Accreditation Report

Program Accreditation of

Universitas Singaperbangsa Karawang (UNSIKA)

Republic of Indonesia

Bachelor of Early Childhood Islamic Education
Bachelor of Islamic Education
Master of Islamic Education
Bachelor of Mathematics Education
Bachelor of English Language Education
Bachelor of Indonesian Language and Literature Education

Bachelor of Physical Education Health and Recreation
Master of Physical Education
Bachelor of Sport Science
Bachelor of Nutrition
Bachelor of Pharmacy
Associate degree of Midwifery (Diploma 3-year)

I   **Procedure**

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Attendance by ACQUIN office: Dr. Lyazzat Nugumanova / Dr. Michael Mayer

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

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

Content

II   Introduction

The experts would like to thank the representatives of the Universitas Singaperbangsa Karawang (UNSIKA) 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 socio-cultural context of the local higher education system.

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

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

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG are 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 programmes.

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 several colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

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

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

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

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

1.2   Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187

state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programs.

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

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

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university:

At a state university, undergraduate studies (Bachelor´s degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

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

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

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor, a master and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas Terbuka"), which was opened in 1984 and offers mainly undergraduate courses. More than 310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called "Instituts" are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor's degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions 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 Ting), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

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

sekali" (very good) and "baik" (good) were introduced in 2020 and have been used instead of A, B and C since then.

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

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 Universitas Singaperbangsa Karawang (UNSIKA)

Universitas Singaperbangsa Karawang (UNSIKA) was established in February 1982. The Vision of UNSIKA is to become a innovative, competitive, and excellent University, imbued with national culture. The Mission Preparing professional and morally upright human resources. Creating, implementing, and developing science, technology, and arts that are effective and beneficial. Carrying out active community service to enhance societal welfare. Creating an accountable, transparent, efficient, effective, and responsible management system for the university's tridharma (teaching, research, and community service). UNSIKA has 9 faculties and 40 programmes, which are divided into 4 categories: 1 professional education programme, 3 associate degree programmes, 29 bachelor programmes, and 7 master programmes.

3   General information on the study programmes

3.1   Bachelor of Early Childhood Islamic Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	2 October 2012
Faculty/ department	Faculty of Islamic Religion
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	147 SKS = 229, 7 ECTS
Number of study places	105
Number of students currently enrolled	272
Average number of graduates per year	31
Form of study	*full-time*
Tuition fee	Rp. 5.419.214 (€ 320,21)

3.2 Bachelor of Islamic Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	30 June 2009
Faculty/ department	The Faculty of Islamic Religion
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	147 SKS = 229, 7 ECTS
Number of study places	280
Number of students currently enrolled	1242
Average number of graduates per year	118
Form of study	Full-time
Tuition fee	Rp. 5.762.294 (€ 340,48) per semester

3.3 Master of Islamic Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	26 September 2016
Faculty/ department	The Faculty of Islamic Religion
Standard period of study (semesters)	4 Semester / 2 years
Number of ECTS credits	50 SKS = 78, 15 ECTS
Number of study places	40
Number of students currently enrolled	71
Average number of graduates per year	14
Form of study	Full-time
Tuition fee	Rp. 12.121, 10 (€ 716,20) per semester

3.4   Bachelor of Mathematics Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	23 July 2009
Faculty/ department	Faculty of Teacher Training and Education
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	149 SKS = 227 ECTS
Number of study places	180
Number of students currently enrolled	791
Average number of graduates per year	121
Form of study	Full-time
Tuition fee	Rp. 6,506,439 (€ 384.45) per semester

3.5 Bachelor of English Language Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	23 July 2009
Faculty/ department	Faculty of Teacher and Learning
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	144 SKS = 226, 6 ECTS
Number of study places	175
Number of students currently enrolled	955
Average number of graduates per year	128
Form of study	Full-time
Tuition fee	Rp. 7.183.274 (€ 424,44)

3.6 Bachelor of Indonesian Language and Literature Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	22 August 2013
Faculty/ department	Faculty of Teacher and Learning
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	144 SKS = 225 ECTS
Number of study places	150
Number of students currently enrolled	863
Average number of graduates per year	130
Form of study	Full-time
Tuition fee	Rp. 6,412,467 (€ 378.90)

3.7 Bachelor of Physical Education Health and Recreation

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	25 March 2010
Faculty/ department	Faculty of Teacher Training and Education
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	146 SKS = 228, 1 ECTS
Number of study places	175
Number of students currently enrolled	975
Average number of graduates per year	130
Form of study	Full-time
Tuition fee	Rp. 6.662,613 (€ 393.68)

3.8 Master of Physical Education

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	11 March 2022
Faculty/ department	Faculty of Teacher Training and Education
Standard period of study (semesters)	4 Semester / 2 years
Number of ECTS credits	44 SKS = 68,7 ECTS
Number of study places	40
Number of students currently enrolled	29
Average number of graduates per year	3
Form of study	Full-time
Tuition fee	Rp. 14.190,613 (€ 838, 45)

3.9 Bachelor of Sport Science

Location	Universitas Singaperbangsa Karawang (UNSIKA)
Date of introduction	3 October 2018
Faculty/ department	Faculty of Health Science
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	144 SKS = 225 ECTS
Number of study places	62
Number of students currently enrolled	248
Average number of graduates per year	9
Form of study	Full-time
Tuition fee	Rp. 9.139.524 (€ 540,03)

3.10 Bachelor of Nutrition

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	16 April 2018
Faculty/ department	Faculty of Health Science
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	144 SKS = 225 ECTS
Number of study places	70
Number of students currently enrolled	311
Average number of graduates per year	33
Form of study	Full-time
Tuition fee	Rp. 13.789.857 (€ 814,81)

3.11 Bachelor of Pharmacy

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	6 December 2017
Faculty/ department	Faculty of Health Science
Standard period of study (semesters)	8 Semester / 4 years
Number of ECTS credits	146 SKS = 228 ECTS
Number of study places	70
Number of students currently enrolled	329
Average number of graduates per year	50
Form of study	Full-time
Tuition fee	Rp. 17.184.889 (€ 1015, 411)

3.12 Midwifery, Associate Degree / Diploma 3-year

Location	Universitas Singaperbangsa Karawang (UN-SIKA)
Date of introduction	25 August 2005
Faculty/ department	Faculty of Health Science
Standard period of study (semesters)	6 Semester / 3 years
Number of ECTS credits	109 SKS = 170, 3 ECTS
Number of study places	90
Number of students currently enrolled	188
Average number of graduates per year	50
Form of study	Full-time
Tuition fee	Rp. 18.365, 21 (€ 1085, 15)

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

The Higher Education Quality Assurance System, hereinafter referred to as SPM Dikti, consists of a series of interrelated elements and processes systematically organised to maintain and enhance the quality of higher education in a planned and sustainable manner. As a State University (PTN), UNSIKA is committed to fulfilling the mandate of the Indonesian Minister of Education, Culture, Research, and Technology to enhance quality assurance in higher education. The legal foundation for UNSIKA's internal quality assurance system includes Law of the Republic of Indonesia, Regulations of the Minister of Education as well as Regulations of the National Accreditation Board and the Decree of the Rector of UNSIKA on Internal Quality Assurance System Guidelines of UNSIKA.

The Internal Quality Assurance System (SPMI) of UNSIKA is implemented using the PPEPP approach, which stands for Penetapan (Establishment), Pelaksanaan (Implementation), Evaluasi (Evaluation), Pengendalian (Control), and Peningkatan (Improvement). The SPMI documents of UNSIKA, firstly enacted in 2018, were adjusted in 2021 based on internal needs. The implementation of SPMI is a concrete action taken by higher education institutions, beginning with the preparation and establishment of all SPMI documents, including the Policy, Manual, Standards, and Forms.

The SPMI standards are enforced and implemented across all academic communities within UNSIKA. The implementation of these standards is the responsibility of all internal stakeholders of UNSIKA, whether structural or non-structural officials, lecturers, education staff, and students, in accordance with the contents of each standard. For example, the implementation of standards in the learning process involves lecturers, academic staff, and students. All parties involved strive to carry out learning activities in accordance with the standard: the implementation of lesson by lecturers to students is carried out in accordance with the semester learning plan (RPS) that has been established, while the technical management of the learning implementation was done by the coordinator of the programmes through academic staff. Moreover, the implementation of some standard is also related to external parties, e.g. cooperation procedures carried out by other parties must be in writing, whether in the form of a memorandum

of understanding (MoU), memorandum of agreement (MoA), or implementation of arrangement (IA).

Each implemented standard undergoes regular monitoring and evaluation every three months (performance monitoring and evaluation), 6 months (learning process monitoring and evaluation), dan annually (external stakeholders satisfaction monitoring and evaluation). This aims to assess the alignment between implementation and the established standards. The evaluation process involves academic stakeholders through the Quality Control Group at the study programme level, the Quality Assurance Group at the faculty level, and the Institute for Quality Assurance and Learning Development (LPMPP) as well as the internal audit team at the university level. Evaluations are conducted periodically, either semesterly or annually, using established monitoring and evaluation instruments.

The internal quality assurance system at UNSIKA has incorporated external parties as part of continuous quality improvement efforts based on best practices implemented by other higher education institutions. Several domestic higher education institutions serve as benchmarks for UNSIKA's quality assurance system development.

1.2 Assessment

The Universitas Singaperbangsa Karawang has developed an institutional quality assurance system that is formally structured and anchored in dedicated organisational units. Its design is aligned with the national SPM Dikti framework, which provides the regulatory foundation for quality assurance across academic and administrative domains in Indonesian higher education. Within this framework, the university implements the PPEPP cycle—Establishment, Implementation, Evaluation, Control, and Improvement—as the core mechanism for continuous enhancement of its internal quality assurance (SPMI). This cyclical model ensures that policies, procedures, and documentation follow a systematic and iterative process, and it provides a coherent structure for monitoring institutional performance, identifying weaknesses, and initiating targeted improvements.

Regular internal audits and monitoring processes demonstrate a functioning operational dimension of the quality system. Nevertheless, the overall effectiveness of quality assurance is constrained by unresolved ambiguities in institutional governance. In particular, the respective roles, mandates, and decision-making responsibilities of the University Council and the Academic Senate remain insufficiently delineated. As a result, the linkage between governance, strategic management, and quality assurance is not yet fully coherent. Although quality policies and audit mechanisms exist, the processes for translating audit findings into strategic actions are inconsistently applied, and follow-up responsibilities are not transparently assigned across organisational levels.

Stakeholder and student participation in quality assurance activities is present but predominantly limited to consultative approaches, such as feedback surveys and occasional involvement in programme evaluations. Evidence of systematic integration of stakeholder perspectives—especially in governance structures or strategic decision-making processes—is largely absent. External benchmarking activities and the engagement of dedicated evaluation units contribute positively to institutional learning and alignment with both national expectations and emerging international standards. These practices support the university's ongoing efforts to refine its quality culture and enhance organisational performance.

Taken together, the internal quality assurance system exhibits a solid formal foundation and fulfils the essential functions expected of an institution of higher education. The recommendations provided aim to strengthen the coherence between governance and quality assurance, reinforce follow-up processes, and broaden stakeholder involvement to support the continued and sustainable development of the system.

Internationalisation at the institution is developing steadily, supported by a growing number of partnerships and memoranda of understanding. To further strengthen this positive trajectory, the university may benefit from enhancing the strategic coherence of its international activities to ensure their sustainable quality and long-term impact. In particular, the development of an overarching internationalisation strategy and more systematic monitoring of existing memoranda of understanding would help the institution better demonstrate the effectiveness and relevance of its international collaborations and support the continued expansion of its global engagement. To strengthen this area, the university is encouraged to develop a comprehensive and coherent internationalisation strategy that clearly defines institutional objectives, assigns responsibilities, and outlines quality-assurance-oriented procedures for the planning, implementation, and evaluation of all international partnerships. Such a strategy should serve as a binding framework for decision-making and provide clarity regarding priorities, expected outcomes, and mechanisms for internal coordination.

In addition, the institution should introduce systematic monitoring processes for all memoranda of understanding and ongoing international collaborations. This includes establishing clear criteria for evaluating their relevance and performance, documenting measurable outcomes, and ensuring alignment with institutional quality assurance requirements. Regular reviews of partnership activities would help identify successes, address shortcomings, and ensure that international engagements contribute meaningfully to academic quality, student learning opportunities, and the university's long-term strategic development.

1.3   Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendations:

- The University should clarify the roles and responsibilities of the council and senate to ensure that quality assurance is embedded in institutional governance and strategic decision-making.

- The University should strengthen the integration of the quality assurance policy into the university's strategy, ensuring that audit findings and evaluations lead to concrete follow-up actions.

- UNSIKA should establish a coherent internationalisation strategy that defines objectives, responsibilities, and monitoring procedures for all partnerships.

- UNSIKA should introduce systematic monitoring of memoranda of understanding and international collaborations to ensure that they deliver measurable outcomes and align with institutional quality assurance requirements.

2 ESG Standard 1.2: Design and approval of programmes

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

2.1 Implementation

General

Study programmes at UNSIKA have undergone several curriculum revisions to align with government regulations and meet stakeholders' requirements. In 2020, curriculum adjustments were made in response to Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Standards for Higher Education and changes in UNSIKA's vision, as outlined in the UNSIKA Strategic Plan 2020–2024. Additionally, these changes were based on analysing the study programme requirements and recommendations from associations regarding recommended courses. The results in the 2020 Study Programme Curriculum, incorporating technology-based and digital courses in the 2020 Handbook of Study

Programme and Module Handbook. The Curriculum Development Guidebook for Study Programmes in the Industry 4.0 Era to Support Merdeka Belajar - Kampus Merdeka was prepared by the university to align with international accreditation standards, converting Capaian Pembelajaran Lulusan (CPL) into Programme Learning Outcomes (PLO). The graduate profile for the Bachelor of Islamic Education (BIE) study program includes roles such as Educator, Research Assistant in the field of education, and Developer of Teaching Materials.

The strategic plan of each faculty at UNSIKA is derived from the university's overarching strategic plan. In formulating their respective strategic plans, faculties involve both internal and external stakeholders to ensure alignment with community needs, responsiveness to global challenges, and consistency with the university's vision and mission.

In reviewing and developing a new curriculum, each study program involves internal stakeholders, including LPMPP, the Dean, the Vice Dean for Academic Affairs, the Vice Dean for General Affairs and Finance, GJM, GKM, Study Program Coordinators, lecturers, and students. For external stakeholders, each study program engages alumni, government representatives, professional associations, and industries related to agriculture and business. Internal stakeholders include lecturers, students, and administrative staff. External stakeholders consist of alumni, partners (graduate employers, research collaborators, and community service partners), experts, professional association members, and/or government representatives. Each group plays a vital role—according to their respective positions and areas of expertise—in contributing to the development of a strategic plan that is well-targeted, relevant, and aligned with advancements in science and technology, as well as with the evolving demands of the business and industrial sectors.

Bachelor of Early Childhood Islamic Education

The Bachelor Early Childhood Islamic Education study programme (BECIE) was established at the Faculty of Islamic Religion at UNSIKA on 2 October 2012, In 2013, the programme began accepting students, and had its first graduates in 2017. Subsequently, in 2020, the Early Childhood Islamic Education study programme underwent national reaccreditation and achieved an accreditation rating of B with a score of 340. The goal of the BECIE study programme is to realise educational activities in the field of BECIE knowledge by internalising Islamic values. This includes the enhancement of research findings and innovations in the field of BECIE, as well as the implementation of community service activities in Early Childhood Islamic Education that can be applied and beneficial to the wider community. The improvement of BEC program graduates aims to produce professionals who uphold Islamic values and are

responsive in research and development within the field of BEC. The establishment of cooperation with stakeholders is essential for developing the competencies and professionalism of BECIE teachers through Professional Training Programmes (PLP), recruitment, learning practicums, and collaboration in the field of tridharma. Additionally, it aims to create a conducive academic atmosphere, integrated with information and communication technology systems, applied in the management of the BECIE programme. Finally, it seeks to provide adequate academic facilities and infrastructure to support the flagship courses of the program.

The graduate profile of BECIE program graduates includes: 1) Educators in Early Childhood Education units, 2) Edupreneurs/Educational Entrepreneurs, and 3) Educational Personnel in Early Childhood Education units.

The learning outcomes describe graduates who possess highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, forming the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields, and they are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master the theoretical concepts, methods, and foundational theories in early childhood education, including learning strategies, developmental aspects, and solutions to developmental problems, enabling them to conduct scientific studies in this area and contribute to the advancement of practice.

In terms of skills, graduates possess specialized problem-solving abilities required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields. They are able to solve science, technology, and art problems in their scientific field through an inter- or multidisciplinary approach. They can utilize technology for scientific development, continuously develop themselves and their professional skills, and design and implement a holistic, integrative-based curriculum that incorporates Islamic values and local wisdom in PAUD units in accordance with established learning procedures and principles. They are capable of developing appropriate media and methods for early childhood learning based on information and communication technology to improve the quality of early childhood education in PAUD units, and they can develop and apply scientific and environmental concepts in early childhood education. They are able to plan, manage, and assess early childhood education, ensuring a coherent and effective educational experience for young learners.

Autonomy and responsibility are emphasized: graduates can manage and transform work or study contexts that are complex, unpredictable, and require new strategic approaches, taking responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They are devoted

to God Almighty, demonstrate a professional attitude, and apply ethical, legal, and cultural principles based on humanist values and national culture in carrying out their duties.

Bachelor of Islamic Education

The Faculty of Islamic Religion was originally established as the Faculty of Islamic Religion, following an operational permit issued by the Coordinator of Kopertais Region II West Java (Permit No. 13 of 1987, dated 21 December 1987). Subsequently, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia (Decree No. 93 of 1996, dated 1 March 1996). The Bachelor of Islamic Education study programme was introduced in 1987 and has since undergone continuous development. Over its 37-year journey, the programme has been committed to enhancing both academic and non-academic quality. Its curriculum is regularly updated to align with advancements in science and technology within the field of Islamic education. The Bachelor of Islamic Education study programme at the Faculty of Islamic Religion, UNSIKA, remains dedicated to refining its vision and mission to meet the evolving needs of society.

The profile and objectives of the Bachelor of education include work skills, mastery of knowledge, managerial skills and responsibilities as an educator in the field of Islamic Religious Education subjects in schools and clusters of Islamic Religious Education subjects in madrasas who has a good personality, is knowledgeable and up to date in his field and is able to carry out duties and responsibilities based on Islamic teachings and ethics, knowledge and expertise. Furthermore, there are work abilities, mastery of knowledge, managerial skills and responsibilities as a research assistant in the field of Islamic Religious Education who has a good personality, broad knowledge and is up to date in his field and is able to carry out duties and be responsible based on Islamic teachings and ethics, knowledge and expertise. And the students earn work skills, mastery of knowledge, managerial skills and responsibility as a developer of teaching materials in the field of Islamic Religious Education at schools/madrasahs who has a good personality, is knowledgeable and up-to-date in his field and is able to carry out duties and be responsible based on Islamic teachings and ethics, knowledge and expertise.

Master of Islamic Education

The Master´s Programme in Islamic Education was founded 2016 to accommodate the interests of graduates from the Master in Islamic Education (BIE) and the wider Karawang community, as well as to contribute to the development of human resources in the field of Islamic Education across Indonesia. The primary objectives of establishing the Master´s program in

Islamic Education is to produce skilled and competent graduates. The provision of educational facilities and infrastructure, alongside academic programmes tailored to community needs, fosters a conducive learning environment. This programme aims to produce graduates who are capable of developing, managing, and implementing education in both formal and non-formal educational institutions. Furthermore, it seeks to generate research and development work in the field of Islamic education that responds to contemporary challenges and needs.

The learning objectives of the study programme are specialized knowledge, often at the cutting edge of their field, serving as the foundation for original thought and research. Graduates of the program possess a critical awareness of knowledge issues, both within their primary field and across interdisciplinary boundaries. They are skilled at developing knowledge, technology, and/or art through research to produce innovative and well-validated outcomes within their scientific field or professional practice. Specifically, graduates should master interdisciplinary and multidisciplinary approaches in Islamic Religious Education. They are capable of designing educational concepts that integrate with other disciplines, leveraging information technology (ICT), to critically, innovatively, and creatively address challenges in religious education. They possess specialized problem-solving skills essential for research and innovation, allowing them to advance knowledge and develop novel procedures, as well as integrate knowledge from diverse fields. They are also adept at resolving problems related to science, technology, and art using interdisciplinary or multidisciplinary approaches.

Furthermore, they are proficient in leveraging technology for scientific advancement and committed to continuous self-improvement and to enhancing professional skills. Graduates should be capable of developing Islamic Religious Education curricula aligned with established curriculum development theory. They are skilled in designing effective Islamic Religious Education learning tools and instructional designs. Competent at creating learning materials, tools, and teaching aids for ICT-based Islamic Religious Education. Furthermore, studnets will earn the ability to identify and cultivate students' positive religious potential in practical, real-world scenarios. Capable of appropriately designing assessments for Islamic Religious Education learning. The should be able to conduct and publish scholarly research in the field of Islamic Religious Education in accredited national journals.

In terms of autonomy and responsibility, graduates should be able to manage and transform complex, unpredictable work or study environments, requiring new strategic approaches. They take responsibility for contributing to professional knowledge and practice while also evaluating the strategic performance of teams. They are committed to managing research and development that benefits society and science, aiming for national and international recognition. They are dedicated and devoted, demonstrating a professional attitude, applying ethical, legal, and cultural principles rooted in humanistic values and national culture in all their endeavours.

Bachelor of Mathematics Education

The Bachelor of Mathematics Education study programme was established on July 23rd 2009, with the establishment Decree No. SK 200/KPT/I/2016 dated 1st June 2016. The aim of establishing the Mathematics Education Study programme at UNSIKA is to produce graduates who have competence in the field of mathematics education and teaching. Graduates of the Bachelor of Mathematics Education study programme will become educators, mathematics education researchers, and creators in the field of mathematics. The Bachelor of Mathematics Education study programme collaborates with educational institutions in Karawang Regency to carry out teacher internships, teacher training and workshops. In addition, the collaboration was also implemented with the education office in Karawang Regency.

Students exhibit highly specialized knowledge at the forefront of their field, providing foundation for original thought and research. They maintain a critical awareness of knowledge issues, both within their primary discipline and across interdisciplinary boundaries. Their expertise lies in developing knowledge, technology, and/or art through research, resulting in innovative and well-validated outcomes within their scientific domain or professional practice. Regarding autonomy and responsibility, graduates can manage and transform complex, unpredictable work or study environments, necessitating new strategic approaches. They take ownership of their contributions to professional knowledge and practice while evaluating the strategic performance of teams. Their commitment to managing research and development endeavours that benefit society and science is evident, with aspirations for national and international recognition. They demonstrate dedication and professionalism, applying ethical, legal, and cultural principles rooted in humanistic values and national culture throughout all their pursuits.

The module handbook lists courses with mathematics content. The course descriptions is oriented on mathematics terminology. The program includes established content areas. Courses with an educational focus is oriented on science education literature. Secondary school mathematics topics, such as Arithmetic and Introduction to Geometry, have a also connection to mathematics teaching and learning. The program focus on the needs of mathematics teachers in content knowledge and professional knowledge about topics.

Bachelor of English Language Education

The program was founded on the 23rd of July, 2009, and was accredited by Decree Number 200/KPT/I/2016 on the 1st of June, 2016. The study program is designed to generate graduates who are capable in English education and teaching with professional competencies that are not only relevant to the field of education but also the language industry. The study programme equips students with the entire set of competencies that are developed based on

workforce needs. Graduates are anticipated to turn into professional instructors, entrepreneurs in English teaching, and professional translators and interpreters.

To enhance the capability of students and staff, the program collaborates with various institutions at both national and international levels. At the local level, it works with the Karawang District Education Office on initiatives such as teacher internships, training, and workshops. It also facilitates student exchanges, guest lectures, and seminars with Indonesian universities, including Yogyakarta State University and Palangkaraya University. Internationally, the program has invited a lecturer from Shin Su University to share insights on English education, providing students with valuable international perspectives. With a well-structured and integrative curriculum, the BELE Study programme is committed to producing students who are competitive, creative, and capable of contributing to the education and language industries at both national and international levels.

The learning outcomes describe graduates who possess highly specialised knowledge, with some at the forefront of knowledge in a field of work or study, serving as the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields. They are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master linguistic theory, learning theory, and English language learning, which is integrated with learning technology, and they can publish their work in the form of academic outputs.

They also bring specialized problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields, and they are able to solve science, technology, and art problems in their scientific field through an interdisciplinary or multidisciplinary approach. They are able to utilise technology for scientific development, to develop themselves and continuously improve professional skills, and to apply linguistic theory, learning theory, and English language learning. They can design effective English language learning in formal and non-formal education contexts, produce translations of various spoken and written discourses based on translation theories and concepts, and design English service and consultancy businesses both independently and institutionally.

Autonomy and responsibility are emphasised: graduates can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, taking responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They demonstrate a professional attitude, and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out their duties.

Bachelor Indonesian Language and Literature Education

The Indonesian Language and Literature Education study programme was established on August 22 2013. It produces graduates who are not only able to teach, but also have the ability to communicate effectively in English, both orally and in writing, so that they can play an active role in various fields that require mastery of the language. Graduates can take part in the field of education as: educators in the field of Indonesian language and literature education, novice researchers in the field of Indonesian language and literature education, journalism, writers, BIPA teachers, budding entrepreneurs in the fields of language, literature and education. The Indonesian Language and Literature Education study programme collaborates with educational institutions in Karawang Regency, to carry out teacher internships, teacher training and workshops. Collaboration is also carried out with education offices, literacy communities, cultural actors.

The Graduation profiles aim on working fields like an Educator, a novice researcher, Journalism, writer, Foreign Speakers' Indonesian Language Instructor, Entrepreneurs.

The learning outcomes describe graduates who possess highly specialized knowledge, with some at the forefront of knowledge in a field of work or study, serving as the basis for original thinking and/or research. They have a critical awareness of knowledge issues within a field and at the interface between different fields, and they are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master the basic concepts of language and literature, language skills, basic literacy, various genres and multimodal and educational texts, the basics of research methodology, and the concepts and techniques for compiling Indonesian language and literature learning tools. They acquire specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields, and they can solve science, technology, and art problems in their scientific field through an inter- or multidisciplinary approach. They are skilled in Indonesian language and literature in various genres of texts and are able to compile learning tools for Indonesian language and literature. They can carry out collaborative research and write teaching materials and creative works in the field of Indonesian language and literature education, and they can compile learning tools for Indonesian language and literature. They are able to practice language skills in the fields of language, literature, journalism, BIPA, writing fiction or nonfiction books, translation, and/or other fields, and they can pioneer entrepreneurship in the fields of language, literature, and education.

Autonomy and responsibility are also emphasized. Graduates can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, taking responsibility for contributing to professional knowledge and practice and for reviewing the

strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They are able to demonstrate a professional attitude and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out their duties.

Physical Education Health and Recreation, Bachelor

The Physical Education, Health, and Recreation Study Programme was established on 11 March 2022 under Decree No. 164/E/O/2022 dated 11 March 2022. The objective of establishing the Physical Education Study Programme at Universitas Singaperbangsa Karawang (UNSIKA) is to prepare competent educational professionals in the field of physical education and sport. The programme aims to produce graduates who possess competencies in teaching physical education across various educational levels, including primary schools, secondary schools, and higher education institutions, utilising approaches that align with contemporary developments in sport science and education.

The learning outcomes describe graduates who possess highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, serving as the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields, and they are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master the theories, concepts and principles of physical education, sports and health so as to be able to plan, implement and evaluate physical education learning by utilizing information technology, as well as to master development concepts such as the basics of coaching, refereeing and sports entrepreneurship.

In terms of skills, they possess specialized problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields, and they can solve science, technology, and art problems in their scientific field through an interdisciplinary or multidisciplinary approach. They are able to utilize technology for scientific development, develop themselves according to the areas of expertise in physical education, sports and health, and adapt to current developments in accordance with scientific rules and ethics. They can plan and determine various alternatives to fulfil learning needs by applying approaches, models, strategies, methods and techniques in physical education learning according to the characteristics of students with the use of Technological Pedagogical and Content Knowledge (TPACK). They can apply scientific research methods in finding alternative solutions to problems and to advance scientific development in the fields of physical education, sports and health by utilizing digital technology. They practice the basic principles of coaching

programs and sports refereeing regulations in coaching extracurricular sports activities in educational units, and they build creative and innovative entrepreneurial skills in the sports industry according to current developments by utilizing digital information and communication technology.

Autonomy and responsibility are emphasized: graduates can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; they take responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They are devoted to God Almighty, demonstrate a professional attitude, and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out their duties.

Master of Physical Education

The Master of Physical Education study programme of UNSIKA was established on March 11, 2022 No. 164/E/O/2022 dated 11 March 2022. The study programme is established to develop highly competent educators in the field of physical education and sports. It prepares graduates with the expertise to teach physical education at various educational levels—primary, secondary, and tertiary—using approaches aligned with advancements in sports science and education. The study programme also produces graduates who excel as educators in physical education and sports, sports trainers, researchers in the field of physical education and sports, experts in digitalisation of physical education, experts in digital sports startups. Additionally, the study programme collaborates with schools and educational institutions, education services, sports institutions and federations.

The learning outcomes describe graduates who possess highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, serving as the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields, and they are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They are able to master the theories, concepts and principles of physical education and sports, enabling them to plan, implement and evaluate physical education learning and sports programs, while also mastering development concepts such as the basics of coaching, refereeing and sports entrepreneurship. They master the linguistic and pedagogical foundations necessary to analyse theories, concepts and principles in physical education and sports as a basis for original thinking and/or research, and they are prepared to

conduct innovative work supported by digital technology within the broader context of information technology, digitalisation of education, digital startups, creativity, and the sports industry.

In terms of skills, graduates possess specialised problem-solving abilities required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields, and they can address science, technology, and art problems in their field through an inter- or multidisciplinary approach. They are able to utilise technology for scientific development and to develop themselves and continuously improve their professional skills. They can develop physical education learning based on project work and guided discoveries independently or in groups, according to the characteristics of students, drawing on Technological Pedagogical and Content Knowledge (TPACK). They are capable of developing sports coaching programs and evaluating athlete achievement in coaching through digital sports technology, and they can solve problems in physical education and sports coaching through Experimental Research, Action Research, and Research and Development to provide alternative solutions by leveraging developments in digital technology. They can utilise various sources, science- and technology-based media, and local sports potential in the community to optimise the development of digital sports startups in line with process and quality standards in the sports sector.

Autonomy and responsibility are also central: graduates can manage and transform work or study contexts that are complex, unpredictable, and require new strategic approaches, taking responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and strive to gain national and international recognition. They are devoted to God Almighty, demonstrate a professional attitude, and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out their duties.

Bachelor of Sport Science, Bachelor

The Bachelor of Sport Science study program (BSS) was established on October 3, 2018, under No. 824/KPT/I/2018, dated October 3, 2018. The establishment of BSS at UNSIKA aims to produce experts with knowledge and skills in sports science. The program seeks to graduate individuals who possess technical competence, professional ethics, a strong sense of self-assessment regarding the accreditation of the study programmes, and leadership abilities in the sports industry, enabling them to compete at national and international levels, in both academic and practical arenas.

The learning outcomes describe graduates who possess highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, forming the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields, and they are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master the theoretical knowledge in sports science in depth, enabling them to formulate problems in the field systematically and procedurally and to carry out scientific studies on sports problems in depth, supported by scientific writing skills, analysis, and mastery of sports recovery, modern sports tests and measurements.

In terms of skills, graduates possess specialised problem-solving abilities required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields, and they can solve science, technology, and art problems in their scientific field through an inter- or multidisciplinary approach. They are able to utilise technology for scientific development, develop themselves and continuously improve their professional skills, and create and develop the concept of Sports Science in the fields of recovery sports, achievement sports, community sports, special needs sports, health sports, tourism sports, and recreational sports. They can provide health and fitness sports consultancy services to improve public health using innovative, creative and technological approaches up to date. They are able to manage field activities in sports, apply sports knowledge to solve sports problems, and adapt to new changes in the sports arena.

Autonomy and responsibility are emphasised: graduates can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches, taking responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They are devoted to God Almighty, demonstrate a professional attitude, and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out their duties.

Bachelor of Nutrition

The Bachelor of Nutrition Study program (BN) was established on 16 April 2018, based on Decree No. 358/KPT/I/2018. The aim of establishing the BN Study Programme at the Faculty of Health Science (Fikes), UNSIKA, aims to produce competitive and outstanding graduates with national competitiveness in the field of industrial and culinary nutrition. It also seeks to generate research and community service outputs that are up-to-date and relevant to efforts

to improve health quality through industrial and culinary nutrition, as well as to establish tri-dharma cooperation to enhance the quality of graduates through collaborations with various institutions in the field of nutrition. Alongside the development of modernisation in Indonesia, there is a growing need for competent nutrition professionals who can help reduce the risk of disease caused by poor dietary habits, incorrect food choices, and inadequate attention to nutritional intake, all of which can affect nutritional status.

The learning outcomes describe graduates who possess highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, forming the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields, and they are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master general and specific theoretical concepts in the legal field, formulate procedural solutions, use science and technology, adapt to different situations, make appropriate decisions based on information and data analysis, and evaluate. They also understand legal regulations for national and global legal development.

In terms of skills, graduates possess specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields, and they can solve science, technology, and art problems in their scientific field through an interdisciplinary or multidisciplinary approach. They are able to utilise technology for scientific development, develop themselves and continuously improve professional skills, apply and develop science and technology in nutrition services to solve nutritional problems for individuals, groups and communities by assessing nutritional status and related factors. They are able to communicate effectively in counselling services, nutrition education and dietetics to handle individual, group and community nutritional problems according to the results of the study and considering the implications. They can design and manage food services in institutions by applying nutrition and management concepts. They are able to develop business plans for programs, products or services, including budget development, staffing needs, facility requirements, equipment and supplies. They can conduct research in the field of nutrition and disseminate accurate studies examining nutritional problems in the form of research reports and final assignments.

Autonomy and responsibility are emphasized: graduates can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; they take responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They

demonstrate a professional attitude, and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out their duties.

Bachelor of Pharmacy

The Bachelor of Pharmacy programme was established on 6 December 2017, based on Decree No. 712/KPT/I/2017. The purpose of establishing the Pharmacy programme at the Faculty of Health Science is to produce competent professionals in the field of pharmacy who possess a deep understanding of medicines and healthcare services. The programme aims to equip graduates with the knowledge and skills to promote the appropriate, safe, and rational use of medicines among the public, as well as to contribute to improving community access to quality healthcare services and medicines.

The learning outcomes describe graduates who possess highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, forming the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields and are able to develop knowledge, technology, and/or art in their scientific field or professional practice through research to produce innovative and well-tested works. They master the theoretical concepts of pharmaceutical science in a professional, ethical manner in terms of manufacturing including pharmaceutical quality control, security, procurement, storage and distribution or dispensing of drugs, drug management, drug services based on doctors' prescriptions, drug information services as well as development of pharmaceutical preparations, especially traditional medicines, and they are increasing their personal competence to continue studying in the pharmacist professional program or other advanced academic study programs.

In terms of skills, graduates possess specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields, and they are able to solve science, technology, and art problems in their scientific field through an interdisciplinary or multidisciplinary approach. They are able to utilise technology for scientific development, develop themselves and continuously improve professional skills, and design and carry out the manufacture, quality control, security and development of pharmaceutical preparations, especially traditional medicines, using pharmaceutical technology. They are able to design and carry out development, manufacture, quality control and security of pharmaceutical preparations, and they can design and integrate pharmaceutical services and clinical services as well as design and develop pharmaceutical analytic competencies.

Autonomy and responsibility are emphasized: graduates manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; they take responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and aim to gain national and international recognition. They are devoted to God Almighty, demonstrate a professional attitude, and apply ethical, legal and cultural principles based on humanist values and national culture in carrying out duties.

Associate Degree of Midwifery, Diploma 3-year

The Associate Degree of Midwifery study programmes was established on August 29, 2005, No. 200/KPT/I/2016 dated 1 June 2016. Establishing The Associate Degree of Midwifery study programmes at Faculty of Health Science at UNSIKA aims to produce professional and competent midwives in maternal and child health services. Preparing graduates with competence in providing maternal and child health services, including midwifery care, pregnancy, childbirth and baby care, with an approach that complies with national and international health standards. Contribute to efforts to improve maternal and child health through quality health services and support government programs to reduce maternal and infant mortality rates.

The profile of Diploma III Midwifery Graduates has been established, namely as a midwifery care provider/care provider whose role is to provide midwifery care during pregnancy, childbirth and newborns, postpartum, family planning, babies and toddlers in normal conditions, carrying out early detection and initial treatment of emergencies in accordance with standard operating procedures (SOP) and the professional code of ethics in health service settings.

The learning outcomes describe graduates who possess specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, forming the basis for original thinking and/or research. They have a critical awareness of knowledge issues in a field and at the interface between different fields, and they are able to develop knowledge, technology in their scientific field or professional practice of Midwifery through research to produce innovative and well-tested works. They master theoretical concepts in the field of Midwifery science in depth, enabling them to formulate problems in the field systematically and procedurally and to carry out scientific studies on midwifery problems in depth, supported by scientific writing skills, analysis, and mastery of midwifery recovery, modern tests and measurements.

In terms of skills, graduates possess specialised problem-solving abilities required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields, and they can solve science, technology, and art problems in their scientific field through an interdisciplinary or multidisciplinary approach. They are able to utilise technology

for scientific development, carry out and evaluate work using methods based on logical, innovative thinking, and prepare reports with full responsibility. They can create and develop the concept of science across the fields of recovery sports, achievement sports, community sports, special needs, health, and recreational sports. They are capable of providing health and fitness consultation services to improve public health using innovative, creative, and technological approaches. They can manage field activities in sports and apply Midwifery knowledge to solve problems and adapt to changes in the sports landscape.

Autonomy and responsibility are emphasized: graduates can manage and transform work or study contexts that are complex, unpredictable, and require new strategic approaches, taking responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams. They can manage research and development that is beneficial to society and science and strive to gain national and international recognition. They are devoted to God Almighty, demonstrate a professional attitude, and apply ethical, legal, and cultural principles based on humanist values and national culture in carrying out their duties.

2.2 Assessment

Bachelor Early Childhood Islamic Education

The program aims to realize educational activities in BECIE knowledge by internalizing Islamic values, advancing research and innovations in the field, and implementing community service activities in Early Childhood Islamic Education that benefit the wider community. Cooperation with stakeholders is emphasized to develop the competencies and professionalism of BECIE teachers through professional training, recruitment, practicums, and collaboration within the research, teaching, and community dimensions. The program also seeks to provide an ICT-enabled academic environment and adequate facilities to support its flagship courses.

The graduate profile for BECIE graduates includes educators in Early Childhood Education units, Edupreneurs, and Educational Personnel in Early Childhood Education units. Learning outcomes describe graduates who possess highly specialized knowledge, including some at the forefront of the field, and who apply this knowledge to original thinking and research. They demonstrate critical awareness of knowledge issues within and across fields, and they can develop knowledge, technology, and/or art in their field through research to produce innovative and well-tested works. They master the basic concepts of language and literature and related methodologies, and they can implement a holistic approach to early childhood education grounded in Islamic values and local wisdom, integrating information and communication technology into learning processes.

In terms of skills, graduates show specialized problem-solving abilities for research and innovation, capable of integrating knowledge from different fields and solving problems through interdisciplinary approaches. They are able to utilize technology for scientific development, continuously develop their professional skills, and design and implement a holistic, integrative curriculum for PAUD units. They can develop appropriate media and methods for ICT-based early childhood learning, apply scientific and environmental concepts in early childhood education, and plan, manage, and assess programs to ensure coherent educational experiences for young learners. Autonomy and responsibility are emphasized, with graduates able to manage complex, unpredictable contexts, contribute to professional knowledge, and pursue national and international recognition. They are expected to uphold professional ethics and align practice with humanist values and national culture.

Recommendations for the study program have been identified as follows: broadening graduate profile goals; promoting higher-order thinking across courses; enhancing practical and community-based learning; integrating research into teaching documentation; and fostering industry and stakeholder collaboration. To align with these recommendations, the program could clarify and expand the graduate profile to encompass broader competencies and career pathways. Curriculum design could be adjusted to incorporate higher-order thinking skills across courses, with assessment aligned to evidence-based practices. Practical and community-based learning opportunities could be expanded through structured partnerships with local educational institutions and community organizations. Research activities could be embedded more fully into teaching documentation, ensuring that student and faculty research are systematically recorded and linked to program outcomes. Finally, stronger collaboration with industry and stakeholders could be formalized through memoranda of understanding, joint projects, and shared governance in curriculum development and program evaluation. Implementing these recommendations would support the program's ongoing development and its alignment with international standards and best practices in teacher education and Islamic education.

The expert group proposes the following recommendations:

- The University should broaden Graduate Profile Goals.

- The University should promote Higher-Order Thinking Across Courses.

- The University should enhance Practical and Community-Based Learning.

- The University should integrate Research into Teaching Documentation. Foster Industry and Stakeholder Collaboration.

Bachelor of Islamic Education

The Bachelor of Islamic Education program (BECIE) at UNSIKA is anchored in a clear vision to prepare educators who integrate Islamic values with contemporary educational practices. The curriculum is regularly updated to reflect developments in science and technology within the field of Islamic education, and the program's vision and mission are continuously refined to meet the evolving needs of society. The profile of graduates includes educators in Islamic Religious Education across schools and madrasah clusters, as well as roles such as research assistants and developers of teaching materials in the field. The program emphasizes knowledge mastery, professional ethics, and competencies in leadership and curriculum development, with an emphasis on applying Islamic teachings and ethics in professional duties.

Learning outcomes describe graduates who possess highly specialized knowledge, including elements at the forefront of the field, forming the basis for original thinking and research. Graduates demonstrate critical awareness of knowledge issues within and across fields and can develop knowledge, technology, and/or art through research to produce innovative and well-tested works. They master fundamental concepts and methodologies related to language and literature as they apply to Islamic education, and they are equipped to implement a holistic, ICT-enabled approach to learning and teaching that aligns with contemporary professional standards. The program also foregrounds the development of practical skills, such as designing and evaluating teaching materials, integrating ICT into learning processes, and applying research findings to educational practice.

In terms of skills, graduates are expected to exercise specialized problem-solving abilities to develop new knowledge and procedures and to integrate knowledge from different fields. They can address science, technology, and educational challenges through interdisciplinary approaches and are able to utilize technology for scientific development. Graduates are prepared to continuously develop their professional skills, design and implement holistic curricula that embed Islamic values and local wisdom, and create appropriate media and methods for ICT-based learning in Islamic education. They can design and apply scientific and environmental concepts within early childhood and broader educational contexts and plan, manage, and assess educational programs to ensure coherent learning experiences.

Autonomy and responsibility are prioritized: graduates should manage complex, unpredictable contexts with new strategic approaches, contribute to professional knowledge and practice, and review the strategic performance of teams. They are expected to manage research and development that benefits society and science and strive for national and international recognition. The program also emphasizes professional conduct and adherence to ethical, legal, and cultural principles grounded in humanist values and national culture.

To further enhance the program's quality and relevance, several recommendations have been proposed. The University should implement more didactic approaches, including Coran-based didactics and Sunnah-Fiqh didactics, to strengthen methodological depth in teaching. It should organize workshops with European universities to promote knowledge exchange, align teaching practices with international standards, and foster collaborative competencies among colleagues. Additionally, the University should organize school-based practice opportunities for colleagues to gain hands-on experience in classroom settings and to share best practices across contexts. Implementing these recommendations would provide a structured path to broaden graduate profiles, promote higher-order thinking across courses, strengthen practical and community-based learning, better integrate research into teaching documentation, and foster stronger industry and stakeholder collaboration.

The expert group proposes the following recommendations:

- The University should implement more didactic (Coran didactics, Sunnah-Fiqh Diatic)

- The University should organise workshops with European Universities for colleagues.

- The University should organize School practice for the colleagues.

Master of Islamic Education

The Master's program in Islamic Education aims to produce graduates who are capable, reflective practitioners and researchers within their field. The curriculum emphasizes integration of Islamic values with educational practice, development of research capacity, and preparation for work in formal and non-formal settings. Learning outcomes highlight specialized knowledge, interdisciplinary approaches, and the use of information technology to support teaching and learning. Graduates are expected to design and implement curricula, develop teaching materials and assessment methods, conduct scholarly work in Islamic Education, and assume roles that contribute to educational development and community engagement. Autonomy and responsibility are foregrounded, with graduates prepared to navigate complex professional contexts, pursue further scholarly activity, and uphold professional and ethical standards.

The recommendations offer avenues for strengthening the program's quality and relevance. The University should implement more didactic approaches, including Coran didactics and Sunnah-Fiqh didactics, to deepen methodological rigor in teaching. It should organize workshops with European universities for colleagues to enhance teaching practices through international collaboration and benchmarking. It should also organize school practice opportunities for colleagues to gain hands-on experience in classroom settings and to share best practices

across contexts. Implementing these recommendations could support broader graduate profile development, foster higher-order thinking and practical learning, and improve the integration of research and documentation into teaching. They may also facilitate closer ties with external partners and provide additional avenues for professional development and international engagement.

The expert group proposes the following recommendations:

- The University should implement more didactic (Coran didactics, Sunnah-Fiqh Diatic)

- The University should organise workshops with European Universities for colleagues.

- The University should organize School practice for the colleagues.

Bachelor of Mathematics Education

The written documents that were provided by UNSIKA as well as the discussions with the academic staff, students and administrators reflect the four purposes of higher education of the Council of Europe. Overall, the program is designed to allow for a smooth progression of student learning.

The module handbook contains more courses on mathematics content rather than on mathematics education content which certainly reflects international approaches. Mathematics teachers must have a strong mathematical background to teach their subject in a meaningful way to their (later) students. The courses designed for the Bachelor of Mathematics Education provide an extensive cover of the established content areas while they also include very recent and modern topics such as AI and blockchain and cloudcomputing and therefore paint a modern picture of the subject of mathematics.

The courses with an educational focus frequently rather draw on the science education than on mathematics education literature which does exist and should be included more prominently. In addition, while some of the key topics of secondary school mathematics such as "Arithmetic" and "Introduction to Geometry" show a clear connection to mathematics teaching and learning, this does not so much seem to be the case for other key content areas such as calculus or probability. Here seems to be room for improvement as (future) mathematics teachers need not only to know the content itself but also require professional knowledge about the areas that are particularly challenging for their students, about typical students' mistakes and potential learning difficulties and how these can be overcome or avoided in the first place.

One aspect that might have been overlooked to some extent in the design of the courses that focus on mathematics education is the teaching and learning of mathematical processes such

as modelling, problem solving and argumentation. At least their inclusion in the course content does not become clear from the module handbook.

The meeting with students and administrators clearly gave the impression that UNSIKA has adequate library facilities to support the teaching and learning of mathematics. However, several of the references and suggested readings in the courses seem rather outdated and/or limited to Indonesian literature and hence do not necessarily reflect the current international body of research literature in mathematics education. The gradual extension of the library with more recent books and journals (both printed and online) from international publishers prominent in mathematics education such as Springer, Routledge or Lawrence Erlbaum would be helpful to ensure quality teaching and learning.

Last but not least, the reading of the module handbook revealed that the course descriptions need proof reading. Apart from spelling mistakes attention should be paid to use of specific common terms and designations. For example, it should be "number theory" (not number science) and "analytical geometry" (rather than geometry analytics).

The expert group proposes the following recommendations:

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

- The core readings for both content and education courses should be updated to assure international alignment

- Mathematical processes such as argumentation, problem solving and modelling should be given more prominent recognition in the syllabi and course materials

- A closer connection of mathematics content with the teaching and learning of mathematics (and possible learning difficulties and how they can be overcome) should be made to key topics of secondary school mathematics such as combinatorics, calculus, probability.

Bachelor of English Language Education

The bachelor's program English Language Education (BELE), which was launched in 2009, is a well-established program that focuses on international orientation, interdisciplinary education and social responsibility. The program promotes the linguistic and cultural education of future teachers, translators and education professionals, thereby supporting the strategic goal of preparing cosmopolitan and reflective graduates. Students actively participate in the design of the program through feedback procedures.

BELE aims to provide students with solid professional, didactic, practical language and cultural skills. They include language competence at B1 level, didactic and methodological skills for teaching English, intercultural and literary skills, academic as well as social work and the ability to reflect. The intended language level of at least B1 is not high enough. To enable international mobility for students, C1, the international academic standard, should become an elementary component of the degree program.

The curriculum has a modular structure and comprises practical language, subject-specific and didactic modules. Practical phases are embedded in the curriculum and enable theory and practice to be closely interlinked. To give students pursuing a career in teaching as much time as possible to develop a teacher personality, it would be advisable to start courses in teaching methodology and pedagogy in the early semesters. It is also recommended that tracks be implemented to enable a clear differentiation between teaching and interpreting qualifications.

Graduates qualify for teaching positions in schools, as translators, as teachers in language support or in the general education sector, either as employees or on a self-employed basis. These prospects are realistic and appropriate. The workload is transparently regulated in accordance with ECTS (226,635 ECTS in 6 semesters). The module handbook contains detailed information on workload, forms of examination and learning objectives. Regular evaluations ensure that the workload is appropriate.

The program targets the goals of good higher education, as it enables employability through practical training and professional orientation. It contributes to personal development by offering reflective tasks and intercultural content. Moreover, it promotes social awareness through the strengthening of language skills, diversity competence and social responsibility. BELE increases the knowledge base of its students and lays the foundation for innovative thinking by teaching in a research-oriented manner and establishing links to the world of academia where appropriate. English should be used as the language of instruction throughout the program, especially in language and cultural courses. This promotes familiarity with the language and facilitates access to original literature.

Positive aspects include the international focus, the close link between theory and practice, and the high level of student satisfaction. There is potential for optimization in the further digitalization of teaching and the increased use of English as a teaching language. When selecting English-language literature, more attention should be paid to current contemporary literature to convey a contemporary image of English culture.

The expert group proposes the following recommendations:

- The level of English should be upgraded to C1.

- Language should be taught in English.

- Tracks should be implemented to have a clear line regarding the Qualification as teacher or interpreter.

- The courses of teaching and didactics should be earlier in the curriculum.

Indonesian Language and Literature Education, Bachelor

The recommendations on curriculum design offer clear levers to strengthen the alignment between these learning outcomes and actual student preparation. First, placing courses on teaching and didactics earlier in the curriculum directly supports several outcomes, including the mastery of language and literature pedagogy, the ability to compile learning tools, and the development of teaching-related professional competencies. Early exposure to pedagogical theories, assessment practices, and classroom-based reflection helps students build a pedagogical identity sooner, which in turn enhances their capacity to contribute to collaborative research and to produce well-tested, practice-oriented outputs. This approach also creates a more coherent progression from foundational knowledge to advanced practice, reducing misalignment between the knowledge students acquire and the demands of real-world teaching and research contexts. A precautionary note is to design these early modules with manageable workloads and clearly sequenced milestones so that students can consolidate rather than feel overwhelmed.

Second, the recommendations to implement distinct tracks—one teacher-focused and one research-oriented—address the need for differentiated pathways that map directly onto the stated outcomes. A teacher track would intensify training in curriculum design, pedagogy, classroom assessment, and Indonesian language and literature instruction, ensuring graduates are highly competent prescribers of educational practice. A research-oriented track would foreground research methodology, data analysis, collaborative projects, and the generation of original scholarly outputs. The separation supports the achievement of outcomes related to autonomous problem solving, interdisciplinary collaboration, and the capacity to contribute to professional knowledge and practice. However, to avoid fragmentation and maintain program coherence, it is essential to establish shared core competencies, consistent quality standards across tracks, and regular cross-track reviews to preserve opportunities for interdisciplinary engagement where beneficial.

Third, encouraging lecturers to continue employing innovative teaching tools such as podcasts aligns with the outcomes concerning the development of language and literature expertise, as well as the creation of learning tools and educational content. Podcasts offer flexible, accessible formats for disseminating linguistic theory, literary analysis, pedagogy, and translation

practice, while also supporting ICT-enabled learning as highlighted in the outcomes. To maximize impact, these tools should be integrated with explicit learning objectives, quality assurance measures, and alignment with assessment strategies. Providing professional development in podcast production, ensuring accessibility, and monitoring the pedagogical value of such media will help ensure that these innovations translate into measurable improvements in understanding, engagement, and the quality of student-produced work.

Overall, these recommendations are potentially synergistic with the learning outcomes. Early exposure to teaching and didactics lays a foundation for pedagogical mastery; track differentiation offers targeted pathways toward teaching excellence or scholarly contribution; and the sustained use of innovative media like podcasts expands access to language and literature education while enriching the learning ecosystem. To implement these recommendations effectively, institutions could develop a phased plan that includes: (1) a modular curriculum map that details learning goals, sequence, and assessments for the early teaching modules; (2) a governance framework for tracks with clear entry requirements, progression criteria, and cross-track interfaces; (3) a rollout plan for pilot programs with benchmarks, resource allocation (faculty time, technical support, and training), and scheduled reviews; and (4) a set of KPIs to monitor outcomes, such as progression rates through teaching modules, distribution of students across tracks, quality and impact of podcasts, student outcomes in language and literature learning, and graduate readiness for teaching and research roles.

The expert group proposes the following recommendations:

- The courses of teaching and didactics should be earlier in the curriculum.

- Tracks could be implemented to have a clear distinction between teacher and research-oriented curriculum.

- Lecturer should be encourage to continue employing teaching tools as podcast etc.

Bachelor of Physical Education Health and Recreation

The study programmes Bachelor of Physical Education Health and Recreation fits in very well with UNSIKA's mission and strategy, as the program prepare qualified professionals and researchers with noble character in the field of education, for example, and aims to achieve an international standard through this accreditation. It also aligns with the faculty's vision "Becoming an Innovative, Competitive and Excellent Faculty in the Field of Education that is Imbued with National Culture in the Local, National and Global Stages by 2029".

According to the documents the program has a clear described process for the design and approval (chapter 2.2), which is named the Indonesian Qualification Framework (IQF) and have similarities with the EQF (European Qualifications Framework). External stakeholders like alumni, partners (graduate users, research collaboration partners, community service collaboration partners), experts, association members, and/or the government are included as well as internal stakeholders like lecturers, students and staff.

The learning objectives are based on the Guidelines for Preparing Study programme Curriculums in the Industrial Era 4.0 to Support the Freedom Learning-Independent Campus (MBKM), whereby Course Learning Outcomes were converted into Program Learning Objectives. The relationship matrix of European Qualification Framework, Indonesian Qualification Framework and the individual study program describe the learning outcomes divided into knowledge and understanding, skills and autonomy and responsibility. The expected student's workload is given in semester credit units (SKS) which is also available in ECTS, whereas 1 SKS is equal to 1.563 ECTS.

The learning objectives for the Bachelor of Physical Education Health and Recreation are divided into a four-year description, whereas the last semester is reserved for the Bachelor Thesis. The individual modules are described in an appropriate way in the module handbook. The learning outcomes mentioned reflect the requirements from the professional field and the demands on a Bachelor level in an adequate way. The laboratories are well described in the Laboratory Profile Book and give a clear understanding of the necessity and usage of these laboratories in the Bachelor program. Also a list of 19 different practicum modules are described well.

The curriculum of the program fits into the defined objectives.

A table of different career opportunities is mentioned which gives a broad overview of the different future jobs for a student.

The study program reflects the four purposes of higher education of the Council of Europe.

The expert group proposes the following recommendations:

- The study programme could benefit from more elective courses.

- For more internationalization students would benefit from more English taught modules.

- The study programme could benefit from more digital knowledge (e.g. AI in teaching, Technology in Health Education) and elective courses.

- It should be desirable to implement more problem-based learning.

- Scientific competences like qualitative and quantitative research skills including the statistics knowledge would improve the study programme and thus the internationalization strategy.

Master of Physical Education

The study program Master of Physical Education fits in very well with UNSIKA's mission and strategy, as the program prepare qualified professionals and researchers with noble character in the field of education, for example, and aims to achieve an international standard through this accreditation. It also aligns with the faculty's vision "Becoming an Innovative, Competitive and Excellent Faculty in the Field of Education that is Imbued with National Culture in the Local, National and Global Stages by 2029".

According to the documents the program has a clear described process for the design and approval, which is named the Indonesian Qualification Framework (IQF) and have similarities with the EQF (European Qualifications Framework). External stakeholders like alumni, partners (graduate users, research collaboration partners, community service collaboration partners), experts, association members, and/or the government are included as well as internal stakeholders like lecturers, students and staff.

The learning objectives are based on the Guidelines for Preparing Study program Curriculums in the Industrial Era 4.0 to Support the Freedom Learning-Independent Campus (MBKM), whereby Course Learning Outcomes were converted into Program Learning Objectives. The relationship matrix of European Qualification Framework, Indonesian Qualification Framework and the individual study program describe the learning outcomes divided into knowledge and understanding, skills and autonomy and responsibility.

The learning objectives for the Master of Physical Education are divided into a two-year description, whereas the last semester is reserved for the Master Thesis. The individual modules are described in an appropriate way in the module handbook. The learning outcomes mentioned reflect the requirements from the professional field and the demands on a Master level in an adequate way

The curriculum of the program fits into the defined objectives.

A table of different career opportunities is mentioned which gives a broad overview of the different future jobs for a student.

The study programme reflects the four purposes of higher education of the Council of Europe.

The expert group proposes the following recommendations:

- The path from the Bachelor's to the Master's programme could be better explained to students.

- The study programme could benefit from more elective courses.

- Students would be benefit if industry stakeholders and industry challenges would be implemented into the programme.

Bachelor Sport Science

The importance of funding for cost-effective diagnostic tools in education cannot be overstated. Such investments are crucial for integrating small-scale research projects directly into teaching curricula, allowing students to gain hands-on experience that bridges theoretical knowledge with practical application. Access to relevant scientific journals is another crucial element for academic development. It fosters a culture of evidence-based learning, enabling students to stay abreast of current advancements in their fields and thereby enhancing their overall educational experience. Furthermore, strengthening collaborations with institutions that specialize in providing diagnostic tools—such as light gates, analysis software, and biomechanical equipment—can significantly enhance the educational landscape. Through these partnerships, students can engage in meaningful small-scale research projects, encouraging them to apply their learning in tangible ways while developing critical analytical skills. Inviting international scholars to contribute actively to teaching is also vital. This practice not only enriches the curriculum but also exposes students and faculty to a broader spectrum of scientific ideas and methodologies, fostering an environment of innovation and global perspective that is essential in today's interconnected world. Additionally, expanding courses on statistics and research methods is critical. Integrating these subjects into small-scale, applied projects allows students to experience data collection and analysis firsthand. This approach helps demystify complex statistical concepts and emphasizes their practical relevance in real-world scenarios. Finally, establishing partnerships with other universities to create exchange programs can provide students with invaluable international academic experiences. Such opportunities broaden their horizons, enhance cultural understanding, and prepare them for a competitive global job market. In summary, these initiatives collectively pave the way for a more robust educational framework that emphasizes practical skills, collaboration, and global engagement, significantly benefiting students' academic and professional growth. Investing in these areas is an investment in the future of education, ensuring that students are equipped to meet the challenges of a rapidly evolving world.

The expert group proposes the following recommendations:

- The University should provide funding for cost-effective diagnostic tools to enable the integration of small-scale research projects directly into teaching.

- The University should ensure that students have access to relevant scientific journals to support their academic development and promote evidence-based learning.

- The University should strengthen collaborations with institutions that provide diagnostic tools such as light gates, analysis software, and biomechanical equipment, enabling students to conduct small-scale research projects.

- The University should invite international scholars to actively contribute to teaching, ensuring students and faculty gain access to current and innovative scientific input.

- The University should expand statistics and research methods courses, ideally by embedding them into small-scale, applied projects in which students are required to collect and analyse data themselves.

- The University should establish partnerships with other universities to create exchange programs that allow students to gain international academic experience.

Bachelor of Nutrition

The university describes how external experts were involved in developing the programme: the Association of Nutrition Higher Education Institutions of Indonesia (AIPGI) and two experts were involved. It seems sensible for further development to strengthen links with external institutions. In particular, it seems important to engage in professional exchange with national professional associations. As a next step, it also seems sensible to establish contact with internationally important associations and participate in the discourse. The following could be relevant: Food and Nutrition Society of Indonesia (PERGIZI PANGAN Indonesia), the South East Asia Public Health Nutrition Network (SEA-PHAN), Federation on Asian Nutritionist Societies (FANS), International Union of Nutritional Sciences (IUNS), Indonesia Drugs and Food Control Agency of Indonesia (BPOM), Indonesian Tempo Forum (FTI), Association of Nutrition Higher Education Institution of Indonesia (AIPGI) and Food and Beverages Producers Association (GAPMMI).

It is positive that it is understood that the scientific discipline of nutrition science is fundamentally interdisciplinary. The convergence of the fields of nutrition, food and health is evident.

It is difficult to assess the extent to which the courses offered cover the objectives and requirements of professional practice. However, the content of the modules and the structure of the

study programme appear to ensure adequate preparation for professional tasks. The modules offer appropriate content for different fields of work. It appears that topics from the food industry are covered in the curriculum.

It can be inferred from the curriculum that an understanding of topics and tasks in the healthcare sector is fundamentally conveyed. It is not possible to assess how well the modules and their content prepare students for work in these fields in accordance with national requirements.

According to verbal statements, the national requirements for professional work in the various areas appear to be met.

It can be assumed that public health and catering are key areas of work. The curriculum indicates that the relevant content is provided.

The curriculum appears to be logically structured and covers the relevant topics in nutritional science. The fundamentals include anatomy, physiology and biochemistry. The core topics of health, disease, dietetics and nutrition throughout life are covered.

Food science topics are covered, as is culinary practice. Social science aspects and aspects of the food industry are also included.

The expected student workload (e.g. in Credits) seams to be adequate and sufficiently defined

It seems helpful, to ask students for an report, concerning tasks and learning outcome during internships Based on the available documentation, the criteria/ the four purposes of higher education of the Council of Europe("preparation for sustainable employment, personal development, preparing students for active citizenship, and creating a broad advanced knowledge base and stimulating research and innovation) can be considered to be met.

The presentation of the development of a study programme appears sensible and effective. Based on the curriculum, it is positive that it is understood how Nutrition Science represents a combination of topics: nutrition, food, health, etc.

It is positive that internships are included in the study programme. However, the pictures of the laboratory equipment show that the standard of equipment is inadequate. It is essential that the laboratories are equipped with devices and equipment of a quality that graduates will encounter later in the business world/working environment.

It seems absolutely necessary to improve the equipment in laboratories and increase the number of professorships in teaching.

Concerning course contents especially modern topics and developments are addressed in the modules offered it seems positive to involve topics in line with international efforts in nutrition

courses, it is advisable to take into account the Scaling Up Nutrition Movement Strategy SUN 3.0 (2021–2025)

The impression has been created that the requirements for internationally valid professional tasks in the field of nutrition must be examined in great detail by UNSIKA for the further development of the degree programme.

The expert group proposes the following recommendations:

- It seems helpful to ensure quality by developing the study program in coordination with the expectations of national employers.

- The type a scope of the practical components in an module should be included in the module description.

- Literature assigned to a moule - in the module description - should be updated)

- Equipment in the Laboratories should be upgraded to the Level of clinics in the country/ in the industry /places student will work.

- The opportinities to participate in international and national conferences should be to academic staff and students.

Bachelor of Pharmacy

The data indicate a decline in both the number of graduates and their GPA over recent years, which signals concerns about student success and program performance. It would be constructive, proposing more tutorials, mentoring, and academic advising to help students reach high academic standards, and a regular review of learning objectives to ensure requirements and workloads remain realistic and achievable. For effective impact, implementation will require adequate resources, faculty engagement, and ongoing monitoring to verify that interventions translate into improved completion rates and higher average GPAs.

Global Relevance of the Program and International Partnerships - Although this area is identified, explicit supporting details or actions are not provided in the current text. To strengthen global relevance, it would be advisable to articulate clear targets for international partnerships, accreditation considerations, and joint activities with global counterpart, where provided, offers concrete steps: increasing the number of English-taught courses, embedding more English language instruction across the curriculum, developing a comprehensive strategy for faculty and student exchanges, joint research initiatives, and participation in international conferences, and encouraging faculty mobility through international teaching assignments. These

actions have the potential to raise international visibility, enhance English proficiency, and diversify research and teaching networks. Potential challenges include staffing, alignment of curricula and accreditation, funding, and coordinating across disciplines and faculties; these risks should be addressed in a detailed implementation plan with milestones and funding allocations.

Regarding research-Based Teaching and Entrepreneurial Activities emphasizes embedding research elements early in the curriculum to build a foundation in evidence-based practice and critical thinking, including engaging with recent publications from leading international journals and promoting collaborative student projects. It also advocates promoting pharmaceutical entrepreneurship through stronger collaboration with research-driven industry partners and integrating related content into the curriculum. The focus on early research exposure and industry collaboration is well aligned with contemporary higher education trends toward experiential learning and innovation, though success will depend on establishing robust partnerships, clear assessment of research outcomes, and sustainable funding for entrepreneurship activities.

The expert group proposes the following recommendations:

- The University should Offer more tutorials, mentoring, and academic advising to support students in achieving high academic standards.

- The University should regularly review learning objectives to ensure that requirements and workload remain realistic and achievable.

- The University should increase the number of courses taught in English and integrate more English language instruction into the curriculum.

- The University should develop a comprehensive strategy to promote faculty and student exchanges, joint research initiatives, and participation in international conferences.

- The University should Encourage faculty mobility through international teaching assignments to enhance English proficiency and global teaching competencies.

- The University should introduce research elements early in the curriculum to build a strong foundation in evidence-based practice and critical thinking. For example, incorporate the discussion of recent publications from leading international journals and encourage collaborative student projects.

- The University should promote pharmaceutical entrepreneurship by strengthening collaboration with research-driven industry partners and integrating more related content into the curriculum.

Midwifery, Associate Degree / Diploma 3-year

The program's engagement with international accreditation is commendable, and there lies a significant opportunity to enhance structured international collaborations. This initiative will enrich the learning experience, exposing students and faculty to diverse global midwifery practices and cultivating a more globally competent workforce.

Midwifery is a global profession with evolving international standards, such as ICM competencies and EU Directives. Structured exchange programs for students and faculty can broaden perspectives and competencies, especially in areas like respectful maternity care. Such exposure also helps align the curriculum with international competencies.

To further enhance the program, several internationalization and research-focused recommendations are proposed. Developing a Strategic Internationalization Plan will formalize goals for international partnerships, setting specific targets for exchanges, joint research, and conference participation. Actively seeking bilateral agreements with midwifery programs abroad can facilitate mutually beneficial exchanges, with a potential focus on digital health literacy. Encouraging faculty mobility through attendance at conferences and workshops will strengthen mentoring and advance globalization efforts.

While the program currently culminates in a final-year thesis, introducing research-based learning earlier will foster critical thinking and evidence-based practice. Early exposure to research methodologies is essential for producing midwives equipped to apply the latest scientific developments. Specific recommendations include introducing foundational research modules in the early semesters and integrating research discussions and small evidence-synthesis tasks within core subjects from the start.

Additionally, enhancing alumni tracking and employability data analysis is crucial. A user-friendly system for collecting regular data on alumni employment status, job roles, and professional development will aid continuous improvement and accountability. Annual surveys and a dedicated alumni portal can facilitate this process. Regularly publishing employability reports will also provide transparency in key metrics such as graduation rates and employment statistics.

Creating a feedback mechanism to gather insights from alumni and employers will pinpoint program strengths and areas for improvement regarding skills or knowledge gaps. Utilizing this data informs curriculum reviews and updates. Furthermore, promoting alumni success stories through university publications and social media can inspire current students and highlight the program's achievements.

Overall, systematizing alumni tracking and employability data will not only improve program accountability but also serve as a compelling indicator of success for prospective students and stakeholders, aligning with student-centred objectives and fostering professional readiness.

The expert group proposes the following recommendations:

- The University should develop a Strategic Internationalization Plan.

- The University should identify midwifery programs in other countries for mutually beneficial student and faculty exchange programs, potentially focusing on areas like digital health literacy.

- The University should encourage and support midwifery lecturers to participate in international conferences, workshops, and short-term teaching assignments abroad.

- The University should integrate research-based learning earlier in the curriculum is vital. This will better prepare students for an evidence-based, autonomous midwifery practice.

- The University should develop compulsory modules in the first or second semester focusing on basic research literacy, critical appraisal of scientific literature, and the principles of evidence-based midwifery.

- The University should encourage lecturers to embed discussions of current research findings, journal club activities, and small evidence-synthesis assignments within core midwifery courses (e.g., Pregnancy, Postpartum and Newborn Care) from early semesters.

- The University should create structured opportunities for early-semester students to engage in small research projects under faculty supervision, potentially as part of practical assignments or independent study, leveraging the university's research support mechanisms (as per the university's policies on staff research and publication).

- The University should utilize Library Resources Proactively: Actively guide students in early semesters on how to access and critically evaluate international journals and research databases, tying into the university's need to upgrade library access in international midwifery journals.

- The University should establish a Formal Alumni Tracking System.

- The University should create a feedback for curriculum enhancement.

- The University should actively promote the achievements of alumni through university publications, social media, and departmental events to inspire current students and highlight the program's success.

2.3 Conclusion

The criterion is **fulfilled**.

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

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

3.1 Implementation

Student Centred Learning (SCL) is applied predominantly in the teaching and learning process at UNSIKA by providing the students an active role in developing independent learning ability and full responsibility for their learning process. The interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centred learning process is embodied in the RPS, learning materials, learning media and student assignments. Several types of SCL activities carried out at UNSIKA are Small Group Discussion (SGD), Case based Learning (CBL), Role Play and Simulation, project based learning and case methods that are implemented relevant to the course achievements in each study program. All SCL activities aim to produce outputs that are tailored to the needs of each study program. The implementation of this learning process is very important to ensure that each student can achieve the expected competencies. This implementation refers to the UNSIKA Student Centred Learning Implementation Guide.

Teaching

The learning curriculum is designed based on graduate competencies of the study program by considering input from the academic community, alumni, users, and scientific field associations. The teaching and learning process begins with the preparation of RPS document by the course coordinator lecturer. The Lecturer Team must then provide handouts and teaching materials that are coordinated by the course coordinator lecturer.

Students take course credits via the website https://siska.UNSIKA.ac.id/ every semester approved by the academic supervisor. Face-to-face lecture meetings per course are at least 14 (fourteen) times and 2 scheduled exams (mid and final semester). The learning process is carried out through interaction between lecturers and students. Each lecturer develop a structured and systematic learning process based on the RPS that has been designed. Therefore, the learning process implemented in the course has the same standards among the lecturers.

Lecturers provide feedback to students in the form of evaluations of all learning activities. Student assessment is based on educational, authentic, objective, accountable and transparent principles that are carried out. Criteria refer to standards of student success in a learning stage, while indicators are elements that show the quality of student performance. Assessment weight is a measure in percent (%) which shows the percentage of the assessment toward a learning stage of the overall score in the course. The assessment includes Process score (SCL activities), mid-semester exam, final semester exam and active participation in class. The learning activities are carried out through PowerPoint presentation, internet browsers, Google classroom, Google meet, laboratory practice, and social media. The blended learning activities are also employed both offline and online.

<u>Evaluation</u>

Learning evaluation is assessed through several aspects. One key parameter is study credit (SKS), which represents the time allocated for student learning activities per week per semester through various forms of engagement. Another important evaluation metric is the conversion to ECTS (European Credit Transfer and Accumulation System), which is based on three types of learning activities that contribute to a student's theoretical study load:

L (Lecture): Formal lecture sessions where students listen to the lecturer explain the material.

T (Tutorial): Interactive learning sessions, usually in small groups, where students engage in discussions, ask questions, and explore the material under the teacher's guidance.

E (Exercise/Practical Work): Hands-on activities such as experiments, simulations, or assignments designed to develop practical skills and deepen conceptual understanding.

Additionally, practicum-based learning is categorised as La (Laboratory Course). If 144 credits is the maximum requirement to graduate from an bachelor program, this is equivalent to 225.072 ECTS. The evaluation of learning outcomes (PLO/CPL) is conducted using appropriate instruments, as outlined in the Guidebook for Implementing Student-Centred Learning. The stages for evaluating CPL/PLO alignment in each session follow the learning outcome evaluation. The evaluation of the teaching and learning process (EPBM) at UNSIKA is part of the university's continuous improvement efforts in education. This evaluation is conducted at the end of each semester simultaneously and is facilitated by LPMPP in collaboration with GJM and GKM at the faculty level. The implementation of EPBM is overseen by LPMPP and the faculty through the Quality Assurance Group and the Quality Control Group at the study program level. Students complete the EPBM instrument via the Learning Achievement Evaluation (link: https://UNSIKA.link/survei-epbm-2024). Through this evaluation, students have the opportunity to provide feedback to lecturers on the learning process. The evaluation covers five key aspects: Reliability, Responsiveness, Assurance, Empathy, Tangibility. This process is

conducted every semester on a regular basis. The results are submitted to faculty leadership as a basis for continuous improvement actions. The successful implementation of the Student-Centred Learning method heavily depends on the lecturer's ability to manage the learning process effectively. To enhance this capability, the university regularly facilitates Character and Applied Approach (AA) training, which is primarily aimed at young lecturers with limited teaching experience. The objective of this training is to equip lecturers with effective teaching methods that align with students' learning abilities in the classroom. Additionally, at the university level, training sessions on RPS development based on Outcome-Based Education (OBE)are conducted under the supervision of LPMPP.

3.2 Assessment

The Study programs at UNSIKA demonstrates a structured commitment to Student-Centred learning (SCL) through its implementation of diverse teaching methodologies and comprehensive assessment frameworks. The programs have established fundamental systems that align with ESG Standard 1.3, though several areas require significant enhancement to fully meet international standards.

The programs exhibit notable strengths in its pedagogical approach. The implementation of varied SCL methodologies—including Small Group Discussion (SGD), Case-based Learning (CBL), Role Play and Simulation, and project-based learning—demonstrates a conscious effort to move beyond traditional lecture-based instruction. The systematic documentation of these approaches in the Course Planning Documents (RPS) and the Student-Centred Learning Implementation Guide provides a solid foundation for consistent delivery across the curriculum.

The integration of blended learning approaches, utilizing both offline and online modalities through platforms like Google Classroom and Google Meet, shows adaptability to modern educational needs. The programs credit system, with clear ECTS conversion, facilitates international recognition and student mobility. The structured assessment framework, combining formative (50%) and summative components (Mid-Semester Exam - UTS 15%, Final Exam - UAS 25%, Assignments 10%), provides multiple evaluation points throughout the learning journey.

Particularly commendable is the End-of-Semester Teaching and Learning Process Evaluation (EPBM) system, which enables students to provide feedback across five dimensions: reliability, responsiveness, assurance, empathy, and tangibility. This mechanism, conducted through a system, represents an important quality assurance tool managed by LPMPP in collaboration with faculty-level quality groups.

Despite these positive elements, several critical gaps must be addressed to achieve full compliance with ESG 1.3 standards. Most notably, the absence of a formal grade appeal process (Recommendation 4) represents a significant deficiency in student rights protection. While the EPBM system allows for general feedback, there is no evidence of structured mechanisms for students to challenge assessment decisions or lodge specific complaints about teaching approaches (Recommendation 1).

The assessment procedures, while documented, lack transparency regarding specific grading criteria and rubrics. The self-assessment report does not demonstrate how assessment formats are systematically aligned with intended learning outcomes, particularly in the context of UNSIKA's vision as a research-based university (Recommendation 9). The evaluation surveys notably omit questions about student workload (Recommendation 3), a critical factor in understanding the true demands placed on learners.

The limited integration of laboratory work and practical exercises into the curriculum (Condition 2) suggests that experiential learning opportunities may be insufficient, particularly for developing practical skills. Additionally, inadequate library resources and limited access to international journals (Condition 1) constrain students' ability to engage with current research and best practices in education.

The programs face challenges in delivering truly international-standard education due to limitations in staff English proficiency (Recommendation 2) and minimal international engagement through guest lecturers or partnerships (Recommendation 7). These constraints potentially compromise the quality of English-medium instruction and limit students' exposure to global perspectives essential for students.

Student support services appear underdeveloped (Recommendation 5), with limited evidence of comprehensive academic advising, career counselling, or personal development support beyond basic academic supervision. The lack of formal communication channels between students, faculty, and university leadership (Recommendation 6) may result in student concerns going unaddressed and valuable feedback being lost.

The Study Programmes demonstrates a solid foundation in student-centred learning principles but requires substantial improvements to meet international standards fully. While the variety of teaching methods and basic assessment framework are commendable, the absence of critical elements such as grade appeals, comprehensive student support, and transparent assessment criteria presents significant concerns. The programs must urgently address the identified conditions and recommendations to ensure students receive education that truly pre-

pares them for careers in an increasingly globalized context. Priority should be given to establishing formal appeal mechanisms, enhancing resource availability, and strengthening quality assurance processes to create a more responsive and supportive learning environment.

3.3 Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendations:

- The evaluation processes should be further developed. The surveys should also include questions regarding the student Workload.

- A Grade appealing process should be implemented.

- Student support services need to be significantly expanded beyond the current limited offerings. This means the university should develop a more comprehensive support system that includes not only academic advising but also career guidance, learning assistance centre's, peer mentoring programs, and specialized support for students with disabilities or learning difficulties. The current support structure appears to focus primarily on academic supervision through advisors, but lacks the holistic, multi-dimensional support services necessary to address students' diverse academic, personal, and professional development needs throughout their educational journey.

- The university should enhance communication channels between students, faculty, and university leadership. Establishing formal mechanisms such as dialogue rooms, digital suggestion platforms, or regular open forums can promote inclusivity, responsiveness, and mutual understanding across all levels of the institution.

- It is recommended that the university continue to develop support systems that promote both academic and non-academic achievement. This includes offering merit-based scholarships, creating platforms for student innovation.

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

Based on Law Number 12 of 2012 concerning Higher Education and Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management, it is determined that the pattern of new student admissions at UIN/IAIN/STAIN or PTN with religious study programs (hereinafter referred to as universities) in Indonesia is carried out nationally and in other forms. The national selection pattern at universities is called the National Academic Achievement Selection of State Islamic Religious Universities (SPAN-PTKIN) and another form of selection pattern carried out jointly by universities is called the State Islamic Religious University Entrance Examination (UM-PTKIN).

The admission of international students is conducted through the International Undergraduate Program (IUP) selection mechanism. This program allows students from various countries to pursue their studies with instruction delivered entirely in English. Over the four-year study period, students are required to complete a minimum of 144 credits, including the submission of a thesis as a graduation requirement. The IUP also provides various facilities that support the needs of international students, including full scholarships, which cover tuition fees for eight semesters, accommodation, round-trip airfare from their home country, and health insurance. To be eligible for this programme, prospective international students must meet several requirements, including demonstrating proficiency in English. Applicants are required to submit an English language proficiency certificate with a minimum score, such as TOEFL ITP/PBT at least 450, TOEIC at least 440, TOEFL iBT at least 45, or IELTS at least 5.0. This requirement ensures that students can successfully engage in lectures conducted in English. In addition, applicants must comply with all the admission process set by UNSIKA. Further information regarding international student admission is available on the PMB UNSIKA page.

Recognition

UNSIKA regularly provides recognition for the achievements of its students in accordance with the Guidelines for Awarding Academic Recognition to Outstanding Students (Annex 33). This is done to support the optimal development of individual potential. Student recognition is one of the steps taken by UNSIKA to encourage students to continue excelling, both academically and non-academically.

The scope of student recognition encompasses a broad range of achievements across academic, non-academic, leadership, and entrepreneurial domains. It includes academic accomplishments, national and international publications, as well as scientific works and innovative projects that have received awards in relevant competitions. The application of appropriate technologies for the benefit of society is also recognised as a significant contribution. In the non-academic sphere, recognition is given for achievements in sports, arts, and cultural competitions at local, national, or international levels, as well as for active involvement in community service programmes or social activities with demonstrable positive impact. Furthermore, substantial engagement in student organisations is acknowledged when it contributes meaningfully to the development of the campus community or society at large. In the areas of leadership and entrepreneurship, recognition is granted to students who play a pivotal role in advancing campus development through organisational or community leadership, as well as to those who excel in entrepreneurial endeavours, such as award-winning participation in startup competitions or the creation of innovative business ventures.

Recognition for student achievements is given in various forms, such as Certificates of appreciation from UNSIKA, Incentives or grants from UNSIKA, Designation as an Outstanding UNSIKA Student, Funding support to participate in national or international, International competitions and Publication of achievements in the university's official media.

UNSIKA continues to develop innovative and inclusive recognition policies and programs to ensure all students have equal opportunities to be acknowledged for their achievements. These programs are periodically evaluated to maintain relevance and effectiveness.

Certification

Every student who graduates from a study program at UNSIKA is entitled to receive an academic degree, diploma, and transcript in accordance with applicable regulations. The diploma serves as an official document certifying the completion of studies, while the transcript of grades records academic performance and learning achievements. The university issues transcripts based on the list of graduates submitted by the faculty.

A student is declared to have graduated if they are registered as an active student in the current semester, have completed all study loads and achieved the Program Learning Outcomes (PLO) set by the study program, and have accumulated a minimum Achievement Credit Unit (SKP) of 150, obtained through activities such as scientific seminars, publication of scientific papers, Student Creativity Program activities, and the Singaperbangsa English Proficiency Test (SEP-T), among others. These requirements are outlined in Rector's Decree Number 9/UN64/KPT/2024 (Annex 34) on improving student achievement through the achievement

credit system. English proficiency requirements are further regulated in UNSIKA Rector's Regulation Number 35 of 2024 (Annex 12), Article 28, which sets a minimum SEP-T score of 475 for students in the Language/English Education and International Relations study programs, and 425 for other study programs.

In addition, based on UNSIKA Rector's Regulation Number 35 of 2024 (Annex 12) Article 38, students who have completed Associate Degree and Bachelor programs are entitled to receive a Diploma Companion Certificate (SKPI). This certificate includes additional achievements and skills acquired during their studies at UNSIKA, aligning with their respective fields of knowledge

4.2   Assessment

Universitas Singaperbangsa Karawang (UNSIKA) demonstrates a strong commitment to academic excellence and internationalization through its well-structured admission and student recognition systems. The admission of new students to state Islamic universities such as UIN/IAIN/STAIN is conducted nationally through transparent selection mechanisms like the National Academic Achievement Selection of State Islamic Religious Universities (SPAN-PTKIN) and the State Islamic Religious University Entrance Examination (UM-PTKIN). Additionally, UNSIKA offers the International Undergraduate Program (IUP), providing an exceptional opportunity for international students to pursue a four-year degree fully instructed in English. This program is notably supportive, offering full scholarships covering tuition for eight semesters, accommodation, round-trip airfare, and health insurance, ensuring an ideal learning environment for students worldwide. The clearly defined English proficiency requirements, including recognized certificates such as TOEFL and IELTS, further support student success in this rigorous academic setting.

UNSIKA also places great emphasis on recognizing student achievements through its comprehensive Guidelines for Awarding Academic Recognition to Outstanding Students. This inclusive recognition encompasses a wide range of accomplishments, from academic excellence and publications to innovations, scientific works, and contributions in sports, arts, community service, leadership, and entrepreneurship. Recognition is presented in multiple forms, such as Certificates of Appreciation, incentives, Outstanding UNSIKA Student designations, funding for participation in national and international competitions, and publication of achievements in official university media. These initiatives powerfully motivate students to realize their full potential both academically and beyond the classroom. UNSIKA's ongoing efforts to develop innovative and inclusive recognition policies underscore its commitment to providing equal opportunities for all students to be celebrated for their successes.

The certification process at UNSIKA upholds transparency and quality assurance, with academic degrees, diplomas, and transcripts awarded according to established regulations. The

achievement credit system encourages holistic student development through diverse academic and extracurricular activities, including scientific seminars, student creativity programs, and English proficiency tests such as the Singaperbangsa English Proficiency Test (SEP-T). Furthermore, UNSIKA awards the Diploma Companion Certificate (SKPI) to graduates, documenting additional skills and accomplishments aligned with their fields of study.

Overall, UNSIKA's forward-thinking admission, recognition, and certification frameworks exemplify its dedication to fostering student achievement, promoting academic integrity, and preparing graduates for successful careers. These efforts reinforce UNSIKA's role as a leading, dynamic, and internationally accessible educational institution.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

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

5.1 Implementation

UNSIKA is a public university in Indonesia. The organisational structure of UNSIKA is composed of academic and administrative personnel, including lecturers and education staff. The governance and operational framework of the university are regulated under the Ministerial Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 59 of 2023, which delineates the organisation and work procedures of UNSIKA. The University comprises nine faculties: the Faculty of Law, the Faculty of Economics and Business, the Faculty of Teacher Training and Education, the Faculty of Islamic Religion, the Faculty of Engineering, the Faculty of Computer Science, the Faculty of Social and Political Sciences, the Faculty of Agriculture, and the Faculty of Health Sciences. Each faculty is structured to facilitate academic and administrative functions effectively.

The organisational structure of each faculty includes key leadership and governance entities. At the helm is the Dean, supported by the Deputy Dean, responsible for overseeing faculty operations and academic development. The Faculty Senate serves as a deliberative body, contributing to policy-making and academic governance. Additional structural components include specialised sections, laboratories, workshops, studios, and experimental gardens, which

support research and practical learning activities. Furthermore, the faculties incorporate a general administrative section and functional position groups, ensuring efficient academic and operational management. This organisational framework is designed to enhance the university's academic quality, research output, and institutional governance, aligning with national educational policies and global academic standards.

The management of lecturers and administrative staff within each faculty falls under the authority of the Deputy Dean for Finance and General Affairs. The process of human resource management at UNSIKA follows a structured approach. The recruitment of lecturers and administrative staff begins with each faculty submitting proposals for staffing requirements based on formation, procurement, and appointment needs. These proposals are then forwarded to the university administration and subsequently submitted to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) for further processing.

The Ministry is responsible for determining the staffing formation and overseeing the registration process for Candidates for Civil Servants (CPNS). The policy governing the procurement of the State Civil Apparatus (ASN) adheres to established legal frameworks, ensuring compliance with national regulations and institutional requirements. This organisational framework is designed to enhance the university's academic quality, research output, and institutional governance, aligning with national educational policies and global academic standards. The Ministry will determine the formation and process registration through the acceptance of Candidates for Civil Servants (CPNS).

Lecturers have the obligation to carry out education, research and community service. This obligation is contained in the regulations of Law Number 14 of 2005 concerning Teachers and Lecturers. In terms of implementing education, lecturers are required to plan, carry out the learning process, assess and evaluate learning outcomes. Based on the above, the lecturer workload (BKD) for the implementation of education and research must be reported periodically at a minimum of 9 credits per semester. The leadership will monitor the implementation of lecturers' duties twice a year through the Lecturer Workload Evaluation (BKD). BKD is carried out online every semester via the website (https://sister.kemdikbud.go.id/beranda). The assessment of each lecturer will be carried out by BKD assessors. A monitoring and evaluation system is implemented to assess lecturer performance. This system is guided by the 2021 Operational Guidelines for Lecturer Performance Loads (PO BKD) issued by the Director General of Higher Education, Ministry of Education and Culture No. 12/E/KPT/2021 concerning Operational Guidelines for Lecturer Workloads. The development of lecturers and administrative staff is directed at improving career paths, academic competence, rewards or sanctions, ethics and improving welfare. Provisions regarding the development of lecturers and administrative staff are regulated in the rector's regulation Rector's regulations.

5.2 Assessment

UNSIKA operates within a clear and compliant framework that ensures adherence to national educational policies as well as alignment with global academic standards. Human resource management at UNSIKA is notably systematic and transparent. The clearly defined recruitment process for lecturers and administrative staff follows a coordinated procedure involving faculty proposals, university administration evaluation, and oversight by the Ministry of Education, Culture, Research, and Technology. This process ensures that staffing aligns with strategic academic needs while complying fully with national regulations, particularly concerning civil servant appointments.

Overall, UNSIKA's organisational and operational frameworks reflect a strong commitment to maintaining high standards in education, research, and institutional governance. This thoughtful and structured approach positions UNSIKA as a credible and forward-looking institution that supports sustainable academic growth and quality assurance in higher education.

Lecturers at UNSIKA play a vital and multifaceted role, encompassing education, research, and community service, in full alignment with Law Number 14 of 2005 concerning Teachers and Lecturers. This comprehensive commitment ensures that lecturers not only deliver high-quality teaching by meticulously planning, conducting, and evaluating the learning process but also actively contribute to advancing knowledge and serving the community.

To maintain excellence and accountability, lecturers are required to report their workload (BKD) relating to education and research activities, with a minimum of 9 credits per semester. This workload is carefully monitored twice a year through the Lecturer Workload Evaluation (BKD), conducted online every semester via an accessible and user-friendly platform. The evaluation process is robust and objective, carried out by qualified BKD assessors, ensuring consistent and fair performance assessment.

UNSIKA's implementation of a systematic monitoring and evaluation framework, guided by the 2021 Operational Guidelines for Lecturer Performance Loads, demonstrates a commitment to enhancing lecturer effectiveness and productivity. Furthermore, the university prioritizes the professional development of both lecturers and administrative staff through clear policies that support career advancement, academic competence improvement, ethical conduct, and overall welfare. These development provisions, regulated under the rector's regulations, reflect UNSIKA's dedication to fostering a motivated, skilled, and ethical academic community, laying a strong foundation for continued institutional success and excellence.

5.3 Conclusion

The criterion is **fulfilled.**

6 ESG Standard 1.6: Learning resources and student support

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

6.1 Implementation

UNSIKA's physical infrastructure consists of a dual-campus system covering 33.4 hectares. Classrooms are equipped with projectors, whiteboards, air conditioning, and internet connectivity. The Joint Laboratory Building includes smart classroom technology.

The library collection comprises 31,647 titles, managed through the SLiMS system. Digital library resources are accessible only on campus. The library provides 60 workspaces for approximately 18,000 students, with 105 international journal titles available.

Specialized laboratories contain between 3 and 65 instruments each.

Academic Support Units (UPA) manage library, language, laboratory, and career services. The International Affairs Service within LPPM administers the International Bachelor Programme (IUP), offering scholarships to international students.

UNSIKA provides dormitory accommodation with a 100-bed capacity, scholarship programs funded by government and corporate sources, and specialized services for international students. Language support via UPA Bahasa includes Indonesian and English proficiency development, mandatory SEP-T testing, and free IELTS/TOEFL preparation.

The campus includes various discussion spaces, flexible laboratory access beyond standard hours, and faculty office availability for consultations. Resource allocation follows a standardized approach rather than being tailored to individual learning preferences or academic needs.

Technology infrastructure includes smart classrooms, multiple online platforms, and hybrid physical-digital library access. There are seventeen online service platforms supporting diverse learning methods. Information dissemination is conducted through multiple online platforms and social media channels within a centralized service model. Measurement of effectiveness across student groups requires improvement.

Staff development programs are implemented. Organizational development is indicated by the establishment of the UPA PKK unit in 2023.

6.2 Assessment

UNSIKA's physical infrastructure demonstrates mixed adequacy for achieving qualification objectives. The dual-campus system (33.4 hectares total) provides essential facilities with all classrooms equipped with projectors, whiteboards, air conditioning, and internet connectivity.

Smart classroom technology in the Joint Laboratory Building represents positive modernization efforts supporting contemporary pedagogical approaches.

The library infrastructure presents severe deficiencies that fundamentally impair qualification achievement. While the collection contains 31,647 titles (according tot he SER) and operates through the modern SLiMS system, multiple critical limitations severely constrain academic capability. Digital library resources are not accessible from home, forcing students to rely solely on on-campus access for electronic materials. Only 60 working places are available for nearly 18,000 students, creating a ratio of approximately 1 workspace per 300 students - far below acceptable standards for supporting effective study and research activities. Only 105 international journal titles are available, severely constraining research capabilities and access to current global scholarship, fundamentally limiting students' ability to engage with international academic discourse required for quality higher education outcomes.

These compounding library deficiencies created substantial barriers to academic success and research quality, what was noticed by the expert group and assessed with a Condition to appropriately addresses these deficiencies by requiring a comprehensive library upgrade concept that must encompass digital access infrastructure, workspace expansion, and international resource acquisition. Following the on-site visit, UNSIKA responded to the condition and presented a comprehensive expansion and utilization concept for the library, which is why the expert group already considers this condition to be fulfilled. The recommendation is to implement the concept that has been presented.

Different specialized laboratories house varying equipment quantities (3-65 instruments per facility) covering the adequate science. However, Condition 2 identifies the fundamental problem: inadequate curricular integration. Without systematic incorporation into degree program delivery, laboratory investments cannot effectively support learning outcomes or qualification achievement. UNSIKA already responded to this condition and presented a utilization concept for the laboratories, which is why the expert group already considers this condition to be fulfilled. The recommendation is to implement the concept that has been presented.

The university demonstrates organizational capacity through centralized Academic Support Units (UPA) managing library, language, laboratory, and career services. However, the documentation lacks detailed information about staff qualifications, particularly regarding international competencies and specialized training.

LPPM International Affairs Service manages the International Bachelor Programme (IUP) with scholarship provisions for international students. While this demonstrates institutional commitment, the assessment reveals insufficient detail about staff language competencies, cultural competency training, or specialized mobility support qualifications.

UNSIKA addresses diversity through multiple mechanisms including dormitory accommodation (100-bed capacity), comprehensive scholarship programs spanning government and corporate funding, and specialized services for international students. Language support through UPA Bahasa provides both Indonesian and English proficiency development with mandatory SEP-T testing and free IELTS/TOEFL preparation, appropriately addressing linguistic diversity.

The provision of varied discussion spaces (enclosed rooms, gazebos, permanent seating areas), flexible laboratory access beyond standard hours, and faculty office accessibility for consultations demonstrates attention to student-centred approaches. However, resource allocation appears standardized rather than personalized to individual learning preferences and academic needs.

Smart classroom technology, comprehensive online platforms, and hybrid physical-digital library access support flexible delivery methods. The 17 different online service platforms facilitate varied learning approaches, though evidence of innovative pedagogical flexibility in actual curriculum delivery remains limited.

Multiple online platforms and dedicated social media channels provide accessible information dissemination. The centralized service model ensures consistent information access, though effectiveness measurement across different student populations requires enhancement.

The documentation reveals significant gaps in systematic staff development programs. While organizational development is evidenced through new unit establishment (UPA PKK in 2023), specific professional development opportunities, international training programs, and competency enhancement initiatives for supervisory and administrative staff lack clear articulation and systematic implementation.

The university demonstrates substantial foundational commitment to learning resources and student support, and also demonstrates the motivation to tackle and solve the problems in library infrastructure - including severely inadequate workspace capacity, lack of remote digital access, and insufficient international academic resources - combined with laboratory pedagogical integration deficiencies, to achieve full compliance with ESG Standard 1.6 requirements and support effective qualification achievement across all academic programs.

6.3 Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendations:

- The University should follow the concept to upgrade the library in terms of the number of available books and the access to international journals for all students and university members. (also related to ESG 1.3)

- The university should following the presented concept outlining how the laboratories and their technical equipment are regularly integrated into the curriculum through practical exercises within the degree programs.

- The University should following the concept to upgrade the library in terms of the number of available books and the access to international journals for all students and university members. (also related to ESG 1.3)

- The university should following the presented concept outlining how the laboratories and their technical equipment are regularly integrated into the curriculum through practical exercises within the degree programs.

7   ESG Standard 1.7: Information management

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

7.1   Implementation

The Internal Quality Assurance System cis responsible for collecting data or evaluating data on students, lecturers, administrative staff, alumni and para *stakeholder* other things as well as collecting data on Main Performance Indicators and Additional Performance Indicators which are standards that must be achieved by universities every year. Optimising the process is carried out when new students are still in the orientation period at the start of their studies. The aim of this process is to obtain student background information such as economic conditions, ethnicity, school of origin and other backgrounds which are expected to help universities provide appropriate learning in study programmes.

UNSIKA has an academic system that displays information on students' academic progress and can always be monitored by academic supervisors, thesis supervisors, and Study Programme Coordinators (https://siska.UNSIKA.ac.id/). Academic supervisors can provide input to the Study Programme Coordinator to provide solutions if there are problems or obstacles to student academic activities.

To maintain the quality of learning, monitoring and evaluation of the learning process experienced by students is carried out (http://UNSIKA.link/survei-epbm-2024). The results of monitoring and evaluation are used as material for assessment and improvement to achieve increased learning quality. Apart from the quality of learning, a survey of student satisfaction with student services was also carried out via http://UNSIKA.link/survei-kepuasan-student-2024.

UNSIKA is one of the universities whose performance is regulated through the Main Performance Indicators for State Universities (IKU-PTN) which are determined through the Decree of the Minister of Education and Culture. The Main Performance Indicators used as a reference for UNSIKA come from the performance contract jointly signed by the Rector and the Director General of Higher Education, Research and Technology.

7.2 Assessment

UNSIKA has established several mechanisms for data management; however, the connection between key performance indicators, strategic objectives, and operational implementation remains underdeveloped. While data is collected across various units, it is not consistently used to guide planning processes, inform early interventions, or support evidence-based decision-making. Important dimensions of institutional performance—such as student dropout patterns, graduate employment outcomes, and the scope and effectiveness of industry collaboration—are not systematically monitored or analysed, resulting in limited insight into long-term trends and structural challenges. In addition, financial transparency is insufficient, making it difficult to evaluate how resources are allocated in relation to strategic priorities and academic needs. Overall, these gaps weaken the university's ability to align its planning, resource management, and quality assurance activities with its broader institutional goals.

A further challenge is the fragmented nature of data ownership and reporting responsibilities. Different academic and administrative units maintain their own datasets with limited coordination, which leads to inconsistencies and reduces the reliability of institutional reporting. The absence of a centralised data governance framework—supported by clear roles, protocols, and quality control measures—prevents the university from developing a comprehensive and coherent understanding of its performance. Moreover, although several reports are produced annually, many remain descriptive rather than analytical, limiting their value for strategic decision-making.

The limited integration of data into quality assurance processes also affects the institution's capacity to identify risks at an early stage. Without robust monitoring systems, potential problems—such as declining retention rates, shifts in labour-market demand, or underperforming academic units—may remain unnoticed until they require corrective action. This reactive rather than proactive approach reduces institutional agility and hampers continuous improvement efforts.

Finally, the current data landscape restricts opportunities for meaningful stakeholder engagement. Students, faculty members, and external partners have limited access to performance indicators or financial information, which diminishes transparency and weakens trust in institutional decision-making. Strengthening data governance, improving analytical capacities, and

ensuring more open communication of key indicators would therefore significantly enhance the university's ability to plan strategically, allocate resources effectively, and foster a culture of accountability and continuous improvement.

7.3 Conclusion

The criterion is **fulfilled.**

The expert group proposes the following recommendations:

- The University should strengthen the linkage between key performance indicators, strategic objectives, and operational activities to ensure that data informs decision-making at all levels.

- The University should establish systematic collection and analysis of student dropout rates, graduate employment outcomes, and industry collaboration to monitor institutional performance effectively.

- The University should improve financial transparency to support accountability and enhance trust among internal and external stakeholders.

8   ESG Standard 1.8: Public information

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

8.1   Implementation

The website of UNSIKA is available in two language settings, namely Indonesian and English. The website connected with the stakeholders' websites such as the website of Ministries, governments and academic communities. In addition, Universitas Singaperbangsa Karawang website has special pages that provide faculties and study programmes information. Besides the main website, UNSIKA also provides social media like Instagram UNSIKA, Faculty Instagram, Youtube UNSIKA, YouTube Faculty, Facebook UNSIKA, and X UNSIKA to publish the information.

8.2   Assessment

UNSIKA demonstrates a comprehensive approach to public information dissemination through its bilingual website (Indonesian and English) and systematic organization across eleven content categories, from university profile to specific programme information. This reflects structured information management and awareness of both domestic and international stakeholder needs.

The university provides extensive accessibility to relevant information for all stakeholder groups. Students and prospective students can access admission procedures, academic calendars, programme details, and student affairs through dedicated portals. Specialized sections including the Institute of Research and Community Service, multiple journal platforms, alumni services, performance reports (SAKIP), and achievement records demonstrate comprehensive stakeholder coverage and transparency.

Social media integration across multiple platforms (Instagram, YouTube, Facebook, X) extends information reach beyond traditional channels. Programme-specific accounts for Bachelor of Sport Science indicate targeted communication strategies.

Current academic calendars, active social media accounts, and multi-journal platforms suggest ongoing efforts to maintain up-to-date information and academic transparency. Integration with government and academic community websites demonstrates recognition of broader educational ecosystem connectivity.

The bilingual design demonstrates international orientation and inclusivity. Comprehensive information categorization shows systematic planning and stakeholder awareness. The multi-platform approach reflects modern communication practices and accommodates diverse user preferences.

Information currency verification across all sections, particularly programme-specific details and admission criteria, would strengthen the system. Establishing clear update schedules and quality assurance mechanisms, along with user experience evaluation, would ensure optimal stakeholder engagement.

8.3 Conclusion

The criterion is **fulfilled.**

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

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

9.1 Implementation

SPMI has an important role in evaluating the implementation of the Tri Dharma of Higher Education consistently. The Tridharma consists of three important areas, namely Education, Research and Community Service. The implementation of Money in the field of education in 2024 carried out by the Quality Assurance Group (GJM) and GKM (Quality Control Group) under the coordination of the UNSIKA Monitoring and Evaluation Centre includes Graduate Users, Learning, Learning Tools, EPBM, Learning Management, Satisfaction of Cooperation Partners in the Education Sector. Money in the field of education is carried out to achieve the education program running according to the plan, achieving the goals and targets that have been set effectively. In addition, the implementation of education monitoring is carried out to improve the quality of education by assessing learning methods, curriculum, education management and providing recommendations for improvement through the Extion Plan (Table 19). The method used in measuring Money in the field of education is using a survey technique /Likert Scale 1-4. The average results in the field of education at UNSIKA are very good (19.23%), good (50.06%), fair (28.45%), not good (2.26%).

In the monitoring and evaluation of student satisfaction with academic services, there is a measurement of tangible aspects, one of which is the availability of learning facilities and infrastructure. The survey results show that students assess the facilities and infrastructure for the learning process as very good (25.52%), good (51.36%), fair (24.02%), and not good (1.11%). Learning facilities and infrastructure include classrooms equipped with learning media to help students understand the material presented by the lecturer. The learning media are in the form of audio-visual media such as slides, projectors, and others. The purpose of using the learning media is to provide smooth teaching and learning activities, maintain the relevance of

learning objectives, and increase student concentration. In addition, students also assess the quality of physical facilities and infrastructure in the form of laboratories, toilets, prayer rooms, and sports facilities that support the learning process.

Additionally, to support the educational process through facilities and infrastructure, UNSIKA makes policies regarding the academic atmosphere to increase the achievement of study success indicators. One of the most important aspects to support the implementation of the academic atmosphere policy is the design and maintenance of classrooms so that the teaching and learning process becomes more comfortable and conducive for students and lecturers.

In the implementation of Monev, a very important part to ensure that there are improvements to correct shortcomings or maximise strengths is the existence of a exitron Plan (RTL). A exitron plan is key to linking evaluation to improvement. UNSIKA ensures that the evaluation produces positive and sustainable change. The following is an example of the aspects assessed in the 2024 Education Monev, as well as the exitron of the evaluation (Table 19).

The success of graduates of Higher Education in the faculty is a benchmark for UNSIKA's success in producing graduates who have competitiveness and can take part in development, so one of the indicators of success is the relevance aspect. The graduate user survey (Figure 23) is an approach that allows higher education institutions to obtain information about shortcomings that may occur in the educational process and learning process and can be the basis for planning activities in improving the quality of education in the future.

The implementation of the survey was obtained from the process of distributing questionnaires with 4 assessment aspects consisting of 14 items, namely (1) Integrity (ethics and morals), including graduate ethics in the workplace, individual morals and behaviour, honesty, and independence; (2) Expertise based on the field of science (Professionalism) including the scientific contribution of graduates in achieving work interests, the relevance of graduates' scientific education to the work they are engaged in, adapting to jobs that are different from the field of science; (3) Foreign Languages including graduates' foreign language skills, the impact of graduates' use of foreign languages on the field of work; (4) Use of information technology, communication, teamwork and leadership. The results of the average user satisfaction overview are very good (53.57%), good (38.63%), fair (7.47%), and not good (0.33%).

Based on the results of monitoring and evaluation of lecturers' satisfaction with academic services (Figure 26) showed very good (26.56%), good (47.88%), quite good (19.71%), and not good (5.85%). Monev data collection of lecturers' satisfaction with academic services was carried out by a survey method using a questionnaire. In the Monev assessment, lecturers' satisfaction with academic services has 20 aspects assessed.

Based on the results of monitoring and evaluation of satisfaction with administrative staff (Figure 27) for academic services, it showed very good (11.90%), good (44.56%), quite good (32.86%), and not good (10.68%). Monev data collection of education staff's satisfaction with academic services was carried out by the Survey method using a questionnaire. In Monev's assessment, there are 15 aspects that are assessed on the satisfaction of education staff with academic services.

9.2 Assessment

Programme monitoring and review processes at the university are formally anchored within the institutional quality assurance framework and reflect a general commitment to maintaining the relevance, coherence, and academic integrity of the study programmes. Across several faculties, programme coordinators, curriculum committees, and teaching teams participate actively in review activities, which typically include annual evaluations of course materials, updates of syllabi, mapping of course content to national higher-education standards, and periodic discussions on teaching methods. These activities demonstrate that many academic units engage thoughtfully with their curriculum responsibilities and recognise the importance of continuous programme development. In a number of cases, faculties have begun to introduce more structured approaches that reflect emerging expectations of outcome-based programme management, indicating a positive trajectory in the institution's quality culture.

Notwithstanding these encouraging elements, the implementation of programme monitoring and review within the university should be more consistent: While some faculties demonstrate good practice, others rely heavily on descriptive or administratively driven procedures. Overall, monitoring activities tend to be input-oriented, focusing primarily on formal compliance aspects such as course structures, credit loads, and documentation requirements. As a result, the processes do not yet consistently assess whether intended learning outcomes are being achieved, whether assessment methods adequately measure student competencies, or whether the programme content remains aligned with technological, disciplinary, and labour-market developments.

Another area for improvement lies in the still limited use of systematic performance indicators: student progress and retention patterns, including dropout rates, should be monitored more comprehensively, as the university's ability to identify emerging risks or structural weaknesses in programme delivery is currently limited. Faculties therefore often lack the data necessary to make evidence-based decisions or develop targeted measures to strengthen student success. While there are isolated examples of best practices—such as efforts at the faculty level to collect feedback, refine teaching methods, or adapt learning materials—these initiatives tend to be localised and are not implemented across the institution.

Similar differences can be seen in the involvement of stakeholders. Some faculties maintain productive relationships with partners from industry, employers, alumni networks or professional associations and use external expertise to influence curriculum development and improve the relevance of degree programmes. Students are also consulted through surveys or informal discussions with programme coordinators. These practices need to be institutionalised more systematically, and a consistent framework created to ensure meaningful and regular stakeholder involvement across all programmes. As a result, opportunities for structured external input that could improve the responsiveness and labour market orientation of programmes are not being fully exploited.

Another area for development is that the quality and completeness of the documentation produced as part of programme reviews varies: while some faculties produce detailed and reflective reports, others provide only minimal summaries, often lacking clear action plans, measurable indicators or follow-up mechanisms. This inconsistency may limit the institution's ability to gain a comprehensive overview of programme quality at the institutional level and restricts opportunities for cross-faculty learning and strategic planning.

Despite these improvement areas, the university has established the fundamental building blocks of a functioning monitoring and review system. The overall framework aligns with national regulations, and there is a growing awareness of the importance of systematic evaluation, stakeholder involvement, and outcome-based curriculum development. With enhanced data management, more consistent procedures, and clearer institutional guidelines, the university is well positioned to further strengthen the effectiveness and coherence of its programme monitoring processes

9.3   Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendations:

- The University should move from input-based curriculum reviews to outcome-based, process-driven monitoring that ensures programmes remain relevant and effective.

- The University should formalise stakeholder participation, including students, alumni, and industry representatives, in programme reviews across all faculties.

- The University should monitor dropout rates and student progression systematically to allow for early intervention and more effective student support.

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

The Internal Quality Assurance System (SPMI) and External Quality Assurance System (SPME) are two interconnected mechanisms that are established to ensure and enhance the quality of universities. SPMI is an internally developed system that enables universities to maintain educational quality in alignment with their vision, mission, and institutional objectives. The system adheres to a continuous loop of planning, implementation, evaluation, control, and quality enhancement (PPEPP) to maintain academic standards and enhance them. At the same time, SPME is an external evaluation process conducted by accrediting bodies such as BAN-PT, Independent Accreditation Agencies (LAM), or foreign accreditation agencies to assess the effectiveness of the SPMI applied. SPME ensures that higher education institutions are in accordance with national and international quality standards, as reflected in the accreditation outcomes of institutions and study programmes. The synergy between SPME and SPMI is that effective use of SPMI has a positive effect on the accreditation results in SPME, which ultimately results in enhanced educational quality and institutional excellence.

The implementation of SPMI at UNSIKA reflects best practices through the Digital-Based Quality Management System, which is currently being developed in collaboration with Syiah Kuala University. This system enables real-time monitoring of quality documents and accreditation processes, allowing the university to easily access and update quality assurance documents. Additionally, internal quality audits are now conducted through the sipemuka.ac.id system, with auditors who have obtained official certification as internal quality auditors. Similarly, academic monitoring and evaluation are carried out through the simonev.ac.id system, ensuring that each study programme adheres to established quality standards. Beyond these systems, LPMPP UNSIKA is also working on collaboration with Jenderal Soedirman University to develop a learning development system that will be used for learning analytics. This system will support the digital evaluation of learning outcomes, allowing real-time monitoring of students' academic progress.

The implementation of best practices in SPME at universities has also been carried out digitally through systems developed by respective accreditation bodies based on their fields of expertise. Accreditation under BAN-PT, which oversees higher education accreditation, is conducted through sapto.ac.id. For teacher education programs, SPME is managed by the Lembaga Akreditasi Mandiri Kependidikan (Lamdik) via simalamdik.ac.id. In the health sciences, SPME is regularly carried out through akreditasi.lamptkes.org. For the engineering field, SPME has

been fully digitised through sakti.lamteknik.or.id, while accreditation for economics and business programs is integrated into the LEXA system, accessible via akreditasi.lamemba.or.id. Meanwhile, for informatics and computer sciences, the accreditation process is managed through lam.infokom.or.id.

The implementation of the Higher Education Quality Assurance System (SPM Dikti) in accordance with the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 53 of 2023 explains that the Higher Education Quality Assurance System consists of SPMI (Internal Quality Assurance System) which is implemented in universities and SPME (External Quality Assurance System). SPME is an assessment activity through accreditation to determine the feasibility and level of achievement of the quality of study programmes and universities by BAN-PT and/or LAM. As stipulated in Article 71 paragraphs 1 and 2 that SPME is carried out through Accreditation and is carried out to determine the feasibility of study programmes and universities on the basis of criteria that refer to SN Dikti. Article 72 states that accreditation is carried out with the principles of independence, accuracy, objectivity, transparency and accountability. The external assessment carried out by BAN PT and LAM refers to the DIKTI standard, with an assessment period of 5 years. In 2023, the accreditation rating obtained by the study programme at UNSIKA is Very Good = 8, Good = 16, B = 15, C = 1.

Based on the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 32 of 2016 concerning the Accreditation of Study Programmes and Universities, Article 5 states that higher education accreditation can only be conducted after all study programmes within the respective institution have been accredited. The validity period for the accreditation status and ranking of study programmes and/or higher education institutions is five years. The accreditation process for study programmes and universities is carried out using accreditation instruments, which consist of:

Accreditation instruments for Study Programmes; and accreditation instruments for Higher Education. LAM and BAN-PT compile accreditation instruments in accordance with their respective authorities. The Accreditation Stage consists of 3 stages, namely: evaluation of data and information; determination of accreditation status and accredited rankings; and monitoring and evaluation of accreditation status and accredited ratings. LAM and BAN-PT monitor and evaluate the fulfilment of the requirements for determining accreditation status and accreditation rankings of study programmes or universities. The preparation and implementation of SPME are coordinated by LPMPP, with extion actions taken through the Internal Quality Audit (AMI) process to ensure the continuous quality assurance cycle. LPMPP organises AMI activities in preparation for both national and international accreditation. If challenges arise during implementation, corrective measures are taken through Quality Improvement Team Meetings

(RTM). Accreditation processes occur at the study programme, faculty, and institutional levels. LPMPP is responsible for preparing quality management policy documents, quality management manuals, and quality management reports. Collaboration with various stakeholders is also undertaken to enhance graduate employability.

10.2 Assessment

UNSIKA is subject to external quality assurance by the ministry, which ultimately approves all degree programmes and thereby ensures their compliance with national requirements. This ministerial oversight provides an additional layer of accountability and supports the institution in aligning its academic offerings with the regulatory framework and quality expectations set at the national level. To strengthen the effectiveness of its quality assurance system and ensure that external evaluations lead to tangible institutional improvements, the university is encouraged to enhance the way it processes and utilises findings from external reviews. In this regard, the university should establish reliable and clearly defined mechanisms to ensure that recommendations from external quality assurance procedures are not only acknowledged but systematically translated into internal planning and improvement processes. This includes the structured consolidation of external recommendations, their allocation to responsible units, and their incorporation into internal action plans with realistic timelines and measurable indicators. Furthermore, an institutionalised process for the regular monitoring and documentation of implementation progress should be developed, ensuring transparency and enabling timely adjustments where needed. In this way, the outcomes of external quality assurance procedures can have a sustainable impact and contribute effectively to the university's continuous development.

10.3 Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendations:

- The University should develop structured mechanisms to integrate recommendations from external quality assurance procedures into internal action plans, ensuring systematic follow-up.

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 and the German Council of Science and Humanities (WR)

The study programmes Bachelor of Early Childhood Islamic Education, Bachelor of Islamic Education, Master of Islamic Education, Bachelor of Mathematics Education, Bachelor of English Language Education, Bachelor of Indonesian Language and Literature Education, Bachelor of Physical Education Health and Recreation, Master of Physical Education, Bachelor of Sport Science, Bachelor of Nutrition, Bachelor of Pharmacy and Associate degree of Midwifery (Diploma 3-year) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), and the national or other relevant regulations.

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

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

The criterion is **fulfilled.**

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

The criterion is **fulfilled.**

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled.**

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

The criterion is **fulfilled.**

Standard 1.9 On-going monitoring and periodic review of programmes: 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 the following recommendations for the study programmes **"Bachelor of Early Childhood Islamic Education", "Bachelor of Islamic Education", "Master of Islamic Education", "Bachelor of Mathematics Education", "Bachelor of English Language Education", "Bachelor of Indonesian Language and Literature Education", "Bachelor of Physical Education Health and Recreation", "Master of Physical Education", "Bachelor of Sport Science", "Bachelor of Nutrition", "Bachelor of Pharmacy and Associate degree of Midwifery (Diploma 3-year)":**

General recommendations

1. The University should clarify the roles and responsibilities of the council and senate to ensure that quality assurance is embedded in institutional governance and strategic decision-making.

2. The University should strengthen the integration of the quality assurance policy into the university's strategy, ensuring that audit findings and evaluations lead to concrete follow-up actions.

3. The evaluation processes should be further developed. The surveys should also include questions regarding the student Workload.

4. The university should implement a Grade appealing process.

5. The university should develop a more comprehensive support system that includes not only academic advising but also career guidance, learning assistance centre's, peer mentoring programs, and specialized support for students with disabilities or learning difficulties.

6. The university should enhance communication channels between students, faculty, and university leadership. Establishing formal mechanisms such as dialogue rooms, digital suggestion platforms, or regular open forums can promote inclusivity, responsiveness, and mutual understanding across all levels of the institution.

7. It is recommended that the university continue to develop support systems that promote both academic and non-academic achievement. This includes offering merit-based scholarships, creating platforms for student innovation.

8. The University should follow the concept to upgrade the library in terms of the number of available books and the access to international journals for all students and university members. (also related to ESG 1.3)

9. The university should following the presented concept outlining how the laboratories and their technical equipment are regularly integrated into the curriculum through practical exercises within the degree programs.

10. The University should strengthen the linkage between key performance indicators, strategic objectives, and operational activities to ensure that data informs decision-making at all levels.

11. The University should establish systematic collection and analysis of student dropout rates, graduate employment outcomes, and industry collaboration to monitor institutional performance effectively.

12. The University should improve financial transparency to support accountability and enhance trust among internal and external stakeholders.

13. The University should move from input-based curriculum reviews to outcome-based, process-driven monitoring that ensures programmes remain relevant and effective.

14. The University should formalise stakeholder participation, including students, alumni, and industry representatives, in programme reviews across all faculties.

15. The University should monitor dropout rates and student progression systematically to allow for early intervention and more effective student support.

16. The University should develop structured mechanisms to integrate recommendations from external quality assurance procedures into internal action plans, ensuring systematic follow-up.

17. Establish a coherent internationalisation strategy that defines objectives, responsibilities, and monitoring procedures for all partnerships.

18. Introduce systematic monitoring of memoranda of understanding and international collaborations to ensure that they deliver measurable outcomes and align with institutional quality assurance requirements.

Recommendations for study programme „Bachelor of Early Childhood Education"

1. The University should broaden Graduate Profile Goals.

2. The University should promote Higher-Order Thinking Across Courses.

3. The University should enhance Practical and Community-Based Learning.

4. The University should integrate Research into Teaching Documentation. Foster Industry and Stakeholder Collaboration.

Recommendations for study programme „Bachelor of Islamic Education"

5. The University should implement more didactic (Coran didactics, Sunnah-Fiqh Diatic)

6. The University should organise workshops with European Universities for colleagues.

7. The University should organize School practice for the colleagues.

8. The University should promote Higher-Order Thinking Across Courses.

9. The University should enhance Practical and Community-Based Learning.

Recommendations for study programme "Master of Islamic Education"

10. The University should implement more didactic (Coran didactics, Sunnah-Fiqh Diatic)

11. The University should organise workshops with European Universities for colleagues.

12. The University should organize School practice for the colleagues.

Recommendations for study programme „Bachelor of Mathematics Education"

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

14. The core readings for both content and education courses should be updated to assure international alignment

15. Mathematical processes such as argumentation, problem solving and modelling should be given more prominent recognition in the syllabi and course materials

16. A closer connection of mathematics content with the teaching and learning of mathematics (and possible learning difficulties and how they can be overcome) should be made to key topics of secondary school mathematics such as combinatorics, calculus, probability.

Recommendations for study programme „Bachelor of English Language Education"

17. The level of English should be upgraded to C1.

18. Language should be taught in English.

19. Tracks should be implemented to have a clear line regarding the Qualification as teacher or interpreter.

20. The courses of teaching and didactics should be earlier in the curriculum.

Recommendations for study programme „ Bachelor of Indonesian Language and Literature Education"

21. The courses of teaching and didactics should be earlier in the curriculum.

22. Tracks could be implemented to have a clear distinction between teacher and research-oriented curriculum.

23. Lecturer should be encourage to continue employing teaching tools as podcast etc.

Recommendations for study programme „Bachelor of Physical Education Health and Recreation"

24. The study programme could benefit from more elective courses.

25. Students would be benefit if industry stakeholders and industry challenges would be implemented into the programme.

26. The study programme could benefit from more digital knowledge (e.g. AI in teaching, Technology in Health Education) and elective courses.

27. It should be desirable to implement more problem-based learning.

28. Scientific competences like qualitative and quantitative research skills including the statistics knowledge would improve the study programme and thus the internationalization strategy.

Recommendation for study programme „ Master of Physical Education"

29. The path from the Bachelor's to the Master's programme could be better explained to students.

Recommendations for study programme „Bachelor of Sport Science"

30. The University should provide funding for cost-effective diagnostic tools to enable the integration of small-scale research projects directly into teaching.

31. The University should ensure that students have access to relevant scientific journals to support their academic development and promote evidence-based learning.

32. The University should strengthen collaborations with institutions that provide diagnostic tools such as light gates, analysis software, and biomechanical equipment, enabling students to conduct small-scale research projects.

33. The University should invite international scholars to actively contribute to teaching, ensuring students and faculty gain access to current and innovative scientific input.

34. The University should expand statistics and research methods courses, ideally by embedding them into small-scale, applied projects in which students are required to collect and analyse data themselves.

35. The University should establish partnerships with other universities to create exchange programs that allow students to gain international academic experience.

Recommendations for study programme „Bachelor of Nutrition"

36. It seems helpful to ensure quality by developing the study program in coordination with the expectations of national employers.

37. The type a scope of the practical components in an module should be included in the module description.

38. Literature assigned to a moule - in the module description - should be updated)

39. Equipment in the Laboratories should be upgraded to the Level of clinics in the country/ in the industry /places student will work.

40. The opportunities to participate in international and national conferences should be to academic staff and students.

Recommendations for study programme „Bachelor of Pharmacy"

41. The University should Offer more tutorials, mentoring, and academic advising to support students in achieving high academic standards.

42. The University should regularly review learning objectives to ensure that requirements and workload remain realistic and achievable.

43. The University should increase the number of courses taught in English and integrate more English language instruction into the curriculum.

44. The University should develop a comprehensive strategy to promote faculty and student exchanges, joint research initiatives, and participation in international conferences.

45. The University should Encourage faculty mobility through international teaching assignments to enhance English proficiency and global teaching competencies.

46. The University should introduce research elements early in the curriculum to build a strong foundation in evidence-based practice and critical thinking. For example, incorporate the discussion of recent publications from leading international journals and encourage collaborative student projects.

47. The University should promote pharmaceutical entrepreneurship by strengthening collaboration with research-driven industry partners and integrating more related content into the curriculum

Recommendations for study programme „Associate Degree of Midwifery (Diploma 3-year)"

48. The University should develop a Strategic Internationalization Plan.

49. The University should identify midwifery programs in other countries for mutually beneficial student and faculty exchange programs, potentially focusing on areas like digital health literacy.

50. The University should encourage and support midwifery lecturers to participate in international conferences, workshops, and short-term teaching assignments abroad.

51. The University should integrate research-based learning earlier in the curriculum is vital. This will better prepare students for an evidence-based, autonomous midwifery practice.

52. The University should develop compulsory modules in the first or second semester focusing on basic research literacy, critical appraisal of scientific literature, and the principles of evidence-based midwifery.

53. The University should encourage lecturers to embed discussions of current research findings, journal club activities, and small evidence-synthesis assignments within core midwifery courses (e.g., Pregnancy, Postpartum and Newborn Care) from early semesters.

54. The University should create structured opportunities for early-semester students to engage in small research projects under faculty supervision, potentially as part of practical assignments or independent study, leveraging the university's research support mechanisms (as per the university's policies on staff research and publication).

55. The University should utilize Library Resources Proactively: Actively guide students in early semesters on how to access and critically evaluate international journals and research databases, tying into the university's need to upgrade library access in international midwifery journals.

56. The University should establish a Formal Alumni Tracking System.

57. The University should create a feedback for curriculum enhancement.

58. The University should actively promote the achievements of alumni through university publications, social media, and departmental events to inspire current students and highlight the program's success.

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 01 December 2025:

General recommendations for all study programmes:

- The University should clarify the roles and responsibilities of the council and senate to ensure that quality assurance is embedded in institutional governance and strategic decision-making.

- The University should strengthen the integration of the quality assurance policy into the university's strategy, ensuring that audit findings and evaluations lead to concrete follow-up actions.

- The evaluation processes should be further developed. The surveys should also include questions regarding the student Workload.

- The university should implement a Grade appealing process.

- The university should develop a more comprehensive support system that includes not only academic advising but also career guidance, learning assistance centre's, peer mentoring programs, and specialized support for students with disabilities or learning difficulties.

- The university should enhance communication channels between students, faculty, and university leadership. Establishing formal mechanisms such as dialogue rooms, digital suggestion platforms, or regular open forums can promote inclusivity, responsiveness, and mutual understanding across all levels of the institution.

- It is recommended that the university continue to develop support systems that promote both academic and non-academic achievement. This includes offering merit-based scholarships, creating platforms for student innovation.

- The University should follow the concept to upgrade the library in terms of the number of available books and the access to international journals for all students and university members. (also related to ESG 1.3)

- The university should following the presented concept outlining how the laboratories and their technical equipment are regularly integrated into the curriculum through practical exercises within the degree programs.

- The University should strengthen the linkage between key performance indicators, strategic objectives, and operational activities to ensure that data informs decision-making at all levels.

- The University should establish systematic collection and analysis of student dropout rates, graduate employment outcomes, and industry collaboration to monitor institutional performance effectively.

- The University should improve financial transparency to support accountability and enhance trust among internal and external stakeholders.

- The University should move from input-based curriculum reviews to outcome-based, process-driven monitoring that ensures programmes remain relevant and effective.

- The University should formalise stakeholder participation, including students, alumni, and industry representatives, in programme reviews across all faculties.

- The University should monitor dropout rates and student progression systematically to allow for early intervention and more effective student support.

- The University should develop structured mechanisms to integrate recommendations from external quality assurance procedures into internal action plans, ensuring systematic follow-up.

- Establish a coherent internationalisation strategy that defines objectives, responsibilities, and monitoring procedures for all partnerships.

- Introduce systematic monitoring of memoranda of understanding and international collaborations to ensure that they deliver measurable outcomes and align with institutional quality assurance requirements.

Early Childhood Islamic Education (Bachelor)

The study programme "Early Childhood Islamic Education" (Bachelor) is accredited without any conditions.
The accreditation is valid until 30 September 2032.
The following recommendations are given for the further development of the study programme:

- The University should broaden Graduate Profile Goals.

- The University should promote Higher-Order Thinking Across Courses.

- The University should enhance Practical and Community-Based Learning.

- The University should integrate Research into Teaching Documentation. Foster Industry and Stakeholder Collaboration.

Islamic Education (Bachelor)

The study programme "Islamic Education" (Bachelor) is accredited without any conditions.
The accreditation is valid until 30 September 2032.
The following recommendations are given for the further development of the study programme:

- The University should implement more didactic (Coran didactics, Sunnah-Fiqh Diatic)

- The University should organise workshops with European Universities for colleagues.

- The University should organize School practice for the colleagues.

- The University should promote Higher-Order Thinking Across Courses.

- The University should enhance Practical and Community-Based Learning.

Islamic Education (Master)

The study programme "Islamic Education" (Master) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The University should implement more didactic (Coran didactics, Sunnah-Fiqh Diatic)

- The University should organise workshops with European Universities for colleagues.

- The University should organize School practice for the colleagues.

Mathematics Education (Bachelor)

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

The accreditation is valid until 30 September 2032.

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

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

- The core readings for both content and education courses should be updated to assure international alignment

- Mathematical processes such as argumentation, problem solving and modelling should be given more prominent recognition in the syllabi and course materials

- A closer connection of mathematics content with the teaching and learning of mathematics (and possible learning difficulties and how they can be overcome) should be made to key topics of secondary school mathematics such as combinatorics, calculus, probability.

English Language Education (Bachelor)

The study programme "English Language Education" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The level of English should be upgraded to C1.

- Language should be taught in English.

- Tracks should be implemented to have a clear line regarding the Qualification as teacher or interpreter.

- The courses of teaching and didactics should be earlier in the curriculum.

Indonesian Language and Literature Education (Bachelor)

The study programme "Indonesian Language and Literature Education" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The courses of teaching and didactics should be earlier in the curriculum.

- Tracks could be implemented to have a clear distinction between teacher and research-oriented curriculum.

- Lecturer should be encourage to continue employing teaching tools as podcast etc.

Physical Education Health and Recreation (Bachelor)

The study programme "Physical Education Health and Recreation" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The study programme could benefit from more elective courses.

- Students would be benefit if industry stakeholders and industry challenges would be implemented into the programme.

- The study programme could benefit from more digital knowledge (e.g. AI in teaching, Technology in Health Education) and elective courses.

- It should be desirable to implement more problem-based learning.

- Scientific competences like qualitative and quantitative research skills including the statistics knowledge would improve the study programme and thus the internationalization strategy.

Physical Education (Master)

The study programme "Physical Education" (Master) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The path from the Bachelor's to the Master's programme could be better explained to students.

<u>**Sport Science (Bachelor)**</u>

The study programme "Sport Science" (Bachelor) is accredited without any conditions. The accreditation is valid until 30 September 2032.

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

- The University should provide funding for cost-effective diagnostic tools to enable the integration of small-scale research projects directly into teaching.

- The University should ensure that students have access to relevant scientific journals to support their academic development and promote evidence-based learning.

- The University should strengthen collaborations with institutions that provide diagnostic tools such as light gates, analysis software, and biomechanical equipment, enabling students to conduct small-scale research projects.

- The University should invite international scholars to actively contribute to teaching, ensuring students and faculty gain access to current and innovative scientific input.

- The University should expand statistics and research methods courses, ideally by embedding them into small-scale, applied projects in which students are required to collect and analyse data themselves.

- The University should establish partnerships with other universities to create exchange programs that allow students to gain international academic experience.

<u>**Nutrition (Bachelor)**</u>

The study programme "Nutrition" (Bachelor) is accredited without any conditions. The accreditation is valid until 30 September 2032.

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

- It seems helpful to ensure quality by developing the study program in coordination with the expectations of national employers.

- The type a scope of the practical components in an module should be included in the module description.

- Literature assigned to a moule - in the module description - should be updated)

- Equipment in the Laboratories should be upgraded to the Level of clinics in the country/ in the industry /places student will work.

- The opportinities to participate in international and national conferences should be to academic staff and students.

<u>**Pharmacy (Bachelor)**</u>

The study programme "Pharmacy" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The University should Offer more tutorials, mentoring, and academic advising to support students in achieving high academic standards.

- The University should regularly review learning objectives to ensure that requirements and workload remain realistic and achievable.

- The University should increase the number of courses taught in English and integrate more English language instruction into the curriculum.

- The University should develop a comprehensive strategy to promote faculty and student exchanges, joint research initiatives, and participation in international conferences.

- The University should Encourage faculty mobility through international teaching assignments to enhance English proficiency and global teaching competencies.

- The University should introduce research elements early in the curriculum to build a strong foundation in evidence-based practice and critical thinking. For example, incorporate the discussion of recent publications from leading international journals and encourage collaborative student projects.

- The University should promote pharmaceutical entrepreneurship by strengthening collaboration with research-driven industry partners and integrating more related content into the curriculum.

<u>**Associate degree of Midwifery (Diploma 3-year)**</u>

The study programme "Associate degree of Midwifery" (Diploma 3-year)" is accredited without any conditions.

The accreditation is valid until 30 September 2032.

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

- The University should develop a Strategic Internationalization Plan.

- The University should identify midwifery programs in other countries for mutually beneficial student and faculty exchange programs, potentially focusing on areas like digital health literacy.

- The University should encourage and support midwifery lecturers to participate in international conferences, workshops, and short-term teaching assignments abroad.

- The University should integrate research-based learning earlier in the curriculum is vital. This will better prepare students for an evidence-based, autonomous midwifery practice.

- The University should develop compulsory modules in the first or second semester focusing on basic research literacy, critical appraisal of scientific literature, and the principles of evidence-based midwifery.

- The University should encourage lecturers to embed discussions of current research findings, journal club activities, and small evidence-synthesis assignments within core midwifery courses (e.g., Pregnancy, Postpartum and Newborn Care) from early semesters.

- The University should create structured opportunities for early-semester students to engage in small research projects under faculty supervision, potentially as part of practical assignments or independent study, leveraging the university's research support mechanisms (as per the university's policies on staff research and publication).

- The University should utilize Library Resources Proactively: Actively guide students in early semesters on how to access and critically evaluate international journals and research databases, tying into the university's need to upgrade library access in international midwifery journals.

- The University should establish a Formal Alumni Tracking System.

- The University should create a feedback for curriculum enhancement.

- The University should actively promote the achievements of alumni through university publications, social media, and departmental events to inspire current students and highlight the program's success.