alumni and academic advisors have contributed selectively, and student feedback is



gathered mainly through surveys. A more structured and regular consultation process with both external stakeholders and students would allow the programme to benefit more fully from diverse perspectives and enhance the quality and relevance of curricular updates.

The objectives and learning outcomes of the programme are well defined and closely aligned with the requirements of the professional field. Nevertheless, the link to advanced research competencies could be made more explicit, ensuring that graduates are equipped with the skills necessary to contribute meaningfully to research and innovation. The curriculum itself is generally well structured and supports the achievement of defined learning outcomes. However, revisions may be required in certain areas to ensure that the curriculum keeps pace with the evolving needs of the profession and fosters higher-order competencies such as critical thinking, creativity, and innovation.

The programme offers a wide range of career opportunities, particularly within academia and the public sector. These prospects are clearly articulated and align well with the programme's objectives. The expected student workload is transparent, and the credit allocation per semester is perceived by students as balanced and manageable. The internship component is structured in line with the *Tri Dharma* concept, which integrates education, research, and community service. This approach ensures that students gain meaningful practical experience with societal impact. The university provides strong institutional support in facilitating placements and ensuring alignment with academic requirements.

In terms of its broader purposes, the programme contributes to all four aims of higher education: preparation for the labour market, personal development, active citizenship, and the advancement of knowledge. Nevertheless, greater emphasis on research and innovation would strengthen this alignment, as would the expansion of English-language course offerings to improve international visibility and competitiveness.

The institutional approval process for the study programme is clear and systematic, ensuring that curriculum reviews and updates are carried out in accordance with established procedures. However, greater transparency in demonstrating how stakeholder feedback—particularly from students and external partners—is incorporated into decision-making would add value.

Overall, the expert panel recognises the strengths of the programme, including its clear structure, alignment with professional demands, and the diversity of career opportunities it provides. At the same time, areas for optimisation remain in systematically involving students and external stakeholders in programme development, and in reinforcing the emphasis on research, innovation, and internationalisation. The study programme demonstrates many strengths and already meets a number of the established criteria, particularly in terms of



structure, clarity of objectives, and alignment with professional requirements. At the same time, further enhancement is required with regard to the systematic integration of research and innovation, the more consistent involvement of external stakeholders and students in programme development, and the strengthening of its international dimension. The panel recommends revising the module handbooks in a university-wide uniform format to ensure transparency and comparability across all study programmes. Particular attention should be given to including all information relevant for student exchange, such as workload, ECTS allocation, forms of examination, language of instruction, and clearly defined learning outcomes. At present, the learning outcomes appear too generic and would benefit from more precise formulation, directly linked to the qualification profile of each programme. Furthermore, the goals and methods of teaching should be more consistently aligned with the intended qualification objectives, thereby strengthening both the coherence and the international usability of the module handbooks.

Addressing these aspects will enable the programme to consolidate its current achievements while advancing towards full alignment with international quality standards.

The expert group proposes the following recommendation:

1. UIN is encouraged to further enhance the study programme by integrating research and innovation more systematically, strengthening stakeholder involvement in programme development, and expanding its international dimension to increase global visibility and competitiveness.
2. UIN should revise the module handbooks in a university-wide uniform format, ensuring the inclusion of relevant information for student exchange (workload, ECTS, examinations, language of instruction). Learning outcomes should be formulated more precisely, and goals and methods better aligned with the intended qualification objectives.

2.2.2 Master of Dirasat Islamiyah (MDI)

With regard to programme design (ESG 1.2), the MDI is clearly embedded in the national frameworks, such as Pancasila, the 1945 Constitution, the national framework curriculum and educational standards. It reflects documented elements of social consensus, including Indonesian Islam, republican citizenship, ethics of social responsibility, general and subject-specific educational concepts, labour market conditions, and socio-economic and political development tasks. The research orientation of the programme is well aligned with UIN's strategic goal of becoming a research-intensive university. The links to external partners in



education, social work and administration are evident, as is the programme's inclusive understanding of education.

International networking and the engagement with global challenges such as social justice, migration, peace, sustainability, and human rights are only partially developed. The expert recommends a clearer articulation of the programme's position at the interface between religious/community and secular/national characteristics. Likewise, the treatment of freedom, democracy and the rule of law remains traditional and theoretically limited, while the programme's progressive interpretation of Islam appears weak by international standards. It is positioned between Muhammadiyah conservatism and Nahdlatul Ulama traditionalism, offering little conceptual space for innovative, reform-oriented thinking such as a *New Kalam*.

By contrast, the involvement of stakeholders and students in programme development is strong and highly integrative. Social actors and inclusive approaches are considered, students are addressed as self-organised and socially networked individuals, and practical phases are effectively embedded.

The main objectives of the programme are fully developed: in-depth religious understanding, research capacity, community development and personal development. Corresponding employability outcomes are clearly articulated for the roles of *Researcher*, *Lecturer*, *Bureaucrat* and *Expert*. The curriculum is structured in a way that effectively supports these goals, including a diachronic arrangement of content. Career opportunities are well defined, peer-to-peer formats are promoted institutionally, student workload is transparent, and internships are strongly interlinked with research, study and community engagement.

In terms of the four purposes of higher education set out by the Council of Europe, the programme covers important aspects. Open Access and Citizen Science are well developed, while Open Data, Open Methodology and Open Educational Resources are less pronounced. The expert recommends that UIN's self-image and the MDI explicitly address Open Science and highlight student development opportunities in relation to these five dimensions.

The institutional approval process corresponds to common academic standards. The strong identification with the Al-Azhar tradition, as well as the programme's specialisation in Islamic Thought, Qur'an, Sunnah, and Arabic language and literature, are highlighted as strengths. However, the expert raises concerns that the vision of modernisation at UIN tends to reflect a technocratic and economic development model rather than a transformation of Muslim thought. A more open, discursive approach – such as that advocated by Nasaruddin Umar – would strengthen the programme's orientation towards theological and intellectual renewal.



Overall, the study degree programme fulfil the essential quality standards. The recommendations aim to strengthen their international visibility, democratic discourse, progressive Islamic thought, and the integration of Open Science. In addition, further developing the concept of modernisation and enhancing the professionalisation and internationalisation of the teaching staff could sustainably sharpen the programmes profile.

The expert group proposes the following recommendations:

- The programme should strengthen its orientation towards international cooperation and global issues (e.g. social justice, migration, climate change, sustainability, human rights). In particular, the balance between religious/community-related and secular/national dimensions should be made more explicit at programme level.
- It is recommended that the programme emphasises more clearly its approach to democracy, freedom, and the rule of law. A more differentiated foundation in democratic theory would sharpen the programme's academic profile.
- The programme should create conceptual space for innovative and reform-oriented thinking (e.g. *New Kalam*) and more systematically integrate philosophical and interdisciplinary perspectives (e.g. sociological, psychological, political science approaches).
- It is recommended that elements of *Open Science* (Open Data, Open Methodology, Open Educational Resources) be explicitly integrated into the self-concept of the university and the study programme. Opportunities for student development in these areas should be described in more detail.
- The vision of modernisation should go beyond a purely technocratic or economic perspective and be more closely linked to the transformation of Muslim thought. In this respect, the programme could draw more strongly on current theological and intellectual discourses initiated by leading Islamic scholars (e.g. Nasaruddin Umar).

2.2.3 Master of Islamic Studies (MIS)

The Master of Islamic Studies (MIS) programme at presents itself as a strong, research-oriented graduate programme with a clear academic profile and a convincing integration of Islamic teachings, ethics, and scientific inquiry. The programme demonstrates a commendable commitment to producing graduates who are not only qualified as academics and researchers but also as experts capable of contributing meaningfully to the development of Islamic Studies in both theoretical and applied dimensions. Particularly noteworthy is the structured emphasis



on research, which ensures that students develop the competencies required for innovation, critical reflection, and scholarly contribution at the international level.

The programme's design reflects a high degree of coherence between intended learning outcomes, curriculum structure, and national as well as international qualifications frameworks. The involvement of internal and external stakeholders in curriculum development is a strong feature, ensuring that the programme remains relevant to academic standards, labour market needs, and societal expectations. Furthermore, the career support mechanisms and tracer studies highlight that graduates are well prepared for professional engagement across diverse sectors.

At the same time, the panel encourages the programme to strengthen its orientation towards international cooperation and to address global issues more explicitly, such as social justice, migration, climate change, sustainability, and human rights. These themes, which resonate strongly within the international higher education discourse, would further enhance the programme's attractiveness and academic profile. In addition, a more explicit balance between religious/community-related perspectives and secular/national dimensions should be highlighted at the programme level to underline the programme's integrative and interdisciplinary character.

Finally, the review panel recommends that the programme articulate more clearly its approach to democracy, freedom, and the rule of law. Embedding a more differentiated foundation in democratic theory would not only sharpen the academic profile but also position the programme more distinctly within global debates on governance, pluralism, and social responsibility. Overall, the MIS programme provides a solid foundation for academic and professional development and demonstrates significant potential to strengthen its international visibility and societal impact through these enhancements.

The expert group proposes the following recommendations:

- The Master of Islamic Studies (MIS) is encouraged to place greater emphasis on international cooperation and on addressing global issues such as social justice, migration, climate change, sustainability, and human rights.
- It is recommended that the Master of Islamic Studies (MIS) make the balance between religious/community-related perspectives and secular/national dimensions more explicit at programme level.



- The Master of Islamic Studies (MIS) should more clearly articulate its approach to democracy, freedom, and the rule of law. A more differentiated foundation in democratic theory would further sharpen its academic profile.
- By integrating global debates and strengthening international collaborations, the Master of Islamic Studies (MIS) could increase its attractiveness for students and its recognition in the broader academic community.

2.2.4 Doctor of Islamic Studies (DIS)

The Doctorate in Islamic Studies (DIS) at UIN Syarif Hidayatullah Jakarta presents itself as a rigorous and research-oriented programme that successfully combines scholarly depth with societal relevance. Its objectives are well embedded in the university's strategic framework and are coherently aligned with both the Indonesian Qualifications Framework (IQF) at level 9 and the European Qualifications Framework (EQF) at level 8. The programme demonstrates clear strengths in producing highly qualified graduates who serve as academics, researchers, and major religious experts, with the ability to generate innovative research outcomes through interdisciplinary, multidisciplinary, and transdisciplinary approaches. The strong research component, complemented by systematic stakeholder involvement and regular curriculum reviews, ensures that the programme remains relevant to both national and academic needs.

At the same time, there is considerable potential for further enhancement. The programme would benefit from placing greater emphasis on international cooperation and engagement with global debates, particularly in relation to pressing cross-border challenges such as social justice, migration, climate change, sustainability, and human rights. By embedding these themes more explicitly into the curriculum and research agenda, the DIS could further strengthen its international profile and attractiveness for both domestic and international students.

It is also recommended that the programme sharpen the balance between religious and community-oriented perspectives on the one hand, and secular and national dimensions on the other. Making this balance more explicit at the programme level would underline the contribution of Islamic Studies not only to religious life and community development, but also to broader societal, national, and civic contexts.

Moreover, the programme should more clearly articulate its stance on democracy, freedom, and the rule of law, and integrate a more differentiated engagement with democratic theory. This would add a valuable conceptual layer to the curriculum, enabling graduates to contribute



more effectively to discourses on governance, civic responsibility, and pluralism within both Indonesian and international contexts.

By pursuing these enhancements—particularly through the integration of global issues and the strengthening of international partnerships—the DIS has the opportunity to significantly increase its academic visibility and recognition within the wider scholarly community. Such steps would not only enrich the intellectual environment of the programme but also further solidify its role as a centre of excellence in Islamic Studies with global relevance.

The expert group recommends the following recommendations:

- The Doctor of Islamic Studies (DIS) is encouraged to strengthen its orientation towards international cooperation and to more explicitly address global challenges such as social justice, migration, climate change, sustainability, and human rights.
- The programme is advised to make the interplay between religious and community-related perspectives on the one hand, and secular as well as national dimensions on the other more explicit, thereby highlighting its relevance across different societal contexts.
- It is recommended that the Doctor of Islamic Studies (DIS) articulate more clearly its academic approach to democracy, freedom, and the rule of law. A stronger and more nuanced foundation in democratic theory would sharpen the profile of the programme and enhance its academic distinctiveness.
- By embedding global debates into its curriculum and research agenda and by further expanding international collaborations, the programme could significantly increase its attractiveness for students and enhance its visibility and recognition within the international academic community.

2.3 Conclusion

The criterion is **fulfilled for all study programmes.**

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

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



3.1 Implementation

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

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

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

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

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

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

Assessment system

UIN has an assessment system through the Academic Information System (AIS) which is managed online by the Centre for Information Technology and Data Analysis (PUSTIPANDA). Through this system, lecturers and programs refer to specific assessment guidelines. This system is used for input, publication and data storage. The assessment system also refers to



the lecture contract between lecturers and students at the first meeting at the beginning of the semester. After the contract, both parties finally agree on the type of assessment they will apply. Several methods are used to assess student learning achievement such as quizzes, practicums, individual assignments, group assignments, presentations and discussions. Each course has a suitable assessment method depending on the characteristics of the course itself. Therefore, the learning outcomes of each course will ultimately be achieved through various assessment methods. For specific courses, that contain the Koran, students are not only tested in writing but also orally to determine their level of memorization of the Koran.

3.2 Assessment

UIN demonstrates a strong commitment to student-centred learning by employing a wide range of teaching and learning methods across all study programmes. These methods are thoughtfully adapted to the graduate level and to the specific aims of each programme, thereby ensuring that the diverse needs of students are addressed. At the beginning of each course or semester, many lecturers actively consult with their students regarding expectations, learning preferences, and potential challenges. This practice reflects an open and participatory learning culture that empowers students and recognises their role as co-creators of the educational process.

A broad spectrum of teaching formats—ranging from traditional lectures to interactive seminars, student presentations, discussions, and workshops—ensures variety, engagement, and opportunities for active learning. Such diversity supports not only the acquisition of subject-specific knowledge but also the development of transferable skills such as critical thinking, teamwork, and communication. In terms of assessment, lecturers define the form of examination at the start of the course, which provides students with transparency and clarity. However, to enhance predictability and ensure an equitable study pathway across programmes, the institution would benefit from establishing clear guidelines on the forms, scope, and intended learning outcomes of assessments. This would strike a balance between academic freedom of lecturers and the need for consistency, fairness, and quality assurance.

Student feedback is an essential element of quality assurance. Currently, students have informal opportunities to address their concerns and suggestions directly with lecturers and professors, and in many cases lecturers conduct their own surveys and share the results with their classes. While these practices are valuable, they remain somewhat fragmented and lack institutional coherence. The panel therefore recommends the establishment of a formalised, systematic, and regularly applied mechanism for the evaluation of modules and teaching



methods. Such a system would ensure consistency, generate reliable data for programme development, and provide a transparent feedback loop to students.

The institution is also to be commended for involving both students and alumni in the development and continuous improvement of study programmes. This participatory approach enhances the relevance of curricula to academic, professional, and societal needs, and reflects good practice in line with ESG expectations. Nevertheless, students expressed the wish for more opportunities to study in English and to access English-language literature. Expanding English-taught courses and resources would not only respond to these requests but also strengthen the institution's internationalisation efforts, broaden students' academic horizons, and increase graduate competitiveness in a globalised context.

In sum, the UIN demonstrates a commendable commitment to student-centred learning and programme enhancement. The institution benefits from a participatory culture, a broad range of teaching methods, and openness to student and alumni input. At the same time, the panel encourages the UIN to further develop more systematic mechanisms for monitoring teaching and learning, to formalise more the framework for assessments, and to strategically expand English-language offerings. Such measures would consolidate the existing strengths and reinforce the institution's alignment with international quality standards as defined in the ESG.

3.3 Conclusion

The criterion is **fulfilled for all study programmes**.

The expert group proposes the following recommendation:

- UIN should ensure a structured feedback loop, where the outcomes of student evaluations and surveys are systematically analysed, published, and used for the continuous improvement of teaching and learning.

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 system at UIN Jakarta is characterised by transparency, inclusiveness, and fairness. Faculties organise the admission of new students in accordance with university-wide procedures, ensuring equal opportunities for all applicants from Indonesia and abroad. The institution welcomes candidates from a variety of educational backgrounds, including Islamic boarding schools (Pesantren), Madrasah Aliyah, Senior High Schools, and Vocational High Schools. Admissions are primarily based on academic potential, with additional programme-related requirements defined as appropriate. For graduate and doctoral programmes, candidates are required to submit relevant documentation, such as final diplomas, transcripts, and research proposals, thereby ensuring a robust and merit-based selection process. While the majority of the student body is Muslim, UIN Jakarta also admits students from other religious backgrounds, thus demonstrating a commendable commitment to non-discrimination and diversity. Where necessary, the selection process includes academic potential tests, English language tests, interviews, and discipline-specific examinations to guarantee that student competencies align with programme requirements.

Student progression is carefully monitored through the Academic Information System (AIS), which provides a comprehensive digital platform to track individual learning trajectories. Students benefit from close academic guidance provided by academic supervisors, programme managers, and thesis/dissertation supervisors. This integrated support system ensures that students remain on track to complete their studies in a timely manner while also allowing flexibility in cases where additional semesters are required. The institution has



witnessed a steady increase in graduate numbers in recent years, reflecting the effectiveness of these support structures and the institution's ability to facilitate successful progression.

In addition to formal learning, UIN Jakarta has implemented a structured approach to the recognition of non-formal and extracurricular achievements. Students are encouraged to compile comprehensive portfolios documenting their experiences, skills, and accomplishments beyond the classroom. These portfolios are assessed against defined competencies and learning outcomes, and where appropriate, recognition is granted in the form of supplementary credits or integration into the continuous assessment record. This system reflects good practice in recognising the full breadth of student achievement and aligns with international standards for student-centred learning.

Certification is managed through a transparent and internationally recognisable process. The issuance of official diplomas is accompanied by a diploma supplement, which provides a detailed and standardised description of programme structures, learning outcomes, and acquired competencies. This practice greatly enhances the transparency, comparability, and international recognition of qualifications, thereby supporting the global mobility and employability of graduates.

Overall, the institution demonstrates a well-developed and effective system of admission, progression monitoring, recognition of prior and non-formal learning, and certification. These processes are transparent, inclusive, and aligned with international standards, thereby ensuring that students are supported comprehensively throughout their academic journey.

UIN Syarif Hidayatullah Jakarta actively promotes innovation in teaching and the integration of new technologies into the learning process. To support this goal, the university provides the Academic Information System (AIS), which functions as a comprehensive learning management system accessible to both lecturers and students. In addition, the university allocates funding grants for the development of diverse teaching materials, including textbooks, digital learning resources, instructional videos, and dedicated websites, thereby enriching the pedagogical environment.

The technological infrastructure is continuously updated to ensure that the devices and tools used in teaching remain aligned with current educational standards. Moreover, online and hybrid learning formats are widely supported through the use of platforms such as Zoom, Google Meet, and Google Classroom, among others. These initiatives reflect the university's strong commitment to advancing teaching innovation and ensuring that students and lecturers can fully benefit from contemporary digital learning environments.



4.3 Conclusion

The criterion is **fulfilled for all study programmes**.

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 Syarif Hidayatullah State Islamic University Jakarta is committed to fostering the professional development of its teaching staff through a wide range of capacity-building initiatives. These include study assignments, internships, seminars, workshops, as well as targeted training in areas such as e-learning, e-journal management, the development of teaching materials, and the preparation of Outcome-Based Education (OBE)–based Semester Learning Plans (RPS). The university thus provides a structured framework that enables lecturers to continuously enhance their pedagogical, research, and technological competencies.

Bachelor of Dirasat Islamiyah (BDI)

The Faculty of Dirasat Islamiyah (FDI) at UIN Syarif Hidayatullah Jakarta is supported by a dedicated team of 15 permanent home lecturers assigned to the Bachelor of Dirasat Islamiyah (BDI) Programme, complemented by 18 educational staff who ensure the smooth operation of academic and administrative processes. Among the academic staff, 13 lecturers hold the functional rank of Lector, while *2 hold positions as Expert Assistants. In terms of qualifications, five lecturers have completed doctoral degrees (S3), whereas the remaining ten lecturers hold master's degrees (S2). This composition reflects a balanced distribution of expertise across core fields such as fiqh, usul fiqh, hadith, Arabic language and literature, Islamic thought, and Islamic da'wah.

The educational staff provide vital services in areas including academic administration, finance, information systems, and student support, thereby ensuring that lecturers can focus on teaching, research, and community service. Together, the teaching and educational staff form the backbone of the faculty's academic delivery and operational support.



FDI is a specialised religious faculty within UIN Jakarta and benefits from a comprehensive infrastructure designed to support high-quality learning. The faculty building is strategically located adjacent to the Rectorate on Campus 1 and houses 14 air-conditioned classrooms equipped with projectors, as well as offices for the Dean, programme heads, and lecturers, alongside a dedicated meeting hall. Additional facilities include a library, a student council room, cable television, and Wi-Fi connectivity, all of which enhance the academic environment.

Beyond physical infrastructure, the faculty provides students with extensive learning resources, including textbooks, reading materials in multiple formats, and specialised laboratories for worship practices. Student support services are well established, encompassing tutoring, writing centres, academic counselling, career guidance, and health services. Moreover, extracurricular development is encouraged through student organisations and access to financial support, ensuring that learners are holistically supported both academically and socially throughout their studies.

Master of Dirasat Islamiyah (MDI)

The Faculty of Dirasat Islamiyah (FDI) at UIN Syarif Hidayatullah Jakarta is supported by a qualified academic team of 22 permanent home lecturers serving in the Bachelor of Dirasat Islamiyah (BDI) and Master of Dirasat Islamiyah (MDI) programmes. This academic core is complemented by 18 educational staff who provide essential administrative, financial, technical, and student support services (see Appendix 35, Staff Handbook).

Within the BDI Programme, there are 15 permanent lecturers, the majority of whom hold the rank of Lector, with two serving as Expert Assistants. Their fields of expertise include fiqh, usul fiqh, hadith, Arabic language and literature, Islamic thought, and Islamic da'wah. Among these, five lecturers hold doctoral degrees (S3) and ten hold master's degrees (S2), ensuring both advanced academic qualification and practical teaching capacity.



The MDI Programme is staffed by seven permanent lecturers, of whom several hold the functional rank of Associate Professor. Their academic expertise spans fiqh, hadith, Qur'anic interpretation, Islamic thought, and Islamic education. All lecturers in the MDI Programme are doctoral graduates (S3), with many having pursued their studies at leading national and international institutions.

Supporting this academic staff are 18 educational personnel, most of whom are civil servants (ASN). Their roles cover the full spectrum of faculty operations, including administration, archives, information systems, financial management, academic services, and library operations. Positions include Chief of Administration, Archivists, Financial Managers, Academic Services Managers, Librarians, as well as technical and support staff such as IT managers, drivers, and security personnel. This administrative structure ensures the effective delivery of academic programmes and the smooth functioning of faculty activities.

FDI is a specialised religious faculty and places strong emphasis on the availability of learning resources and student support services. Students benefit from a wide range of resources, including textbooks, diverse reading materials, and specialised laboratories for worship practices. Academic support services such as tutoring, writing centres, counselling, and career guidance are complemented by health services, financial assistance, and opportunities for engagement in student organisations.

The physical infrastructure of FDI further enhances the learning environment. The faculty building, located strategically next to the Rectorate on Campus 1, houses 14 classrooms, each equipped with air conditioning and projectors. The building also accommodates offices for the Dean, programme heads, lecturers, and administration, as well as a meeting hall. Additional facilities such as a library, student council room, cable television, and Wi-Fi contribute to a comfortable and conducive atmosphere for study. Through this combination of qualified lecturers, dedicated support staff, and comprehensive learning facilities, FDI ensures that its students are well supported academically, socially, and personally throughout their studies.

Master of Islamic Studies (MIS)

The Master of Islamic Studies (MIS) programme at UIN Syarif Hidayatullah Jakarta is supported by a strong academic staff profile. In total, 35 permanent lecturers are affiliated with the programme, representing a balanced mix of professors, associate professors, and other academic ranks. Among them, more than two-thirds hold the rank of full professor, while the remaining staff include associate professors, lecturers, and assistant experts. The academic



qualifications are consistently at doctoral level (S3), obtained from leading national and international universities such as McGill University (Canada), the University of Melbourne and Monash University (Australia), the University of Groningen (Netherlands), the University of Hamburg (Germany), and Al-Azhar University (Egypt). This reflects both the programme's strong grounding in Indonesian higher education and its significant international exposure.

The lecturers' areas of expertise cover a broad spectrum of Islamic Studies, ranging from Quranic interpretation, hadith, Islamic law, sharia and economic law, Islamic education, sociology of religion, and anthropology, to Arabic language and literature, philology, history of Islam, and political science. This disciplinary diversity ensures that students benefit from a comprehensive and interdisciplinary academic environment. Employment status records indicate that the majority of lecturers are civil servants (PNS), with a smaller number employed under other contractual arrangements (PPPK or non-PNS).

In addition to academic staff, the MIS programme is supported by 13 educational personnel who provide administrative and managerial services. These positions include roles such as academic services managers, finance managers, archivists, information systems administrators, and alumni data managers. Their contribution is crucial in ensuring the smooth operation of both academic and administrative processes. Furthermore, the programme benefits from the expertise of a dedicated librarian, who supports teaching and research activities through professional management of library resources.

Overall, the staff composition demonstrates a high level of academic qualification, professional diversity, and strong institutional support, thereby ensuring the programme's capacity to deliver quality education and research in Islamic Studies.

Doctorate of Islamic Studies (DIS)

The Doctorate in Islamic Studies (DIS) is supported by a substantial academic corps of 34 permanent lecturers. The vast majority are full professors, with only a small minority at lector level; all hold doctoral (S3) degrees from nationally and internationally recognised universities (e.g., University of Hamburg, McGill University, University of Melbourne, Leiden University, King Saud University). In terms of employment status, 29 lecturers are PNS, 1 is PPPK, and 4 are DTK, indicating strong civil-service anchoring with limited contract appointments. The staff body includes at least six women, several of whom hold the rank of professor, reflecting growing—though still modest—gender representation. Expertise spans the core and cognate fields of Islamic Studies, including Islamic law and legal thought, ushul fiqh, hadith, Qur'anic



exegesis/tafsir, Arabic language and literature, Islamic philosophy, Islamic history and culture, Islamic education, sociology/anthropology of Islam, psychology, economics/Islamic finance, communication, and comparative religion. This breadth ensures comprehensive coverage of the discipline and its interdisciplinary interfaces.

Academic operations are further enabled by 21 educational personnel serving MIS and DIS (19 administrative and technical staff plus 2 professional librarians. Most administrative staff are ASN (civil servants), complemented by select PT/PPPK/PTT appointments. Functions cover the full workflow of an academic faculty: general administration, archives and mail management, information systems, finance and treasury, academic services, state property management, library management, and journal/academic information services. The two librarians (both PNS) hold S2 and S1 degrees respectively and occupy associate/first expert librarian roles, providing qualified support for research and teaching.

Learning resources and infrastructure are distributed across UIN Jakarta's five campuses (Ciputat 1–3; Sawangan Depok & Pamulang; Cikuya, Tangerang Regency). The Graduate School (SPs)—co-located on Campus 2 alongside the Faculties of Psychology and Social & Political Sciences, PBB, Wisma Syahida, and PPIM—provides an academically oriented environment with study rooms, quiet reading rooms, an auditorium, discussion rooms, and a library holding several thousand volumes. The SPs Garden—equipped with seating and reliable internet—adds informal study space conducive to writing and scholarly dialogue.

Overall, the 34-lecturer DIS faculty complemented by 21 educational personnel, together with purpose-built SPs facilities, creates a robust ecosystem for doctoral education: high academic seniority, diversified expertise, professionalised academic services, and adequate physical and digital learning environments.

5.2 Assessment

The recruitment and appointment of teaching staff at UIN Jakarta are conducted in a transparent manner, fully aligned with published laws and regulations. The procedures are clearly structured and ensure that the highest academic and professional standards are met in the selection of faculty members. Once appointed, lecturers and professors are supported both institutionally and through individual agreements that provide opportunities for career counselling as well as flexible pathways in research and teaching. This combination of institutional structures and personalised support demonstrates the university's strong commitment to fostering academic careers.



Professional development is actively encouraged and facilitated through a wide range of measures. These include mandatory training in new teaching methods and technologies, which ensures that staff remain up to date with current pedagogical and digital innovations. The panel commends the breadth of available opportunities, which enable staff members to further develop their didactic and research capacities, while simultaneously strengthening the overall teaching quality of the institution.

The teaching staff are highly qualified in all respects – academically, pedagogically, and personally. Beyond their scholarly expertise, the evaluators highlight their remarkable social, ideational, and spiritual engagement, as well as their pronounced orientation towards the lived realities of their students. This quality is of particular importance in the humanities and social sciences, where discursive teaching traditions not only transmit knowledge but also provide social, spiritual, and aesthetic orientation. The evaluators positively note that this approach fosters both academic learning and holistic personal development among students.

Overall, the panel concludes the teaching staff fully meet the requirements of ESG Standard 1.5: UIN demonstrates a culture of excellence in teaching and a strong commitment to continuous professional development. At the same time, areas for further development can be identified in the fields of internationalisation, democratic discourse, progressive Islamic thought, and the stronger integration of Open Science principles. By addressing these aspects, UIN Jakarta has the opportunity to further enrich its academic culture, expand its international visibility, and strengthen its contribution to contemporary global debates in higher education and Islamic scholarship.

5.3 Conclusion

The criterion is **fulfilled for all study programmes**.

6 ESG Standard 1.6: Learning resources and student support

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

6.1 Implementation

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



Building and Physical Resources

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

Learning Facilities and Library

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

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

Student Support and Supplementary Facilities

The faculties provide support beyond academic facilities. The provision of prayer rooms, canteens, gardens with reading areas, and parking ensures that students' personal and social needs are met. These facilities contribute to a supportive environment beneficial to academic



success and personal well-being. Dormitories are provided for male and female students spread across the main campus and regional campuses. Different kinds of scholarships are offered to support students with special needs or personal circumstances. The scholarships are only provided to Indonesian students and cover all kinds of costs during the individual study period.

Internet and Digital Access

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

6.2 Assessment

The study programmes of UIN are overall well equipped and supported by sufficient infrastructure, enabling students to achieve the intended qualification goals. Facilities and resources are appropriately aligned with programme requirements, thus ensuring that students benefit from an academic environment conducive to successful learning. At the bachelor level, students are systematically informed about graduate programmes, and the HEI actively encourages them to pursue further studies, thereby fostering vertical progression and long-term academic engagement.

The institution has established collaborations with other Islamic study programmes, particularly in regions characterised by Arabic cultures. These partnerships strengthen academic exchange and contribute to the relevance of the curricula. Nevertheless, there is considerable potential to expand cooperation with Western Islamic faculties, which would significantly enhance opportunities for student and staff mobility, as well as broaden intercultural perspectives within the study programmes.

Internationalisation is identified as an area with scope for further development. While the HEI has created a solid foundation, students express a clear interest in more English-taught courses and in greater access to international literature. Addressing these needs would not only enrich the students' academic experience but also position the institution more strongly in the global higher education landscape.



Non-academic staff members contribute substantially to the quality of the academic environment. They are highly motivated, well qualified in their respective fields, and thus play an important role in ensuring the smooth functioning of teaching and learning processes. Opportunities for further qualification—both in specialised fields and in general areas such as IT services—are available. To fully harness this potential, the HEI is encouraged to motivate staff members more actively to participate in such training and to support them in making use of these opportunities.

The panel recommends that the university further strengthen its library holdings by acquiring essential reference works, in particular the *Encyclopaedia of Islam* and the *Encyclopaedia of the Qur'an* in online format. The inclusion of these standard works would substantially enhance the resources available for both students and researchers, ensuring access to authoritative academic literature and supporting the further development of high-quality teaching and research in the field of Islamic studies.

Finally, the panel notes that the management of resources could be improved by granting faculties greater autonomy. Establishing individual budgets for library acquisitions and programme-specific expenditures would allow faculties to respond more flexibly to the needs of their students and teaching staff, thereby enhancing academic support and responsiveness.

6.3 Conclusion

The criterion is **fulfilled for all study programmes**.

The expert group proposes the following recommendations:

- It is recommended that UIN introduces faculty-level budgets for libraries and specific academic expenditures, thereby enhancing flexibility and responsiveness to programme needs.
- The library should expand holdings by acquiring essential online reference works, in particular the *Encyclopaedia of Islam* and the *Encyclopaedia of the Qur'an*, to strengthen resources for teaching and research in Islamic studies.

7 ESG Standard 1.7: Information management

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



7.1 Implementation

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

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

UIN Jakarta has developed and implemented a comprehensive information management system that serves as a cornerstone for effective governance, academic development, and administrative processes. This system is seamlessly integrated into the various activities of the university, ensuring that educational, research, and community service functions are managed



in an efficient and transparent manner. Its embeddedness in daily operations reflects the institution's strong commitment to evidence-based decision-making and to fostering a culture of quality enhancement across all academic and administrative domains.

A particularly important role is fulfilled by the Quality Assurance Institution (QAI), which systematically collects and processes data from a broad spectrum of stakeholders, including students, alumni, employers, and other external partners. Through this inclusive approach, the institution ensures that multiple perspectives are incorporated into the continuous improvement of study programmes, assessment tools, and institutional processes. The mechanisms employed for data collection are diverse and well-structured. Student evaluations of lecturers (EDOM) capture first-hand experiences of teaching and learning, while work unit evaluations focus on the effectiveness of academic support services. In addition, annual study programme performance assessments provide valuable insights into the delivery of teaching, the quality of administrative services, and the adequacy of facilities. Graduate employment surveys track the professional trajectories of alumni, thereby offering evidence of employability and relevance of the programmes, while employer satisfaction surveys assess how well the competencies of graduates align with industry and labour market needs.

All evaluations are conducted within a structured framework that adheres to clearly defined institutional regulations, thereby ensuring consistency and reliability. Importantly, the findings are not limited to descriptive reporting but are actively used to inform decision-making processes at multiple levels. Survey results and assessment outcomes contribute to programme reviews, curriculum adjustments, and faculty-level discussions, thus creating effective feedback loops between data collection, analysis, and institutional action. In this way, the system goes beyond compliance and actively supports continuous quality enhancement.

The information generated also offers detailed perspectives on study workload, perceived levels of difficulty, and areas in which curricula may be further developed. These insights provide a solid foundation for evidence-based decision-making and enable targeted improvements that enhance both student learning and the overall quality of academic provision.

UIN has already established a functioning and effective quality assurance process supported by systematic data collection and analysis. Nevertheless, there remain areas in which further optimisation could strengthen the impact of these mechanisms. In particular, it would be beneficial to diversify the methods of data collection, ensuring that not only students and internal stakeholders but also external partners and employers are more strongly involved.



Broadening the spectrum of perspectives would enhance the comprehensiveness and validity of the collected information.

Equally important is the need to improve the clarity, accessibility, and usability of the data in order to support evidence-based decision-making across all organisational levels. By structuring the follow-up activities more effectively and ensuring that results are systematically translated into concrete actions, the institution could further consolidate its culture of continuous improvement.

The panel recommends that UIN Jakarta further enrich its public information by explicitly noting on its website that certain study programmes are taught in Arabic. Highlighting this feature would underline the institution's linguistic diversity while simultaneously strengthening its regional and international orientation. Such transparency would not only serve prospective students more effectively but also enhance the university's profile within the global higher education landscape.

In conclusion, the standard is fulfilled. Overall, UIN demonstrates a well-functioning and mature information management system that systematically integrates evaluation results into institutional development. The breadth of data collected, the inclusion of multiple stakeholder perspectives, and the structured use of findings in decision-making processes reflect international good practice. This integrated approach underlines the institution's commitment to quality assurance and continuous improvement, in full alignment with the expectations of the ESG.

At the same time, the panel identifies potential for further enhancement, particularly in diversifying data sources, improving the usability of the collected data, and strengthening the structuring of follow-up activities. These measures would reinforce the effectiveness of the existing system and ensure that quality assurance processes remain dynamic, inclusive, and forward-looking.

7.3 Conclusion

The criterion is fulfilled.

The expert group proposes the following recommendations:

- Data collection methods should be further diversified, involving more external stakeholders and employers.
- UIN is advised to enhance the clarity, accessibility, and usability of data to better support evidence-based decision-making.



- Follow-up activities should be structured more systematically to ensure that evaluation results are consistently translated into action.
- UINs public information should be further enriched by explicitly noting on its website that certain study programmes are taught in Arabic, thereby underlining the institution's linguistic diversity and its strong regional and international orientation.

8 ESG Standard 1.8: Public information

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

8.1 Implementation

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

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

8.2 Assessment

The website of UIN Jakarta constitutes the central channel through which stakeholders access information about the university. It is designed to address the needs of a broad range of users, including lecturers, academic support staff, students, parents, ministries, and the wider public. By making comprehensive information on governance and academic programmes readily available, the website serves as a crucial instrument to ensure accountability and transparency towards students, staff, the community, governmental authorities, and external stakeholders.



To guarantee the quality and reliability of published content, UIN Jakarta applies a structured role matrix when updating or disseminating information online. This framework ensures that information is accurate, consistent, and aligned with the university's communication policy as well as its content management model. Responsibility for these processes rests with the Information Technology and Database Centre (ITDC), which provides oversight and guidance in managing the university's digital presence. Through this approach, UIN ensures that the flow of information remains trustworthy and contributes to strengthening its institutional credibility.

Looking ahead, UIN Jakarta has identified strategic priorities for the further development of its digital infrastructure. These include accelerating business processes through the integration of data across faculties and enhancing institutional capacity in information technology. In particular, the university intends to expand its human resources in key areas such as programming, system analysis, data analysis, and network security. These measures are designed to strengthen the central platform for all stakeholders, improve efficiency, and safeguard data integrity. At the same time, the institution places value on incorporating insights and feedback from both national and international partners into the continuous development of its digital systems.

Overall, the university's digital communication and information management practices reflect a strong commitment to transparency, accountability, and innovation. The existing structures already provide a solid basis for effective public communication, while the planned improvements underline UIN Jakarta's forward-looking strategy to align technological development with international standards and stakeholder expectations. While the university's website already provides a solid foundation for transparency and accountability, there is clear potential for further development in order to strengthen its role as a central information channel. In particular, the inclusion of content in English and Arabic would significantly enhance accessibility for international students and stakeholders, thereby underlining the institution's commitment to global engagement. Furthermore, the usability of the website could be improved by presenting key information—such as admission and selection criteria, intended learning outcomes, and assessment processes—in a more transparent and clearly structured manner. Such measures would not only ensure that stakeholders can easily navigate and understand essential academic and administrative information but would also contribute to positioning the university more strongly within the international higher education community.

Overall, there is a development area to enhance the accessibility of information through multilingual content and to improve the clarity of key details, to serve both national and international audiences more effectively.



8.3 Conclusion

The criterion is **fulfilled for all study programmes**.

The expert group proposes the following recommendation:

- UIN is encouraged to expand multilingual content, particularly in English and Arabic, to improve accessibility for international students and stakeholders. By enhancing accessibility and clarity, the HEI can strengthen its global positioning and better serve the needs of both national and international audiences.

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

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

9.1 Implementation

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

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

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



standards. By integrating these collaboration learnings, UIN enhances the quality and relevance of its academic offerings across all faculties!

9.2 Assessment

UIN Jakarta has implemented a systematic framework for the monitoring and regular review of its study programmes, ensuring that continuous improvement is embedded in institutional practice. The assessment of programmes is conducted through various types of evaluations, and the results are consistently used to inform adjustments at both course and programme level. In this way, the institution has established a functioning closed-loop system that enables feedback to be translated into meaningful change. Students, as the primary target group, play a central role in these evaluations and are regularly invited to provide feedback on their academic experiences.

The processes for monitoring and evaluation are clearly described in the institution's self-assessment report and cover a broad spectrum of parameters. Course evaluations and programme-level reviews capture data such as grades, study duration, and workload, thereby providing valuable indicators of both academic performance and the effectiveness of programme design. In addition, evaluations allow for the assessment of procedures related to student assessment and for measuring student satisfaction with courses and teaching. Beyond teaching and learning, research and community service activities are also monitored, with concrete figures on publications and outputs providing evidence of scholarly engagement and societal impact.

Students are consistently included in course and programme evaluations, which ensures that their perspectives directly inform further development. This participatory approach strengthens the capacity of the institution to continuously refine its study design and align academic provision with student needs. The results of evaluations are communicated in a transparent manner and are taken into account in decision-making processes, particularly through the involvement of university management and other stakeholders.

The panel notes positively that students expressed a high degree of satisfaction with the study programmes and were enthusiastic about their academic experiences at UIN Jakarta. This is a strong indicator of both the relevance and the effectiveness of the programmes offered. At the same time, the institution may consider providing feedback to students on evaluation results even more regularly, thereby reinforcing the feedback loop and supporting the culture of continuous improvement.

Overall, UIN Jakarta demonstrates an effective and well-functioning system for the monitoring and review of study programmes. The processes are systematic, transparent, and participatory, and they provide a solid foundation for ongoing enhancement. Given that this



represents the institution's first accreditation according to ESG standards, no further recommendations are required at this stage beyond the continuous development already embedded in institutional practice.

9.3 Conclusion

The criterion is **fulfilled for all study programmes**.

The expert group proposes the following recommendation:

- UIN is encouraged to provide feedback to students on evaluation results more regularly, thereby strengthening the feedback loop and further supporting the culture of continuous improvement.



10 ESG Standard 1.10: Cyclical external quality assurance

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

10.1 Implementation

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

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

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

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



10.2 Assessment

UIN Jakarta actively engages in regular quality assurance evaluations conducted in accordance with Indonesian national accreditation standards. These evaluations are comprehensive in scope, covering different organisational levels and institutional status groups on a cyclical basis every five years. By adhering to these national requirements, the institution ensures that its internal quality assurance mechanisms are aligned with the relevant legal framework and that all programmes are subject to external review at regular intervals. This structured approach has a stimulating effect on the internal quality system, as each accreditation cycle not only validates compliance but also triggers internal improvement processes in preparation for reaccreditation. Follow-up activities based on accreditation outcomes demonstrate the university's commitment to institutional learning and continuous development.

In addition to national standards, several study programmes have been accredited by the ASEAN University Network (AUN), underlining UIN Jakarta's alignment with both Indonesian and regional quality assurance frameworks. The combination of national and ASEAN accreditation activities provides evidence of a systematic, well-functioning external quality assurance system, which has consistently yielded good to very good results. The panel notes positively that UIN Jakarta has thus established a reliable and effective accreditation system for all study programmes, reflecting a culture of accountability and improvement.

As this is the institution's first accreditation according to the European Standards and Guidelines (ESG), there is no immediate need for further optimisation from this perspective. Nevertheless, the university has the opportunity to further develop its external quality assurance strategy by complementing compliance-based evaluations with a more formative and internationally connected approach. Current accreditation cycles, while robust, tend to focus primarily on validation rather than ongoing developmental dialogue. UIN Jakarta is therefore encouraged to pursue more regular collaborative partnerships at the international level, for example by engaging with external peer reviews, ASEAN-based cooperation projects, or partnerships with industry stakeholders.

A particularly promising measure would be the establishment of an International Advisory Board composed of global higher education experts, ministry representatives, and partner institutions. Such a body could provide valuable strategic input on quality assurance, curricular innovation, and international mobility, while simultaneously strengthening the institution's global positioning. By conceptualising external quality reviews not merely as periodic validations but as continuous dialogues, UIN Jakarta would significantly enhance its capacity for institutional learning and contribute more actively to regional and global debates within higher education.



Overall, the institution's external quality assurance system is well established, effective, and legally robust. It ensures that all programmes undergo regular accreditation, that continuous improvement is systematically stimulated, and that results are used to strengthen institutional development. Building on this solid foundation, the university is well positioned to expand its engagement in international quality assurance networks and to integrate formative approaches that will further advance its culture of continuous improvement.

10.3 Conclusion

The criterion is **fulfilled for all study programmes**.



IV Recommendation to the Accreditation Commission of ACQUIN

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

The study programs “**Bachelor of Dirasat Islamiyah (BDI)**”, “**Master of Dirasat Islamiyah (MDI)**”, “**Master of Islamic Studies (MIS)**” and “**Doctor of Islamic Studies (DIS)**”, were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations for doctoral programs, and the national relevant regulations.

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

The assessment criteria are as follows:

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

The criterion is fulfilled.

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

The criterion is fulfilled.

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

The criterion is fulfilled.



Standard 1.4 Student admission, progression, recognition and certification: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

The criterion is fulfilled.

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

The criterion is fulfilled

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

The criterion is fulfilled.

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

The criterion is fulfilled.

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

The criterion is fulfilled.

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

The criterion is fulfilled.

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

The criterion is fulfilled.

2 Accreditation Recommendation

The peer-review experts recommend an **accreditation without conditions with the following recommendations:**

General recommendations:

1. UIN should ensure a structured feedback loop, where the outcomes of student evaluations and surveys are systematically analysed, published, and used for the continuous improvement of teaching and learning.
2. It is recommended that UIN introduces faculty-level budgets for libraries and specific academic expenditures, thereby enhancing flexibility and responsiveness to programme needs.
3. UIN's library should expand holdings by acquiring essential online reference works, in particular the *Encyclopaedia of Islam* and the *Encyclopaedia of the Qur'an*, to strengthen resources for teaching and research in Islamic studies.
4. Data collection methods should be further diversified, involving more external stakeholders and employers.
5. UIN is advised to enhance the clarity, accessibility, and usability of data to better support evidence-based decision-making.
6. Follow-up activities should be structured more systematically to ensure that evaluation results are consistently translated into action.
7. UIN's public information should be further enriched by explicitly noting on its website that certain study programmes are taught in Arabic, thereby underlining the institution's linguistic diversity and its strong regional and international orientation.
8. UIN is encouraged to expand multilingual content, particularly in English and Arabic, to improve accessibility for international students and stakeholders. By enhancing accessibility and clarity, the HEI can strengthen its global positioning and better serve the needs of both national and international audiences.
9. UIN is encouraged to provide feedback to students on evaluation results more regularly, thereby strengthening the feedback loop and further supporting the culture of continuous improvement.



Programme-specific recommendations:**Bachelor of Dirasat Islamiyah (BDI)**

1. UIN is encouraged to further enhance the study programme by integrating research and innovation more systematically, strengthening stakeholder involvement in programme development, and expanding its international dimension to increase global visibility and competitiveness.
2. UIN should revise the module handbooks in a university-wide uniform format, ensuring the inclusion of relevant information for student exchange (workload, ECTS, examinations, language of instruction). Learning outcomes should be formulated more precisely, and goals and methods better aligned with the intended qualification objectives.

Master of Dirasat Islamiyah (MDI)

1. The programme should strengthen its orientation towards international cooperation and global issues (e.g. social justice, migration, climate change, sustainability, human rights). In particular, the balance between religious/community-related and secular/national dimensions should be made more explicit at programme level.
2. It is recommended that the programme emphasises more clearly its approach to democracy, freedom, and the rule of law. A more differentiated foundation in democratic theory would sharpen the programme's academic profile.
3. The programme should create conceptual space for innovative and reform-oriented thinking (e.g. *New Kalam*) and more systematically integrate philosophical and interdisciplinary perspectives (e.g. sociological, psychological, political science approaches).
4. It is recommended that elements of *Open Science* (Open Data, Open Methodology, Open Educational Resources) be explicitly integrated into the self-concept of the university and the study programme. Opportunities for student development in these areas should be described in more detail.
5. The vision of modernisation should go beyond a purely technocratic or economic perspective and be more closely linked to the transformation of Muslim thought. In this respect, the programme could draw more strongly on current theological and intellectual discourses initiated by leading Islamic scholars (e.g. Nasaruddin Umar).



Master of Islamic Studies (MIS)

1. The Master of Islamic Studies (MIS) is encouraged to place greater emphasis on international cooperation and on addressing global issues such as social justice, migration, climate change, sustainability, and human rights.
2. It is recommended that the Master of Islamic Studies (MIS) make the balance between religious/community-related perspectives and secular/national dimensions more explicit at programme level.
3. The Master of Islamic Studies (MIS) should more clearly articulate its approach to democracy, freedom, and the rule of law. A more differentiated foundation in democratic theory would further sharpen its academic profile.
4. By integrating global debates and strengthening international collaborations, the Master of Islamic Studies (MIS) could increase its attractiveness for students and its recognition in the broader academic community.

Doctor of Islamic Studies (DIS)

1. The Doctor of Islamic Studies (DIS) is encouraged to strengthen its orientation towards international cooperation and to more explicitly address global challenges such as social justice, migration, climate change, sustainability, and human rights.
2. The programme is advised to make the interplay between religious and community-related perspectives on the one hand, and secular as well as national dimensions on the other more explicit, thereby highlighting its relevance across different societal contexts.
3. It is recommended that the Doctor of Islamic Studies (DIS) articulate more clearly its academic approach to democracy, freedom, and the rule of law. A stronger and more nuanced foundation in democratic theory would sharpen the profile of the programme and enhance its academic distinctiveness.
4. By embedding global debates into its curriculum and research agenda and by further expanding international collaborations, the programme could significantly increase its attractiveness for students and enhance its visibility and recognition within the international academic community.



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 decided on its meeting on the 25 September 2025:

General recommendations for all study programmes:

- UIN should ensure a structured feedback loop, where the outcomes of student evaluations and surveys are systematically analysed, published, and used for the continuous improvement of teaching and learning.
- It is recommended that UIN introduces faculty-level budgets for libraries and specific academic expenditures, thereby enhancing flexibility and responsiveness to programme needs.
- UIN's library should expand holdings by acquiring essential online reference works, in particular the Encyclopaedia of Islam and the Encyclopaedia of the Qur'an, to strengthen resources for teaching and research in Islamic studies.
- Data collection methods should be further diversified, involving more external stakeholders and employers.
- UIN is advised to enhance the clarity, accessibility, and usability of data to better support evidence-based decision-making.
- Follow-up activities should be structured more systematically to ensure that evaluation results are consistently translated into action.
- UIN's public information should be further enriched by explicitly noting on its website that certain study programmes are taught in Arabic, thereby underlining the institution's linguistic diversity and its strong regional and international orientation.
- UIN is encouraged to expand multilingual content, particularly in English and Arabic, to improve accessibility for international students and stakeholders. By enhancing accessibility and clarity, the HEI can strengthen its global positioning and better serve the needs of both national and international audiences.
- UIN is encouraged to provide feedback to students on evaluation results more regularly, thereby strengthening the feedback loop and further supporting the culture of continuous improvement.

Bachelor of Dirasat Islamiyah (BDI) (Bachelor)

The study programme "Bachelor of Dirasat Islamiyah (BDI)" (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:

- UIN is encouraged to further enhance the study programme by integrating research and innovation more systematically, strengthening stakeholder involvement in



programme development, and expanding its international dimension to increase global visibility and competitiveness.

- UIN should revise the module handbooks in a university-wide uniform format, ensuring the inclusion of relevant information for student exchange (workload, ECTS, examinations, language of instruction). Learning outcomes should be formulated more precisely, and goals and methods better aligned with the intended qualification objectives.

Master of Dirasat Islamiyah (MDI) (Master)

The study programme “Master of Dirasat Islamiyah (MDI)” (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:

- The programme should strengthen its orientation towards international cooperation and global issues (e.g. social justice, migration, climate change, sustainability, human rights). In particular, the balance between religious/community-related and secular/national dimensions should be made more explicit at programme level.
- It is recommended that the programme emphasises more clearly its approach to democracy, freedom, and the rule of law. A more differentiated foundation in democratic theory would sharpen the programme’s academic profile.
- The programme should create conceptual space for innovative and reform-oriented thinking (e.g. New Kalam) and more systematically integrate philosophical and interdisciplinary perspectives (e.g. sociological, psychological, political science approaches).
- It is recommended that elements of Open Science (Open Data, Open Methodology, Open Educational Resources) be explicitly integrated into the self-concept of the university and the study programme. Opportunities for student development in these areas should be described in more detail.
- The vision of modernisation should go beyond a purely technocratic or economic perspective and be more closely linked to the transformation of Muslim thought. In this respect, the programme could draw more strongly on current theological and intellectual discourses initiated by leading Islamic scholars (e.g. Nasaruddin Umar).

Master of Islamic Studies (MIS) (Master)

The study programme “Master of Islamic Studies (MIS)” (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:



- The Master of Islamic Studies (MIS) is encouraged to place greater emphasis on international cooperation and on addressing global issues such as social justice, migration, climate change, sustainability, and human rights.
- It is recommended that the Master of Islamic Studies (MIS) make the balance between religious/community-related perspectives and secular/national dimensions more explicit at programme level.
- The Master of Islamic Studies (MIS) should more clearly articulate its approach to democracy, freedom, and the rule of law. A more differentiated foundation in democratic theory would further sharpen its academic profile.
- By integrating global debates and strengthening international collaborations, the Master of Islamic Studies (MIS) could increase its attractiveness for students and its recognition in the broader academic community.

Doctor of Islamic Studies (DIS) (Doctor)

The study programme “Doctor of Islamic Studies (DIS)” (Doctor) 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 Doctor of Islamic Studies (DIS) is encouraged to strengthen its orientation towards international cooperation and to more explicitly address global challenges such as social justice, migration, climate change, sustainability, and human rights.
- The programme is advised to make the interplay between religious and community-related perspectives on the one hand, and secular as well as national dimensions on the other more explicit, thereby highlighting its relevance across different societal contexts.
- It is recommended that the Doctor of Islamic Studies (DIS) articulate more clearly its academic approach to democracy, freedom, and the rule of law. A stronger and more nuanced foundation in democratic theory would sharpen the profile of the programme and enhance its academic distinctiveness.
- By embedding global debates into its curriculum and research agenda and by further expanding international collaborations, the programme could significantly increase its attractiveness for students and enhance its visibility and recognition within the international academic community.

