

# Decision of the FIBAA Accreditation and Certification Committee



18<sup>th</sup> Meeting on June 5th, 2025

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/148, Cl.1
<b>Higher Education Institution:</b>	UIN Maulana Malik Ibrahim Malang
<b>Location:</b>	Indonesia
<b>Study programme:</b>	<ul style="list-style-type: none"><li>• Bachelor of Psychology - Sarjana Psikologi (S.Psi)</li><li>• Bachelor of Social Science Education - Sarjana Pendidikan (S.Pd.)</li><li>• Bachelor of Islamic Education Sarjana Pendidikan (S.Pd.)</li><li>• Master of Education Management- Magister Pendidikan (M.Pd.)</li></ul>
<b>Type of accreditation:</b>	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes Bachelor of Psychology - Sarjana Psikologi (S.Psi), Bachelor of Social Science Education - Sarjana Pendidikan (S.Pd.) and Bachelor of Islamic Education Sarjana Pendidikan (S.Pd.) are accredited with one condition, the study programme Master of Education Management- Magister Pendidikan (M.Pd.) is accredited with two conditions.

### Condition 1 (for MIEM)

The University shows and provides

- a. the amount of workload transferred to the comprehensibly calculated credit number in the course description for the Master proposal seminar and the Master thesis seminar which contains all parts in a competence-oriented description, reflecting on the real effort students have to take.
- b. a comprehensible curriculum for the master in SKS and ECTS which shows the workload calculation based on SKS and the transfer to ECTS and reflected the workload of master thesis and proposal seminar.

### Condition 1 for all study programmes (2 for MIEM):

The University

- a) defines the format of examinations (definition and duration, exam retake) in an official framework document (specifically for portfolio exams);
- b) defines the recognition of credit points earned elsewhere; and
- c) provides ECTS grading table for each study programme.

Proof of meeting these conditions is to be supplied by March 4, 2026.

Period of Accreditation: June 5, 2025 and finishing on June 4, 2030

The FIBAA Quality Seal is awarded.

**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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## Assessment Report

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**Higher Education Institution:**

UIN Maulana Malik Ibrahim Malang, Indonesia

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**Programmes:**

1. Bachelor of Psychology - Sarjana Psikologi (S.Psi)
2. Bachelor of Social Science Education - Sarjana Pendidikan (S.Pd.)
3. Bachelor of Islamic Education Sarjana Pendidikan (S.Pd.)
4. Master of Education Management- Magister Pendidikan (M.Pd.)

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**Qualification awarded on completion:**

1. Sarjana Psikologi (S.Psi)
2. Sarjana Pendidikan (S.Pd.)
3. Sarjana Pendidikan (S.Pd.)
4. Magister Pendidikan (M.Pd.)

# General information on the study programme

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## **Brief description of the study programme:**

### **Psychology (BPP)**

The objectives of BPP are to equip graduates with a blend of academic and personal skills, tailoring them for diverse and dynamic professional environments. They shall be enabled to work in a variety of sectors including government agencies, non-governmental organisations, non-profit organisations, and other relevant public sectors, reflecting the versatility of their training.

### **Social Science Education (BSSE)**

The BSSE prepares graduates with qualifications to become educators in social science subjects, social research assistants, and entrepreneurs. Graduates can find employment opportunities in various sectors, including educational institutions (both formal and non-formal), research institutions, and the business and industrial world.

### **Islamic Education (BIEP)**

The BIEP equips its graduates with qualifications and skills necessary for roles in Islamic education, both in formal and non-formal educational institutions. Graduates are trained to become educators in Islamic Religious Education (PAI), as well as creative and innovative facilitation specialists, imbued with leadership qualities, the spirit of Pancasila, and ethics grounded in Islamic teachings.

### **Master of Education Management (MIEM)**

The graduates' capabilities include the capacity to organise, administer, and expand Islamic educational institutions, as well as academic and professional skills based on Islamic principles and ethics.

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## **Type of study programme:**

Bachelor programmes and one Master programme

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## **Projected study time and number of ECTS credits assigned to the study programme:**

Bachelor programmes: 8-12 semesters, 4-6 years, 216 ECTS

Master programme: 4-8 semesters, 2-4 years, 73 ECTS

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## **Mode of study:**

full-time

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## **Didactic approach:**

study programmes with obligatory class attendance

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## **Double/Joint Degree programme:**

no

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## **Scope (planned number of parallel classes) and enrolment capacity:**

Bachelor programmes: 4-5 classes with enrollment capacity of 40-50 students

Master programme: 1 class with enrollment capacity of 20-25 students

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**Programme cycle starts in:**

Summer semester

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**Initial start of the programme:**

BPP:1997/98

BSSE:1999

BIEP:2004

MIEM:1999

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**Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the programmes Bachelor of Psychology - Sarjana Psikologi (S.Psi) (**BPP**), Bachelor of Social Science Education - Sarjana Pendidikan (S.Pd.) (**BSSE**), Bachelor of Islamic Education Sarjana Pendidikan (S.Pd.) (**BIEP**) and Master of Education Management- Magister Pendidikan (M.Pd.) (**MIEM**) was made between FIBAA and UIN on December 09, 2022. On December 18, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Jenny Berglund-Blanke**

Stockholm University,  
Professor of Religious Education

**Prof. Dr. Roman Grinblat**

DHBW Heidenheim,  
Professor of Social Work  
in Social Management Degree Programme

**Prof. Dr. Karin Halbritter**

IU International University of Applied Sciences GmbH,  
Professor of Business Education

**Prof. Dr. Linn Kühl**

MSB Medical School Berlin  
Professor of Clinical Psychology  
and Psychotherapy

**Stefanie Neumann**

Neusta Experience GmbH  
Independent Educationalist, Nature Educator

**Prof. Endang Surjaningrum**

University Airlangga  
Psychology

**Tilia Veronika Främb**

Utrecht University  
Sociology and Social Research (M.A.)

FIBAA project manager:

Nora Winckel

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 9, 10 and 11, 2024 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on [date]. The statement on the report was given up on [date]. It has been taken into account in the report at hand.

# Summary

The bachelor programmes Bachelor of Psychology - Sarjana Psikologi (S.Psi) (**BPP**), Bachelor of Social Science Education - Sarjana Pendidikan (S.Pd.) (**BSSE**) and Bachelor of Islamic Education Sarjana Pendidikan (S.Pd.) (**BIEP**) offered by UIN Maulana Malik Ibrahim Malang fulfil with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 6, 2025 and finishing on June 5, 2030, under one condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect<sup>2</sup>: study and exam regulations (chapter 3.2.2). They recommend the accreditation of each bachelor programme on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.2):  
The University
  - a) defines the format of examinations (definition and duration, exam retake) in an official framework document (specifically for portfolio exams);
  - b) defines the recognition of credit points earned elsewhere; and
  - c) provides ECTS grading table for each study programme.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (Social Science Education (**BSSE**), chapter 4.3) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

The panel members identified several areas where the programmes could be further developed:

- All bachelor programmes, except BPP, could start earlier with practical input (see chapter 3.1.3),
- lecturers could offer more practical oriented assessment and teaching methods (see chapter 3.1.6),

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- reduce the amount of literature recommendations and to define it by a minimum of readings, selected in a choice by the lecturers. In doing so, the descriptions could also be refined
- the BPP programme could enrich the engagement of guest lecturers of the professional field,
- the programmes could contain more international oriented content, for example clinical courses and social psychology in the BPP and economics, politics or schooling system in BSSE (see chapter 3.4.1)
- the BPP and BSSE programmes could expand their cooperation partnerships with HEIs (see chapter 4.3.1),
- the BPP programme could expand the network with companies in order to offer a broader variety, and to define better the needs of the students during internship for example in defining criteria for feasible companies (see chapter 4.3.2)

The Master of Education Management- Magister Pendidikan (M.Pd.) (**MIEM**) offered by UIN Maulana Malik Ibrahim Malang fulfills two exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 6, 2025 and finishing on June 5, 2030 under two conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>3</sup> modular structure of the programme (chapter 3.2.1) and study and exam regulations (chapter 3.2.2). They recommend the accreditation of the master programme on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.1):

The University shows and provides

- a. the amount of workload transferred to the comprehensibly calculated credit number in the course description for the Master proposal seminar and the Master thesis seminar which contains all parts in a competence-oriented description, reflecting on the real effort students have to take.

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<sup>3</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- b. a comprehensible curriculum for the master in SKS and ECTS which shows the workload calculation based on SKS and the transfer to ECTS and reflected the workload of master thesis and proposal seminar.
- **Condition 2** (see chapter 3.2.2):  
The University
  - a. defines the format of examinations (definition and duration, exam retake) in an official framework document (specifically for portfolio exams);
  - b. defines the recognition of credit points earned elsewhere; and
  - c. provides ECTS grading table for each study programme

Proof of meeting these conditions is to be submitted by March 6, 2026.

The panel members also identified several areas where the master programme could be further developed:

- The programme management could shape the objectives for the future working places, so that the students know better what the professional competencies are, this reflection would lead to a clearer description (compare chapter 2.2, 5.3.1) and thus, a profound decision for the study programme. Students could learn more about leadership, organisational development or for example market-oriented management (see chapter 3.1),
- the programme could start earlier with practical input (see chapter 3.1.3),
- current aspects of intercultural interactions/ processes in courses like studies of Islamic civilisations or integration of Islam and Science (see chapter 3.4.1)

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which **all programmes** exceed the quality requirements:

- counselling for prospective students (see chapter 2.2),
- student support by the faculty (see chapter 4.1.6),

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang was established on June 21, 2004, by Presidential Decree No. 50 on the aspiration of East Java authorities to build a higher Islamic education institution within the Department of Religious Affairs. It began with the establishment of the Faculty of Sharia in Surabaya and the Faculty of Tarbiyah in Malang, both branches of the State Islamic Institute (IAIN) Sunan Kalijaga Yogyakarta, which were inaugurated on October 28, 1961. Additionally, the Faculty of Ushuluddin was established in Kediri on October 1, 1964. Additionally, the Faculty of Ushuluddin was established in Kediri on October 1, 1964.

These faculties later amalgamated under the IAIN Sunan Ampel, which was founded by Minister of Religion Decree No. 20 in 1965. The Faculty of Tarbiyah in Malang was a branch of IAIN Sunan Ampel until it converted into the State Islamic Higher Education Institute (STAIN) Malang in mid-1997, becoming an autonomous Islamic higher education institution.

STAIN Malang sought to become a university in its development strategy, which was achieved with the foundation of UIN Malang in 2004. On July 21, 2002, Vice President of Indonesia inaugurated the Universitas Islam Indonesia-Sudan (UIIS) as a symbol of collaboration between Indonesia and Sudan. UIN Malang integrates scientific methods with Islamic teachings, focusing on the Qur'an and Hadith.

The university consists of up to eight faculties:

- the Faculty of Tarbiyah and Teacher Training (FITK) offers programmes in Islamic Religious Education, **Social Science Education (founded in 1991)**, Madrasah Ibtidaiyah Teacher Education, Arabic Language Education, **Islamic Education (since 61 years)**, Early Childhood Islamic Education, English Language Teaching, and Mathematics Education.
- the Sharia Faculty offers programmes in Islamic Family Law (Ahwal Syakhsiyah), State Law, Quranic Studies and Interpretation, and Islamic Economic Law (Mu'amalah).
- the Faculty of Economics (FE) offers courses in Management, Accounting, and Islamic Banking.
- the Faculty of Humanities offers courses in English Literature and the Arabic Language and Literature.
- the Faculty of Psychology is focused on the studies of **Psychology (founded in 1997/1998)**

- the Faculty of Science and Technology covers programmes such as computer engineering, architectural engineering, biology, mathematics, chemistry, physics and library and information science.
- the Faculty of Medicine and Health Sciences includes programs in Medical Education and Pharmacy.
- the faculty for postgraduate programmes includes twelve Master's programmes in Arabic Language Education, Madrasah Ibtidaiyah Teacher Education, Islamic Studies, Islamic Religious Education, **Islamic Education Management (founded in 1999)**, Islamic Economics, Mathematics Education, Personal Status, Law, Psychology, Biology, Informatics, Arabic Language and Literature.
- In addition, there are five Doctoral programs, which include Islamic Education Management, Arabic Language Education, Interdisciplinary Islamic Studies, Islamic Economics and Islamic Family Law.

At the national level, UIN Malang is renowned for its high number of foreign students, the 'A' accreditation from BAN-PT, and awards like the PRISMA award. Internationally, it has been recognized by UniRank 2021 as a top Islamic State Higher Education Institute, holding AUN-QA certification and implementing the ISO 9001:2015 International Certification, which highlights its global academic reputation

## statistical data and evaluation results

### BPP

	2019/2020	2020/2021	2021/2022
<b># Study Places offered by HEI</b>	240	310	270
<b># Applicants</b>	$\Sigma$ 1244	1262	1213
	f 674	798	896
	m 570	464	335
<b>Application rate</b>	518,33%	407,10%	449,26%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$ 236	303	261
	f 136	185	178
	m 100	118	83
<b>Rate of female students</b>	57,63%	61,06%	68,20%
<b># Foreign Students</b>	$\Sigma$ 2	2	0
	f 2	2	0
	m 0	0	0
<b>Rate of foreign students</b>	0,85%	0,66%	0,00%
<b>Percentage of occupied study places</b>	98,33%	97,74%	96,67%
<b># Graduates</b>	$\Sigma$ 133	314	214
	f 87	216	136
	m 46	98	78
<b>Success rate (students who finished their studies)</b>	55,00%	100,00%	79,00%
<b>Dropout rate (students who dropped their studies)</b>	0,00%	0,00%	0,00%
<b>Average duration of study</b>	4	4,00%	4
<b>Average grade of final degree</b>	3.48	3.51	3.57

In addition, there are five Doctoral programs, which include Islamic Education Management, Arabic Language Education, Interdisciplinary Islamic Studies, Islamic Economics and Islamic Family Law.

## BSSE

		2020	2021	2022
<b># Study Places</b>		140	120	120
<b># Applicants</b>	$\Sigma$	<b>255</b>	<b>224</b>	<b>213</b>
	f	144	136	142
	m	111	88	71
<b>Application rate</b>		<b>182,14%</b>	<b>186,67%</b>	177,50%
<b># First-Year Student</b>	$\Sigma$	<b>128</b>	<b>118</b>	<b>118</b>
	f	92	72	65
	m	36	46	53
<b>Rate of female students</b>		<b>0,71875</b>	<b>0,61017</b>	<b>0,55085</b>
<b># Foreign Students</b>	$\Sigma$	<b>0</b>	<b>0</b>	<b>0</b>
	f	0	0	0
	m	0	0	0
<b>Rate of foreign students</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>Percentage of occupied study places</b>		<b>91,43</b>	<b>98,33</b>	<b>98,33</b>
<b># Graduates</b>	$\Sigma$	137	170	135
	f	99	114	94
	m	38	56	41
<b>Success rate (%)</b>		<b>93,1</b>	<b>96</b>	<b>96,4</b>
<b>Dropout rate (%)</b>		<b>6,9</b>	<b>4</b>	<b>3,6</b>
<b>Average duration of study</b>		<b>4,5</b>	<b>4,57</b>	<b>4,5</b>
<b>Average grade of final degree</b>		<b>3,65</b>	<b>3,64</b>	<b>3,64</b>

In addition, there are five Doctoral programs, which include Islamic Education Management, Arabic Language Education, Interdisciplinary Islamic Studies, Islamic Economics and Islamic Family Law.

## BIEP

		2020	2021	2022
<b># Study Places</b>		205	185	214
	$\Sigma$	1846	2021	2256
<b># Applicants</b>	f	1078	1334	1471
	m	768	687	785
<b>Application rate</b>		900.49%	1092.43%	1054.21%
<b># First-Year Student</b>	$\Sigma$	205	185	214
	f	115	106	136
	m	91	79	78
<b>Rate of female students</b>		55,82	57,30	63,55
<b># Foreign Students</b>	$\Sigma$	7	5	5
	f	3	1	1
	m	4	4	4
<b>Rate of foreign students</b>		3,40	2,71	2,34
<b>Percentage of occupied study places</b>		91,11	90,69	91,45
<b># Graduates</b>	$\Sigma$	214	184	191
	f	125	112	122
	m	89	72	69
<b>Success rate</b>		98,94	94,5	98
<b>Dropout rate</b>		1,06	5,5	2
<b>Average duration of study</b>		4,29	4,28	4,29
<b>Average grade of final degree</b>		3,67	3,71	3,74

In addition, there are five Doctoral programs, which include Islamic Education Management, Arabic Language Education, Interdisciplinary Islamic Studies, Islamic Economics and Islamic Family Law.

## MIEM

	2020	2021	2022
<b># Study Places offered by HEI</b>	60	64	68
<b># Applicants</b>	$\Sigma$ 113 f 62 m 51	122 76 46	135 92 43
<b>Application rate</b>	188,33%	190,63%	198,53%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$ 60 f 26 m 34	64 33 31	68 37 31
<b>Rate of female students</b>	43,33%	51,56%	54,41%
<b># Foreign Students</b>	$\Sigma$ 0 f 0 m 0	0 0 0	4 2 2
<b>Rate of foreign students</b>	0	0	5,9%
<b>Percentage of occupied study places</b>	100,00%	100,00%	100,00%
<b># Graduates</b>	$\Sigma$ 58 f 24 m 34	66 35 31	68 37 31
<b>Success rate (students who finished their studies)</b>	96,66%	100,00%	100,00%
<b>Dropout rate (students who dropped their studies)</b>	3,34%	0,00%	0,00%
<b>Average duration of study</b>	4	4	4
<b>Average grade of final degree</b>	3.78	3.79	3.83

In addition, there are five Doctoral programs, which include Islamic Education Management, Arabic Language Education, Interdisciplinary Islamic Studies, Islamic Economics and Islamic Family Law.

## Appraisal

Over the past few years, the number of available study places has slightly increased for the programmes. Simultaneously, the overall trend of the applicants is decreasing. The rate of female students is between 50% and 67% throughout the programmes. There are no foreign full-time students in the BSSE. The average study time corresponds to the foreseen workload.

In addition, there are five Doctoral programs, which include Islamic Education Management, Arabic Language Education, Interdisciplinary Islamic Studies, Islamic Economics and Islamic Family Law.

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# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### **Psychology (BPP)**

The objectives of BPP are to equip graduates with a blend of academic and personal skills, tailoring them for diverse and dynamic professional environments. They shall be enabled to work in a variety of sectors including government agencies, non-governmental organisations, non-profit organisations, and other relevant public sectors, reflecting the versatility of their training. Academically, these graduates should be experienced in multiple areas of psychology as for example

- conducting psychological assessments, including interviews, observations, and psychological tests, adhering to the psychodiagnostic standards and the Indonesian Code of Ethics for Psychology, along with religious norms.
- analysing non-clinical psychological and behavioral issues,
- identifying opportunities for entrepreneurship,
- and propose solutions aligned with psychological principles, ethical codes, and Islamic values.

Furthermore, the graduates are proficient in conducting non-clinical psychological interventions to influence behaviors in individuals, groups, organisations, and communities. These interventions include counselling, psychoeducation, training, and other techniques that are permissible within the theoretical concepts of psychology, the Indonesian Code of Ethics for Psychology, and Islamic values. They are also taught how to communicate their conceptual ideas and research findings in the subject of psychology through various types of scientific writing, such as general articles, scientific journals, or books.

The curriculum is consistent with the Indonesian National Qualifications Framework (KKNI) and conforms to standards defined by the Indonesian Higher Education Psychology Association (AP2TPI), the Indonesian Psychology Association (HIMPSI), and other university decisions. The learning outcomes of the study programme are developed in compliance with KKNI level 6 established in Presidential Regulation on KKNI Number: 8 of 2012.

#### **Social Science Education (BSSE)**

The BSSE prepares graduates with qualifications to become educators in social science subjects, social research assistants, and entrepreneurs. Graduates can find employment

opportunities in various sectors, including educational institutions (both formal and non-formal), research institutions, and the business and industrial world.

Academically, BSSE graduates should be well-equipped to construct social science education curricula in madrasas and schools. This covers the development, implementation, and evaluation of technology-based, contextual learning. They should be experienced in realising the benefits of social science education through research, ongoing professional development, and the development of social and religious abilities in order to become professional educators. These graduates are also capable of applying entrepreneurial education with Ulul Albab characteristics in the community, analysing the philosophy of Pancasila, civics, national and global perspectives, and formulating basic concepts of integrated general and Islamic education. Additionally, they can analyse learning theories and implement social science education in madrasas and schools, develop innovative curricula and research in the field of social science education, and understand theories of entrepreneurship to develop ethical, professional business ventures at national and international levels.

The BSSE curriculum is developed through workshops involving internal and external stakeholders and is aligned with Indonesian policies such as the Indonesian National Qualification Framework (KKNI), the National Standard of Higher Education (SNPT), and the Indonesian BSSE Association (APRIPSI), as well as values of excellence developed by the university, faculty, and programme.

### **Islamic Education ( BIEP )**

The BIEP equips its graduates with qualifications and skills necessary for roles in Islamic education, both in formal and non-formal educational institutions. Graduates are trained to become educators in Islamic Religious Education (PAI), as well as creative and innovative facilitation specialists, imbued with leadership qualities, the spirit of Pancasila, and ethics grounded in Islamic teachings. They are supported by foreign language proficiency and information technology skills, making them versatile for various educational settings.

Graduates should be competent to work in official educational institutions such as primary schools (SD/MI), junior high schools (SMP/MTS), and senior high schools (SMA/MA/SMK). They can also work in non-formal educational institutions including Madrasah Diniyah, Pesantren, and the Qur'anic Education Center (TPQ).

BIEP graduates are adept in building Islamic Religious Education (PAI) curricula for madrasas and schools, which includes course planning, implementation, and technology-based, contextual assessment. They are capable of realising the benefits of PAI learning through research, creating continuous professionalism, and realising social and religious capacities in order to produce professional educators. They have the ability to analyse the philosophy of Pancasila, citizenship, national and global perspectives, and the fundamental concepts of

general and integrated Islamic education, including learning theories, strategies, and evaluations in the implementation of PAI in madrasas and schools. Graduates can also formulate theories in research, Islamic preaching (dakwah), educational entrepreneurship (edupreneurship), journalism, and Islamic education management within the framework of creative and innovative Islamic education development, based on Ulul Albab values and information technology.

The curriculum's compatibility with KKNI is guaranteed through curriculum development workshops involving both internal and external partners. This curriculum is a guide for managing BIEP for the next five years and is updated following Indonesian policies such as KKNI, the National Standard of Higher Education (Standar Nasional Pendidikan Tinggi, SNPT), the Indonesian BIEP Association (PP-PAI Indonesia), and the values of excellence developed by the university, faculty, and programme.

### **Master of Education Management (MIEM)**

The MIEM graduates shall possess

- the capacity to organise, administer, and expand Islamic educational institutions,
- academic and professional skills based on Islamic principles and ethics
- capabilities in planning, conducting, and publishing research in Islamic Education Management, in line with the latest scientific developments and grounded in Islamic teachings and ethics.
- analytical skills to address problems in Islamic Education Management based on Islamic teachings, ethics, academic knowledge, and professional skills.

MIEM graduates can pursue careers as managers, academicians, researchers, and consultants. Their academic (hard) skills include producing internal and external environmental analyses affecting Islamic educational institutions for designing programs and financing for development at the Meso level. They are adept at conducting inter- and multidisciplinary research related to issues in Islamic Education Management, individually and in groups.

The programme imparts cultural sensitivity, which is the ability to appreciate others' unique ideas, viewpoints, religions, and cultures, social sensitivity and concern for society and the environment. The programme's curriculum is developed with reference to level 8 of KKNI, confirming its alignment with national educational standards and objectives

### **Appraisal:**

The qualification objectives of the bachelor **programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

Explained and convincingly presented are also the qualification objectives of **MIEM**. Nevertheless, the panel experienced more detailed description and presentation of the targeted professional field out of the interviews than on the website or in the programme presentation. Thus, they recommend the programme management to shape the objectives for the future working places, so that the students know better what the professional competencies are, this reflection would lead to a clearer description (compare chapter 2.2, 5.3.1) and thus, a profound decision for the study programme. These measures would foster the promotion of the study programme towards interested parties.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

### **BPP**

The BPP is strategically positioned to generate graduates capable of functioning effectively in international environments through its curriculum, faculty knowledge, and student exchange programmes. This all-encompassing approach guarantees that graduates are not only academically competent, but also culturally sensitive and prepared to navigate and contribute in an international society.

### **BSSE**

The BSSE approaches its international orientation in a varied manner, guided by broad objectives that form its educational objectives. Not only by training language proficiency or teaching international content but also by encouraging students to do international internships, BSSE responsibles provide students with the skills and information required for success in an international setting.

### **BIEP**

One of the programme's objectives is to prepare its graduates for effective engagement in international settings. This goal is pursued in a variety of ways, for example by foreign language courses, international (experience of) faculty, international oriented content in

several courses and various international engagement opportunities. Graduates shall be well-prepared for dynamic roles in international contexts, making them versatile and competent in their professional pursuits in Islamic education and beyond.

#### **MIEM**

MIEM strives to preparing graduates for work in an international context. It encourages its students to engage in international seminars and conferences, as well as to publish their findings on a global scale. It recognizes the value of international expertise and learning resources.

#### **Appraisal:**

The programme design of all study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Students have international exchange opportunities, take courses with international and intercultural contents and benefit from lecturers with international experiences.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)				X	

### **1.3 Positioning of the study programme**

#### On the educational market

##### **BPP**

The BPP currently holds a 'B' accreditation ranking. Nationally, its students have achieved notable successes, including Moh Ilham Ichlasul Amal winning first place in the MTQ (Quran Recitation Competition) across Malang Regency in December 2019, organised by the Lembaga Pengembangan Tahfidzul Qur'an (LPTQ) Malang. The UIN Malang Psychology team also secured second place in a futsal competition at the National Psychology Expo 2019, hosted by UNJ in November 2019. Internationally, BPP students have also excelled, with Relung Fajar winning a prize to explore Islamic civilizations across six European countries in 2019, sponsored by Warda Beauty products.

Several renowned universities compete with this HEI offering the Bachelor of Psychology Programme, including Universitas Brawijaya, UIN Sunan Ampel, Universitas Aisyiyah Yogyakarta, and Universitas Islam Sultan Agung. The BPP stands out for a variety of reasons that make it an appealing option for prospective students. Extensive job opportunities, a well-

structured curriculum, strategic location and accessibility, affordability, modern facilities, and an application-based information system are among these factors.

### **BSSE**

Students opt for BSSE at this HEI because of its distinctive qualities, such as the Ma'had program, language development programs, excellent accreditation status, and religious-based character development. The programme's demand is backed by tracer research, which demonstrates that a considerable number of alumni acquire work, demonstrating the program's relevance in addressing job market demands.

### **BIEP**

Prospective students prefer this HEI's BIEP above other universities for a variety of compelling reasons. For starters, the program provides distinct advantages that set it apart from its competitors. Advantages are the one-year Ma'had program, which allows students to develop religious character that can be utilised in a worldwide setting, the intensive one-year Arabic and English language programme. Moreover, the HEI has a highly qualified faculty and support team to ensure that students receive high-quality education and supervision throughout their academic careers. The educational facilities and learning environment are designed to support students' personal development and educational growth, further enhancing the program's appeal.

The HEI conducted surveys and talks with alumni, as well as relevant institutions and companies, to justify the demand for the BIEP programme. These efforts have shown that graduates of the program are in high demand by both formal and non-formal educational institutions.

### **MIEM**

Students opt for the MIEM for various reasons that distinguish it from other universities offering similar programmes. MIEM's main competitors in this educational market are Universitas Darulughah Wadda'wah Pasuruan, UIN Sunan Kalijaga Yogyakarta, and UIN Alauddin Makassar.

Students select the programme at UIN because of its unique mix of science and religion, strong affiliations with educational associations, low tuition costs, accreditations, strategic location, and positive learning environment. The programme's demand is backed by tracer studies, which continuously assess the programme's alignment with the demands of companies and the job market.

### On the job market

#### **All study programmes**

The program's analysis of the job market is conducted through regular surveys and tracer studies to assess the relevance of graduates' employment. These activities involve alumni and employers' participation and employ an exit cohort approach, targeting graduates who completed their studies one year prior and two years prior to the survey.

The data is collected online using an application provided on the website <https://alumni.uin-malang.ac.id/tracer/>. This provides fast data collection and allows the program to have current information on alumni career paths and employer feedback.

As a result of these surveys and tracer studies, the program can identify present and prospective fields of employment for its alumni. By analysing the data acquired, the program receives insights into the labour market's demands and trends, allowing it to tailor the curriculum and prepare students for appropriate employment prospects.

#### **BPP**

BPP graduates have a range of career opportunities, including roles in human resources development (HRD), human resources (HR), counselling, psychology, and guidance counselling education. These opportunities reflect the program's commitment to equipping students with skills and knowledge applicable across various professional settings

The BPP is strategically positioned to generate graduates capable of functioning effectively in international environments through its curriculum, faculty knowledge, and student exchange programs. This all-encompassing approach guarantees that graduates are not only academically competent, but also culturally sensitive and prepared to navigate and contribute in the society.

Tracer studies conducted in 2020 showed that BPP graduates typically secured employment within a range of 0 to 18 months after graduation. Most graduates found jobs within 12 months, with an average waiting period of 6 months. This data suggests that BPP graduates are relatively well-prepared for the job market, and their skills are in demand.

According to the Tracer Study findings, the sectors with the largest demand for graduates related to the BIEP program in the future are teachers of Islamic Religious Education (PAI) and subject instructors. These fields are predicted to continue to require qualified individuals in the future.

Furthermore, the Tracer Study findings underscore the need for additional education expertise. Teachers of Islamic Religious Education (PAI) and subject teachers are increasingly expected to be digital platform experts, reflecting the changing educational landscape and the use of technology into instructional practices. These findings help the programme understand the evolving job market and ensure that graduates are well-prepared to meet its demands.

#### **BSSE**

The analysis of the job market for the BSSE involved a thorough examination of alumni outcomes and employment trends. Based on the results of surveys and questionnaires

conducted from 2020 to 2022 among BSSE alumni, it was determined that the average waiting time for BSSE graduates to secure employment varies from 6 to 18 months. The majority of graduates found employment in less than 6 months after completing their studies, resulting in an overall average waiting period of 6 months.

Furthermore, according to the Tracer Study, there is an increasing demand for educators who can create IT-based educational media. This shows a need for BSSE graduates to have the ability and skills to build and use technology-driven teaching resources, in line with the evolving educational landscape that embraces information technology. These findings help the programme adapt its curriculum to ensure that graduates are well-prepared for the changing demands of the job market.

#### **BIEP**

The findings of the tracer research corroborate the programme's applicability in the workplace. The survey, which took place between June 1st and June 30th, 2022, focused on graduates from 2018, 2019, and 2020. According to the data, a large proportion of alumni found their first employment within three months of graduation, confirming the programme's efficiency in preparing students for the labour market.

#### **MIEM**

The analysis of the job market for the MIEM was conducted through a Tracer Study in 2021, which provided valuable insights into the employability and demand for MIEM graduates: Nearly 40% of MIEM graduates were already working prior to graduation. Among those who were unemployed, 17% found their first job within 1-3 months of graduation, 4% took 4-6 months, and 10% needed more than 6 months. This data indicates that the majority of MIEM alumni managed to find employment relatively quickly, with a high level of trust from employers and the community.

Furthermore, according to the Tracer Study, 90% of MIEM alumni are working in domains closely related to educational management.

#### Within the HEI's overall strategic concept

#### **BPP**

The BPP is an important component of the larger context of UIN Malang. The university is a higher education institution noted for its particular Islamic approach to numerous academic fields. As such, the program is critical in offering higher education in psychology, as it includes curriculum creation, teaching, and the coordination of academic activities pertinent to the area. This role aligns with UIN Malang's overarching mission to produce graduates who possess character and intellectual prowess while contributing to the development of science, technology, arts, and culture.

#### **BSSE**

In the broader context of the university, BSSE aligns with the institution's vision and mission. It contributes to the realisation of the university's objectives by:

- Preparing future educators with a focus on professionalism. BSSE equips students with the necessary skills and knowledge through marketable courses, enabling them to become professional educators, entrepreneurs, and social science researchers.
- Integrating Islamic principles and science into the curriculum. The programme includes fundamental courses on Quranic Studies, Hadith Studies, Fiqh Studies, Theosophy, and Arabic Language to integrate social science with religious knowledge.
- Embracing international standards by conducting classes in foreign languages and using international research references, emphasising the global relevance of the programme.

### **BIEP**

Within the broader context of UIN Malang, BIEP plays a vital role in realising the university's vision and mission. It does so by:

- providing a relevant curriculum that aligns with the needs of society and the job market, including aspects of Islamic education that adapt to contemporary developments.
- enhancing the quality of teaching and learning through new teaching strategies
- establishing partnerships with educational institutions and international organisations to promote academic collaboration and research while ensuring that graduates are competitive on a broad scale.
- developing community engagement programmes aimed at improving the quality of life, especially in terms of understanding and applying Islamic teachings in daily life.
- enhancing the capacity of faculty members and students, both in terms of academic knowledge and skills necessary for the job market.
- Strengthening the alumni network and fostering close relationships with graduates, enabling them to serve as ambassadors and leaders in spreading Islamic values and enhancing the university's reputation nationally and internationally.

### **MIEM**

The programme's role in creating graduates who are well-prepared for leadership roles in Islamic and non-Islamic educational institutions maintains UIN Malang's status as a stable partner in integrating Islamic principles with modern education.

MIEM was established to support UIN Malang's objective of combining science and Islam on a broader scale, generating graduates who exemplify both character and intellectual capacity.

### **Appraisal:**

The reasons given for the positioning in the educational market of the study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Tracer studies indicate high demand for graduates of both programmes. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes qualification goals are in line with the HEI's mission and strategic planning. The programmes align with the University's vision of integrative higher education, combining science and Islam to build an international reputation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market				x	
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)				x	
1.3.3 Positioning of the study programme within the HEI's overall strategic concept				x	

## 2. Admission

### Admission requirements

#### **Bachelor study programmes**

The University's admission criteria for Indonesian students (WNI) are regulated in the rector decree number 417 of 2020 about guidelines of admission.

- Candidates must be in their final year of high school or equivalent (SMA/SMK/MA/MAK/Pesantren Mu'adalah).
- Possess a National Student Identification Number (NISN).
- Obtain a recommendation from their headmaster or madrasah principal.
- Be in good health to ensure studies are not disrupted.

The enrolment process involves:

- Document verification and submission, including proof of payment, two copies of the legalised high school diploma or Certificate of Graduation signed by the headmaster, three recent 3x4 cm colour photos with a red background, Certificate of Good Conduct from the school, and Certificate of Health from a government doctor.
- Students must bring their Examination Participant Card, proof of identity (ID card/driver's licence/student ID), stationery, and pay the health assessment fee. Failure to participate or pass the health assessment results in disqualification.

Indonesian students can apply through various pathways, such as SPANPTKIN, UMPTKIN, or the Independent Selection Path:

- National Selection for State University Entrance (SNMPTN): An achievement path in the selection of national new student admissions for undergraduate programmes organised by the Ministry of Education and Culture.
- National Academic Achievement Selection College Religious High Islam Nasional (SPANPTKIN): A performance-based selection path for new student admissions to bachelor's programmes, held by the Government Department of Religion.
- Selection with Masuk State Universities (SBMPTN): A written examination track, both paper-based and computer-based, for the admission of new national undergraduate students organised by the Ministry of Education and Culture.
- The National Islamic Higher Education Entrance Examination (UMPTKIN): A written examination track, both paper-based and computer-based, for national new student admissions to undergraduate programmes held by the Ministry of Religion.

- Mandiri Tulis: A written examination track, both paper-based and computer-based, for the assessment of new undergraduate and postgraduate students held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Prestasi Mandiri: An achievement path in the selection of new student admissions for the undergraduate programme, held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Mandiri Overseas: A written examination track, both paper-based and computer-based, for the admission of new students from abroad, held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- National Selection of Scholarships and/or Postgraduate: Organised by institutions granting scholarships.
- All student admission paths: Determined by the decision of the rector at the discretion of the senate.

For international students (WNA), requirements include:

- Completing the application form, providing a valid passport/ID, last diploma and transcript, recent photo (4x6 cm), CV, motivation letter, reference letter from the Indonesian Embassy or Consulate, and a certificate of clearance from their home country.
- Language proficiency certificates in Arabic/English and optionally Indonesian, translated into English or Indonesian.
- Age restrictions: under 23

### **Master programme**

The following admission requirements, whether Indonesian nationals (WNI) or international students (WNA), are set to ensure that candidates are adequately prepared for the demands of the programme and that they can contribute effectively to their academic pursuits:

- provision of photocopies of their Bachelor's degree and transcripts, which must be formally validated
- proof of English language competency, such as the TOEFL or TOAFL3, with a minimum score of 450.
- Submission of a research proposal relevant to the master programme.
- payment of relevant fees
- provision of a statement of financial responsibility, affirming their capability to bear the costs of the education.
- Age restrictions: under 35

## **All study programmes**

The procedures for admitting students to are detailed and vary depending on the applicant's status as an Indonesian applicant (WNI), an international applicant (WNA), or an individual seeking to transfer or change majors (Alih jenjang/pindahan).

For Indonesian applicants (WNI), the University follows the guidelines and procedures stipulated in the SPAN-PTKIN/UM-PTKIN/MANDIRI regulations. These guidelines provide a structured framework for the admission process. Applicants can refer to the following websites for more information:

- SPAN-PTKIN
- UM-PTKIN

The admission process typically involves fulfilling academic requirements, registering for the entrance exam, and submitting the required documentation.

For international applicants (WNA), the HEI follows the requirements outlined in the Decision of the Rector of UIN Malang Number 417 of 2020, particularly Article 12, which refers to Mandiri Asing (foreign self-funded students). The stages for WNA applicants include registration, payment of registration fees, data entry, finalisation of personal details, and printing of examination cards. The Mandiri Asing admission process features online written examinations for all selected programmes. Admission decisions are based on the results of these online exams, ensuring a fair and standardised evaluation process for international applicants.

In cases where there are an overwhelming number of applicants for study places, the procedures or criteria employed are not explicitly defined in the material provided. Candidates are advised to examine UIN Malang's official guidelines and regulations or contact the Admissions Office for comprehensive details on how the institution handles situations where the number of applications exceeds the available study places. This information would provide insights into any additional tests, interviews, or selection criteria that may be used to determine admission in such circumstances.

The decision-making authority for the allocation of study places typically resides within the relevant departments or committees of the University, according to their official norms and procedures. Information regarding the decision-making process can be found in the official documentation and communication channels of the University.

The Rector makes University decisions under government regulations, ensuring fair and equitable admission procedures. This approach promotes quality education and inclusivity.

## Counselling for prospective students

## **All study programmes**

Interested individuals can access information about UIN Malang's programmes through various channels. The institution uses a multichannel approach to reach both Indonesian and international prospective students.

Information is available via:

- The official website.
- Social media platforms (Instagram, YouTube, Facebook).
- Physical resources (expos, video trons, flyers, banners, brochures).

The Admissions Office provides assistance via phone, WhatsApp and email. The office is located at Jl. Gajayana 50, Malang 65114, where prospective students can visit for personalised guidance.

#### Professional experience

##### **All study programmes**

Prospective students are not obligated to possess prior work experience before commencing their studies in the programmes.

#### Ensuring foreign language proficiency

##### **All study programmes**

Language proficiency is essential for admission to the programme for both Indonesian applicants (WNI) and international applicants (WNA).

WNI applicants must pass an English proficiency test with a minimum score of 70 out of 100 for English and 60 out of 100 for Arabic. WNA applicants must score at least 75 out of 100 in English. The programme also values Arabic language skills.

To help students meet these requirements, the programmes offer a one-year intensive English course and a one-year intensive Arabic course. These courses aim to enhance students' language skills, ensuring they meet the necessary standards for enrolment.

#### Transparency and documentation of admission procedure and decision

##### **All study programmes**

The admission standards are regulated by documents issued by the University's leadership, such as "Keputusan Rektor" (Rector's Decrees). These documents outline the requirements for various admission pathways, including the Independent Selection Path, UM-PTKIN (Joint Entrance Selection), and SNMPTN (National Selection for State Universities).

The University provides information about these standards and procedures through multiple channels. The official PMB (New Student Admissions) website offers details on admission requirements. Additionally, the PMB team uses social media, like Instagram6, to share updates and information about the admission process.

The University's official website is the primary source for announcing acceptance or rejection. Applicants can track their progress at each stage of the selection process on this site. Final selection results are also posted here. The University's social media accounts serve as secondary channels for important updates and results related to admissions.

## Appraisal:

The admission requirements are defined and comprehensible in the rector decree number 417 of 2020. The national requirements are presented and taken into account.

Applicants can directly turn to the Admissions Office for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the Admission Office is provided in person, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

The national admission requirements (required language proficiency level or required result in a concrete language test) and the preparatory language course in the first study year ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. Students can follow their application status online. The admission decision is based on transparent criteria and is communicated in writing.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)				X	
2.2 Counselling for prospective students			X		
2.3* Selection procedure (if relevant)					X
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### **3. Contents, structure and didactical concept of the programme**

#### **3.1 Contents**

##### Logic and conceptual coherence

###### **BPP**

The curriculum begins with fundamental courses that build the groundwork for further psychological study. These courses, which include Pancasila (Indonesian philosophical theory), Civics Education, Indonesian Language, and basic language courses such as Arabic I and English I, are critical in developing a wide awareness of cultural, linguistic, and ethical settings. Additionally, foundational psychology courses like Basic Psychology are integral in this stage, introducing students to fundamental psychological principles and theories.

Certain courses are specified as mandatory throughout the BPP, ensuring that all students receive a consistent and thorough psychological education. These required courses cover a wide range of topics, from general education to core psychology issues, and ensure that students have a well-rounded and solid foundation in psychology.

Elective courses, on the other hand, give a platform for students to investigate and specialise in areas of psychology that are of particular interest to them. These electives allow students to focus on specific areas of psychology, allowing them to connect their academic endeavours with personal interests or possible job prospects.

The curriculum is structured to take students through a core grasp of psychology, stimulate further research of complicated issues, provide specialisation through electives, and culminate in a meaningful academic contribution through the thesis:

			1.	2.	3.	4.	5.	6.	7.	Electi ve	Hours in Class	Hours Self- Study	i.e. lecture course, seminar	
Code of Subject	Subject		25,9	31,7	34,6	34,6	34,6	34,6	25,9					
<b>1st Semester</b>														
20000011A01	Pancasila	C	2,9								23,3	56	L	paper examination
22040111D01	Basic Psychology	C	8,6								70,0	168	L/DL	paper exam, portofolio
20000011A03	Indonesian	C	2,9								23,3	56	L/T	portfolio
22040111D29	Sociology	C	2,9								23,3	56	L	paper examination
20000011A04	Arabic I	C	2,9								23,3	56	L/T	paper exam, portfolio
20000011A05	Arabic II	C	2,9								23,3	56	L/T	paper exam, portfolio
20000011A11	History of Islamic Civilization	C	2,9								23,3	56	L	paper examination
20000011A10	Philosophy of Science	C	2,9								23,3	56	L	paper examination
<b>2nd Semester</b>														
22040111D03	Physiological Psychology	C		4,3							35,0	84	L	paper examination
22040111D10	Statistics	C		4,3							35,0	84	T/C/L	project
20000011A02	Civics Education	C		2,9							23,3	56	L/SGD	paper examination
22040111D02	Human Philosophy	C		2,9							23,3	56	L	paper examination
20000011A06	Arabic III	C		2,9							23,3	56	L/T	paper examination
20000011A07	Arabic IV	C		2,9							23,3	56	L/T	paper examination
22040111D05	Theory of Developmental Psychology	C		8,6							70,0	168	L/SGD	paper exam, portofolio
22040111D28	Anthropology	C		2,9							23,3	56	L	paper examination

Programme Description and Appraisal in Detail

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3rd Semester								
20000011A13	Qur'an and Al-Hadith Studies	C		2,9		23,3	56	L
20000011A08	English I	C		4,3		35,0	84	L/T
22040111D04	Personality Psychology	C		8,6		23,3	56	L/DL
22040111D16	Psychodiagnostics I (Introduction to Psychological Tests)	C		4,3		35,0	84	T/RPS
22040111D19	Psychometry	C		4,3		35,0	84	T/CtL
22040111D32	Clinical Psychology	C		4,3		35,0	84	L/SGD
20000011A14	Fiqh Studies	C		2,9		23,3	56	L
22040111D15	Intelligence Test	C		2,9		23,3	56	RPS
4th Semester								
20000011A12	Theosophy	C		2,9		23,3	56	L
20000011A09	English II	C		4,3		35,0	84	L/T
22040111D06	Social Psychology	C		8,6		70,0	56	L/SGD
22040111D17	Psychodiagnostics II (Observation)	C		4,3		35,0	84	RPS
22040111D08	Abnormal Psychology	C		4,3		35,0	84	L/DL
22040111D36	Community Psychology	C		1,4		11,7	56	CbL
22040111D20	Construction of Measurement Tools	C		4,3		35,0	84	L/T/CtL
22040111D31	Counseling Psychology	C		4,3		35,0	84	L/DL

<b>5th Semester</b>											
22040111D26	Guidance and Counselling	C			2,9			23,3	56	L/RPS	project
22040111D14	Psychotherapy	C			2,9			23,3	56	L/CtL	project
22040111D33	Educational Psychology	C			4,3			35,0	84	L/CtL	project
22040111D12	Qualitative Research Methodology	C			4,3			35,0	84	L/CtL	project
22040111D30	Industrial and Organizational Psychology	C			4,3			35,0	84	L/DL	paper examination
22040111D11	Quantitative Research Methodology	C			4,3			35,0	84	L/CtL	project
22040111D23	Aptitude and Interest Test	C			2,9			23,3	56	RPS	project
22040111D18	Psychodiagnostics III (Interview)	C			4,3			35,0	84	RPS	project
22040111D24	Graphic Test	C			2,9			23,3	56	RPS	project
22040111D37	TIK	C			1,4			11,7	28	T/DL	project
<b>6th Semester</b>											
22040111D22	Inventory Test	C			1,4			11,7	28	RPS	project
22040111D21	Training Design	C			2,9			23,3	56	T/CbL	Portfolio
22040111D34	Behavior Modification	C			2,9			23,3	56	T/CbL	project
22040111D13	Psychology of Learning	C			2,9			23,3	56	L/DL	Portfolio
22040111D09	Experimental Psychology	C			2,9			23,3	56	T/CbL	Portfolio
22040111D27	Psychological Code of Ethics	C			2,9			23,3	56	L/T	paper examination
22040111D07	Psychology of Religion	C			2,9			23,3	56	L/CtL	paper examination
22040111D39	Literacy Psychology	C			1,4			11,7	28	T/CtL	project
20000011A15	Student Work Lecture (KKM)	C			2,9			23,3	56	CoL/PjBL	project
22040111D25	Islamic Psychology	C			2,9			23,3	56	L/DL	Portfolio
<b>*Study Program Elective Expertise Courses</b>		C			8,6			70,0	168		

Programme Description and Appraisal in Detail

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<b>7th Semester</b>											
22040111D40	Career Development Psychology	C				2,9	23,3	56	L/DL	project	
22040111D41	Entrepreneurial Psychology	C				2,9	23,3	56	L/CoL	project	
22040111D35	PKL	C				2,9	23,3	56	CoL/PjBL	project	
22040111D38	Comprehensive	C				0,0	0,0	0		paper examination	
22040111D42	Thesis	C				8,6	70,0	168	S/DL/CtL/PjBL	Portfolio	
	<b>Study Program Elective Expertise Courses *</b>	C				8,6	70,0	168			
22040112F01	Psychology of Learning Difficulties* (elective, C for Education)	E				2,9	23,3	56	L/DL	project	
22040112F02	School Psychology* (elective, C for Education)	E				2,9	23,3	56	L/DL	project	
22040112F03	Psychology of Gifted Children* (elective, C for Education)	E				2,9	23,3	56	L/CtL	project	
22040112F04	Preschool Education* (elective, C for Education)	E				2,9	23,3	56	L/CtL	project	
22040112F05	Handling Difficult Children* (elective, C for Clinical)	E				2,9	23,3	56	L/DL	project	
22040112F06	Assessment in Clinical Psychology* (elective, C for Clinical)	E				2,9	23,3	56	L/T/RPS	project	
22040112F07	Mental Health* (elective, C for Clinical)	E				2,9	23,3	56	L/DL	project	
22040112F08	Psychiatry* (elective, C for Clinical)	E				2,9	23,3	56	L/DL	project	
22040112F09	Penanganan Kasus Klinis* (elective, C for Clinical)	E				2,9	23,3	56	L/T/RPS	project	
22040112F10	Ergonomics* (elective, C for Industry)	E				2,9	23,3	56	T/CtL	project	
22040112F11	Job Analysis* (elective, C for Industry)	E				2,9	23,3	56	L/T/RPS	project	
22040112F12	Consumer Psychology* (elective, C for Industry)	E				2,9	23,3	56	L/CtL	project	
22040112F13	Human Resource Management* (elective, C for Industry)	E				2,9	23,3	56	L/CtL	project	
22040112F14	Organizational Behavior* (elective, C for Industry)	E				2,9	23,3	56	L/DL	project	
22040112F15	Group Dynamics* (elective, C for Social)	E				2,9	23,3	56	PjBL	project	
22040112F16	Communication Psychology* (elective, C for Social)	E				2,9	23,3	56	CoL	Portfolio	
22040112F17	Cross-cultural Psychology* (elective, C for Social)	E				2,9	23,3	56	CbL	project	

C	Colloquium							1					1 / 210
BA	Bachelor's Thesis							11					11 / 210
<b>total</b>				30	30	30	30	30	30	2100,0	4200		
<i>L</i>	<i>Lecture</i>												
<i>S</i>	<i>Seminar</i>												
<i>T</i>	<i>Tutorial</i>												
<i>SGD</i>	<i>Small Group Discussion</i>												
<i>RPS</i>	<i>Role-Play &amp; Simulation</i>												
<i>DL</i>	<i>Discovery Learning</i>												
<i>SDL</i>	<i>Self-Directed Learning</i>												
<i>CoL</i>	<i>Cooperative Learning</i>												
<i>CbL</i>	<i>Collaborative Learning</i>												
<i>CtL</i>	<i>Contextual Learning</i>												
<i>PjBL</i>	<i>Project Based Learning</i>												
<i>PBL</i>	<i>Problem Based Learning &amp; Inquiry</i>												

Bachelor thesis and Colloquium take place in the 8<sup>th</sup> semester.

## **BSSE**

The curriculum of the BSSE is designed to cater to the comprehensive educational needs of students aspiring to become experts in social science education. It includes a structured progression from basic courses to advanced courses, supplemented by electives and culminating in a thesis, ensuring a well-rounded and in-depth academic journey. Students move through the curriculum by taking advanced courses that dive further into specific areas of social science education. Electives in the BSSE cover a wide range of topics, allowing students to delve into various areas of social sciences and education. These electives provide opportunities for specialisation, catering to individual student interests and expanding their academic and professional horizons. The curriculum for the BSSE is intended to educate students through a core understanding of social science education, stimulate deeper research of complex issues, provide specialisation through electives, and conclude in a meaningful academic contribution through the thesis.

The BSSE qualification objectives at the programme level include building a comprehensive grasp of social science disciplines, cultivating critical and innovative thinking, and providing students with the skills required for effective teaching and research in social science education:

- Language courses such as Arabic Language I-IV and English Language I-II seek to improve students' language competency, which is necessary for accessing and spreading knowledge globally. These courses are designed to help students improve their communication skills and cross-cultural understanding.
- Advanced social science courses with learning outcomes centred on expanding subject area expertise and analytical skills, such as History of Islamic Civilization, Sociology of Education, and numerous geography and history courses. These courses directly contribute to the qualification objectives related to mastering content knowledge and applying it in educational contexts.
- Elective courses offer specialisation in areas like Financial Management, Marketing Management, and Technopreneur, reflecting qualification objectives related to diversifying skills and preparing for varied career paths in and beyond education.

1 <sup>st</sup> Semester			Credit Points per Semester								Workload		Method of Teaching i.e. discussion, simulation, case study	Form and Duration of Examinations
Title of Module / Course Unit	Compulsory/Elective		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study		
			Course Unit Title											
1 Pancasila	Compulsory	2	2,88								23,3	56	D/CS/CBL/CL/PBL	O/E/ (90 Min)
1 Arabic Language I	Compulsory	2	2,88								23,3	56	D/S/CBL/CL/PJBL/	E/OT/ (90 Min)
2 Arabic Language II	Compulsory	2	2,88								23,3	56	D/S/CBL/CL/PJBL/	E/OT/ (90 Min)
1 Basics of Education	Compulsory	2	2,88								23,3	56	D/CS/CBL/CL/PBL	E (90 Min)
5 Education Statistics	Compulsory	2	2,88								23,3	56	D/CS/CBL/CL/PJBL/PBL	PE/E (90 Min)
1 Basic Concepts of Social Science	Compulsory	2	2,88								23,3	56	D/CS/CBL/CL/PBL	O/E (90 Min)
2 Introduction to Economics	Compulsory	2	2,88								23,3	56	D/CS/JPJBL/PBL	PE/E (90 Min)
9 Introduction to Sociology	Compulsory	2	2,88								23,3	56	D/CS/CBL/CL/PBL	E (90 Min)
5 Introduction to Geography	Compulsory	2	2,88								23,3	56	D/CS/CL/PJBL/PBL	O/E (90 Min)
1 Introduction to History	Compulsory	2	2,88								23,3	56	D/CS/CBL/CL/PJBL/PBL	E (90 Min)
2 <sup>nd</sup> Semester														
Course Unit														
Civics Education	Compulsory	2		2,88							23,3	56	D/CS/CBL/CL/PBL	O/E (90 Min)
Indonesian Language	Compulsory	2		2,88							23,3	56	D/S/CBL/CL/PJBL/	PE/E/OT (90 Min)
Arabic Language III	Compulsory	2		2,88							23,3	56	D/S/CBL/CL/PJBL/	E/OT (90 Min)
Arabic Language IV	Compulsory	2		2,88							23,3	56	D/S/CBL/CL/PJBL/	E/OT (90 Min)
Philosophy of Science	Compulsory	2		2,88							23,3	56	D/CS/CBL/CL/PBL	O/E (90 Min)
Microeconomics Theory	Compulsory	2		2,88							23,3	56	D/CS/JPJBL/PBL	PE/E (90 Min)
Sociological Theory	Compulsory	3		4,32							35,0	84	D/S/CS/CBL/CL/PBL	E (120 Min)
Physical Geography	Compulsory	3		4,32							35,0	84	D/S/CS/CL/PJBL/PBL	O/E (120 Min)
Indonesian Cultural History	Compulsory	3		4,32							35,0	84	D/CS/CBL/CL/PJBL/PBL	E/PO (120 Min)

<b>3<sup>rd</sup> Semester</b>												
<b>Course Unit</b>												
English Language I	Compulsory	3		4,32					35,0	84	D/S/CBL/CL/PJBL/	PE/E/OT (120 Min)
Al-Qur'an dan Al-Hadits Studies	Compulsory	2		2,88					23,3	56	D/CS/CBL/PBL	PE/E (90 Min)
Psychology of Development and Theory of Learning	Compulsory	3		4,32					35,0	84	D/CS/CBL/CL/PJBL/PBL	O/E (90 Min)
Education Management	Compulsory	2		2,88					23,3	56	D/CS/CBL/CL/PBL	O/E (90 Min)
Macroeconomics Theory	Compulsory	2		2,88					23,3	56	D/CS/CBL/PJBL/PBL	PE/E (90 Min)
Indonesian Economics	Compulsory	3		4,32					35,0	84	D/S/CS/CBL/PJBL/PBL	PE/E (90 Min)
Developmental Sociology	Compulsory	3		4,32					35,0	84	D/S/CS/CBL/CL/PBL	E (120 Min)
Social/ Human Geography	Compulsory	2		2,88					23,3	56	D/S/CS/CL/PJBL/PBL	O/E (90 Min)
Indonesian National History	Compulsory	2		2,88					23,3	56	D/CS/CBL/PBL	E/PO (90 Min)
<b>4<sup>th</sup> Semester</b>												
<b>Course Unit</b>												
English Language II	Compulsory	3		4,32					35,0	84	D/S/CBL/CL/PJBL/	PE/E/OT (120 Min)
History of Islamic Civilization	Compulsory	2		2,88					23,3	56	D/CS/CBL/PBL	E/PO (90 Min)
Theosophy	Compulsory	2		2,88					23,3	56	D/CS/CBL/PBL	O/E (90 Min)
Fiqh Studies	Compulsory	2		2,88					23,3	56	D/CS/CBL/PBL	PE/E (90 Min)
Curriculum and Learning	Compulsory	2		2,88					23,3	56	D/CS/CBL/CL/PJBL/PBL	PE/E (90 Min)
Accounting	Compulsory	2		2,88					23,3	56	D/CS//PJBL/PBL	PE/E (90 Min)
Anthropology	Compulsory	2		2,88					23,3	56	D/CS/CBL/CL/PBL	E (90 Min)
Technical Geography	Compulsory	3		4,32					35,0	84	D/CS/CL/PJBL/PBL	PE/E Portofolio,
Regional Geography	Compulsory	2		2,88					23,3	56	D/CS/CL/PJBL/PBL	O/E (90 Min)
World History	Compulsory	3		4,32					35,0	84	D/CS/CBL/CL/PBL	E/PO (120 Min)

<b>5<sup>th</sup> Semester</b>												
<b>Course Unit</b>												
Education Research Methodology	Compulsory	3				4,32			35,0	84	D/S/CS/CBL/CL/PJBL/PBL	PE/PO (120 Min)
Basic Skills of Teaching	Compulsory	3				4,32			35,0	84	D/S/CS/CBL/CL/PJBL/PBL	PE/PO (120 Min)
Islamic Economics	Compulsory	2				2,88			23,3	56	D/S/CS/CBL/PJBL/PBL	PE/E (90 Min)
Entrepreneurship Education	Compulsory	3				4,32			35,0	84	D/S/CBL/PJBL/PBL	O/PE (120 Min)
Educational Sociology	Compulsory	2				2,88			23,3	56	D/CS/CBL/CL/PBL	E (90 Min)
Sociology of Religion	Compulsory	2				2,88			23,3	56	D/S/CS/CBL/CL/PBL	E (90 Min)
Disaster Geography	Compulsory	2				2,88			23,3	56	D/S/CS/CL/PJBL/PBL	O/E (90 Min)
Southeast Asian History	Compulsory	3				4,32			35,0	84	D/CS/CBL/PBL	E/PO (120 Min)
Social Science Learning Strategies	Compulsory	2				2,88			23,3	56	D/S/CS/CBL/CL/PJBL/PBL	O/PE (90 Min)
Social Science Learning Evaluation	Compulsory	2				2,88			23,3	56	D/S/CBL/CL/PJBL/PBL	PE/E (90 Min)
<b>6<sup>th</sup> Semester</b>												
<b>Course Unit</b>												
Introduction to the Field of Education Unit (PLSP)	Compulsory	3				4,32			35,0	84	D/CS/CBL/CL/	O/PE/PO (120 Min)
Teaching	Compulsory	6				8,64			70,0	168	D/S/CS/CBL/CL/PJBL/PBL	O/PE (120 Min)
Counseling and Guidance in Learning	Compulsory	2				2,88			23,3	56	D//CBL/CL/PBL	O/PE/E (90 Min)
Development of Social Science Learning Resource and Media	Compulsory	4				5,76			46,7	112	D/S/CS/CBL/PJBL/PBL	PE/E/PO (120 Min)
Profession Ethics of Social Science Teachers	Compulsory	2				2,88			23,3	56	D/S/CS/CBL/CL/PJBL/PBL	O/PE (120 Min)
Social Science Material Development	Compulsory	3				4,32			35,0	84	D/S/CS/CBL/CL/PJBL/PBL	PE/E/PO (120 Min)

**7<sup>th</sup> Semester**

Course Unit												
Student Fieldwork	Compulsory	2						2,88		23,3	56	D/S/CS/CBL/CL/PJBL/PBL
Research Proposal Seminar	Compulsory	1						1,44		11,7	28	D/S/CS/CBL/CL/PJBL/PBL
Technopreneur	Elective	3						4,32		35,0	84	D/S/CBL/PJBL/PBL
Business Feasibility Studies	Elective	3						4,32		35,0	84	D/S/CBL/PJBL/PBL
Financial Management	Elective	3						4,32		35,0	84	D/S/CS//PJBL/PBL
Marketing Management	Elective	3						4,32		35,0	84	D/S/CS/CBL/PJBL/PBL
EMKM Accounting Application	Elective	3						4,32		35,0	84	D/S/CS//PJBL/PBL
Course Unit												
Student Fieldwork	Compulsory	2						2,88		23,3	56	D/S/CS/CBL/CL/PJBL/PBL
Research Proposal Seminar	Compulsory	1						1,44		11,7	28	D/S/CS/CBL/CL/PJBL/PBL
Social Research Methodology	Elective	3						4,32		35,0	84	D/S/CS/CBL/CL/PJBL/PBL
Historiography	Elective	3						4,32		35,0	84	D/S/CS/CBL/CL/PJBL/PBL
Qualitative Data Processing Program Application	Elective	3						4,32		35,0	84	D/S/CS/CBL/CL/PJBL/PBL
Quantitative data Processing Program Application	Elective	3						4,32		35,0	84	D/S/CS/CBL/CL/PJBL/PBL
Mixed Method Research	Elective	3						4,32		35,0	84	D/S/CS/CL/PJBL/PBL

**8<sup>th</sup> Semester**

Course Unit												
Comprehensive	Compulsory	1						1,44	11,7	28		S/CS/CBL/CL/PBL
Thesis	Compulsory	6						8,64	70,0	168		D/S/CS/CBL/CL/PJBL/PBL
		155	223,20									

## **BIEP**

The curriculum begins with basic courses designed to establish a strong foundation in the essential aspects of Islamic education and general knowledge. Islamic education's unique philosophies and practices are explored in greater detail in advanced courses that students take as they proceed through the BIEP. The Islamic Civilization History course, the Study of the Qur'an and Hadith course, the Study of Fiqh course, and the Islamic Education Science course are among these courses. These advanced courses provide students with in-depth knowledge and understanding of Islamic educational principles, allowing them to explore complex concepts and methodologies.

Additionally, the curriculum allows students to customise their education to fit their unique interests and career goals by offering elective courses. These electives address a variety of specialist subjects in the domains of journalism education, entrepreneurship education, psychology of religion, and Islamic education. evidenced by the diversity of graduate profiles the program seeks to develop, including educators, research assistants, journalists, entrepreneurs, and Islamic education managers. The LOs encompass the necessary competencies and skills for these roles, ensuring that graduates are well-prepared for various career paths in Islamic education and related fields:

course codes	Title of Module / Course Unit + Compulsory or elecitive?	Compulsory / Elective	SKS	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
				1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study				
<b>1st Semester</b>																	
20000011A01	Pancasila	Compulsory	2	2,9								23,33	56	GD, CL	Ob, WE (90 Minutes)	3	
20000011A03	Indonesian	Compulsory	2	2,9								23,33	56	GD, CL, PBL	Ob, WE (90 Minutes)	3	
20000011A04	Arabic I	Compulsory	2	2,9								23,33	56	GD, S, CBL, CL,	Ob, Pe, WE (90 Minutes), Po	3	
20000011A05	Arabic II	Compulsory	2	2,9								23,33	56	GD, S, CBL, CL,	Ob, Pe, WE (90 Minutes), Po	3	
20000011A10	Philosophy of Science	Compulsory	2	2,9								23,33	56	GD, CL	Ob, Pe, WE (90 Minutes), Po	3	
20000011A12	Theosophy	Compulsory	2	2,9								23,33	56	GD, CL	Ob, Pe, WE (90 Minutes), Po	3	
22010111C01	The Principles of Education	Compulsory	2	2,9								23,33	56	GD, CL	Ob, Pe, WE (90 Minutes), Po	3	
22010111C02	Developmental Psychology and Learning Theory	Compulsory	3	4,3								35,00	84	GD, CL	Ob, Pe, WE 120 Minutes), Po	4	
22010111C05	Educational Statistics	Compulsory	2	2,9								23,33	56	GD, S, CL, PBL	Ob, Pe, WE (90 Minutes), Po	3	
Total				27								221,67	532			27	
<b>2nd Semester</b>																	
20000011A02	Civics Education	Compulsory	2	2,9								23,33	56	GD, CL	Ob, WE (90 Minutes)	3	
20000011A06	Arabic III	Compulsory	2	2,9								23,33	56	GD, S, CBL, CL,	Ob, WE (90 Minutes)	3	
20000011A07	Arabic IV	Compulsory	2	2,9								23,33	56	GD, S, CBL, CL,	Ob, WE (90 Minutes)	3	
20000011A11	The History of Islamic Civilization	Compulsory	2	2,9								23,33	56	GD, S, CL, PJBL, PBL	Ob, WE (90 Minutes), OE	3	
22010111C04	Management of Education	Compulsory	2	2,9								23,33	56	GD, PBL	Ob, WE (90 Minutes)	3	
22010111D01	Islamic Education Science	Compulsory	3	4,3								35,00	84	GD, CL, PBL	Ob, Pe, Po	4	
22010111D02	The History of Islamic Education	Compulsory	3	4,3								35,00	84	GD, CL, PBL	Ob, WE (120 Minutes)	4	
22010111D22	Sociology of Religion	Compulsory	2	2,9								23,33	56	GD, CS, CL, PBL	Ob, WE (90 Minutes)	3	
22010111D23	Dakwah Management	Compulsory	2	2,9								23,33	56	GD, S, CL, PJBL	Ob, WE (90 Minutes)	3	
Total					29							233,33	560			29	

3rd Semester														
20000011A08	English I	Compulsory	3		4,3				35,00	84	GD, S, CBL, CL	Ob, WE (120 Minutes)	4	
20000011A13	Studies on Al-Qur'an and Al-Hadiths	Compulsory	2		2,9				23,33	56	GD, S, CL	Ob, Pe, WE (90 Minutes)	3	
20000011A14	Studies on Fiqh	Compulsory	2		2,9				23,33	56	GD, S, CL	Ob, Pe, WE (90 Minutes)	3	
22010111C03	Curriculum and Learning Activities	Compulsory	2		2,9				23,33	56	GD, CL	Ob, Pe, WE (90 Minutes)	3	
22010111C06	Research Methodology in Education	Compulsory	3		4,3				35,00	84	GD, S, CL, PBL	Ob, WE (120 Minutes)	4	
22010111D03	Studies on Al-Qur'an and Al-Hadiths in Elementary	Compulsory	2		2,9				23,33	56	GD, CS, CL, PJBL, PBL	Ob, WE (90 Minutes)	3	
22010111D04	Studies on Islamic Aqidah in Elementary Level (5)	Compulsory	2		2,9				23,33	56	GD, CS, CL, PJBL, PBL	Ob, WE (90 Minutes), Po	3	
22010111D05	Studies on Islamic Fiqh in Elementary level (SD/M)	Compulsory	2		2,9				23,33	56	GD, CS, CL, PJBL, PBL	Ob, WE (90 Minutes), Po	3	
22010111D06	Studies on the History of Islamic Civilization for	Compulsory	2		2,9				23,33	56	GD, CS, CL, PJBL, PBL	Ob, WE (90 Minutes), Po	3	
22010111D14	Qiroatul Kutub	Compulsory	3		4,3				35,00	84		Ob, WE (120 Minutes), Po	4	
Total					33				268,33	644				33

4th Semester														
20000011A09	English II	Compulsory	3		4,3				35,00	84	GD, S, CBL, CL	Ob, WE (120 Minutes), Po	4	
22010111D07	Studies on Al-Qur'an and Al-Hadiths in Secondary	Compulsory	3		4,3				35,00	84	GD, CS, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4	
22010111D08	Studies on Islamic Aqidah in Secondary Level (5)	Compulsory	3		4,3				35,00	84	GD, CS, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4	
22010111D09	Studies on Islamic Fiqh in Secondary level (SMP)	Compulsory	3		4,3				35,00	84	GD, CS, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4	
22010111D10	Studies on the History of Islamic Civilization for	Compulsory	3		4,3				35,00	84	GD, CS, CL, PJBL, PBL	Ob, WE (120 Minutes)	4	
22010111D17	Specific Methods for Learning Activities in Islam	Compulsory	3		4,3				35,00	84	GD, S, CL, PJBL, PBL	Ob, WE (120 Minutes)	4	
22010111D18	Planning for Learning Activities in Islamic Educa	Compulsory	2		2,9				23,33	56	GD, S, CL, PJBL, PBL	Ob, WE (90 Minutes)	3	
22010111D19	Learning Evaluation in Islamic Education	Compulsory	2		2,9				23,33	56	GD, S, CL, PJBL, PBL	Ob, Pe, WE (90 Minutes), OE	3	
Total					32				256,67	616				32

5th Semester													
22010111C07	Basic Teaching Skills	Compulsory	3			4,3			35,00	84	GD, S, PBL, PJBL	Ob, WE (120 Minutes)	4
22010111D11	Ushul Fiqh	Compulsory	3			4,3			35,00	84	GD, CL, PBL	Ob, WE (120 Minutes), OE	4
22010111D12	Masail Fiqh	Compulsory	3			4,3			35,00	84	GD, CS, CL, PBL	Ob, Pe, WE (Minutes), Po	4
22010111D13	Hikmatut Tasyri'	Compulsory	3			4,3			35,00	84	GD, CS, CL, PBL	Ob, Pe, WE (Minutes), Po	4
22010111D15	Counseling	Compulsory	2			2,9			23,33	56	GD, CS, CL, PBL	Ob, Pe, WE (90 Minutes), Po	3
22010111D16	The Professional Ethics of Teachers of Islamic Education	Compulsory	2			2,9			23,33	56	GD, PBL	Ob, Pe, WE (90 Minutes), Po	3
22010111D20	The Development of Learning Sources and Media	Compulsory	2			2,9			23,33	56	GD, S, CL, PJBL, PBL	Ob, WE (90 Minutes)	3
22010111D21	Leadership in Islamic Education	Compulsory	3			4,3			35,00	84	GD, S, CL, PBL	Ob, WE (120 Minutes)	4
Total						30			245,00	588			30
6th Semester													
22010111D24	Analysis of Class Management	Compulsory	2			2,9			23,33	56	GD, S, CS, CBL, PJBL, PBL	Ob, WE (90 Minutes)	3
22010111D25	Analysis of Curriculum Development	Compulsory	2			2,9			23,33	56	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	3
22010111D26	Development of Learning Plans	Compulsory	3			4,3			35,00	84	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	4
22010111D27	Development of Learning Materials	Compulsory	2			2,9			23,33	56	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	3
22010111D28	Development of Learning Media	Compulsory	2			2,9			23,33	56	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	3
22010111D29	Development of Instruments for Learning Assessment	Compulsory	2			2,9			23,33	56	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	3
22010111D30	Introduction to Educational Units	Compulsory	3			4,3			35,00	84	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	4
22010111D31	Teaching Practice	Compulsory	4			5,8			46,67	112	GD, S, CS, CBL, PJBL, PBL	Ob, Pe, Q, Po	6
Total						29			233,33	560			29

7th Semester													
	Research Assistants												
22010112E01	Social Theories in Education	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E02	Capita Selecta of Research in Islamic Education	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E03	Research Models in Education	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E04	Techniques in Proposal Writing and Research Re	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E05	Publication of Scientific Articles in Reputable Jo	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
	<b>Journalists</b>												
22010112E06	Journalism Education	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E07	News Writing Techniques	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E08	News Reporting Models	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E09	Journalism in Digital Literacy	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E10	Techniques for Publishing Scientific Journal	Elective	3					4,3	35,00	84		Ob, WE (120 Minutes), Po	4
	<b>Entrepreneurs and Learning Designers</b>												
22010112E11	Entrepreneurship Education	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E12	Design for Visual Communication in Islamic Edu	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E13	Economics in Islam	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E14	Marketing	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E15	Entrepreneur Models	Elective	3					4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4

Counselors and Muballigh											
22010112E16	Psychology of Religion	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E17	Dakwah Method	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E18	Sociology and Counseling for Islamic Dakwah	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E19	Multicultural Education	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E20	Al-Quran Reciting	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
Islamic Education Managers and Activists											
22010112E21	Management of Schools and Madrasah	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E22	Management of TPQ and Madrasah Diniyah	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E23	Leadership in Educational Institutions	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E24	Techniques for Strategic Planning for Development	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
22010112E25	Management for Informal Education	Elective	3			4,3	35,00	84	GD, CS, CBL, CL, PJBL, PBL	Ob, WE (120 Minutes), Po	4
20000011A15	Community Service	Compulsory	2			2,9	23,33	56	CS	Ob, Pe, Q, Po	3
22010111D32	Research Proposal Seminar	Compulsory	1			1,4	11,67	28	CS, PJBL, PBL	Ob, Pe, OE, Q, Po	1
22010111D33	Comprehensive	Compulsory	1			1,4	11,67	28	S	Ob, Pe, WE (45 Minutes), OE	1
Total						27	921,67	2212			27
8th Semester											
22010111D34	Thesis	Compulsory	6			8,6	70,00	168	CS, PJBL, PBL	Ob, Pe, OE, Po	9
Total						8,6	70,00	168			9
Total						14,4	1038,33	2492			216

**Please describe further modules / semesters in the same way**

1 2 3 4 5 6 7 8 Tot

Programme Description and Appraisal in Detail  
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## **MIEM**

The curriculum begins with basic courses, which are critical for establishing a solid basis in Islamic Education Management, continuing with more advanced courses which delve deeper into specific areas of Islamic education and research methodologies. The electives provide students with the flexibility to explore and specialise in specific areas of interest within Islamic Education Management. Courses such as "Management Information Systems" and "Entrepreneurship Management" offer students the chance to gain expertise in areas that may not be covered in the compulsory curriculum but are relevant to their career goals and personal interests.

The programme's learning outcomes and educational components are designed to ensure mutual reinforcement. Each course is meticulously designed to contribute to the overall program objectives, with foundational courses establishing the foundations, advanced courses providing deeper insights, electives providing specialisation, and the thesis tying everything together. This strategic alignment ensures that graduates of the program are well-equipped with the necessary knowledge, skills, and competencies to excel in the field of Islamic Education Management. Furthermore, the thesis component, which is a significant part of the final year, represents the program's emphasis on putting knowledge and research skills to use. This criterion reflects the certification aim of the program, which is to produce graduates capable of conducting extensive research and making major contributions to the field of Islamic Education Management.

## Example 1<sup>st</sup> Semester

Example 2 <sup>nd</sup> Semester												
MKU19	Curriculum and Learning Management	Compulsory		4,32					35	84	L, Seminar and Project Paper	Project Essay / Presentation, Seminar Paper (120 Min)
MKU19	Supervision in Islamic Education	Compulsory		4,32					35	84	L, Case Study and Project Paper	Project Essay / Presentation, Seminar Paper (120 Min)
MKU19	Management Quality Unit in Islamic Education	Compulsory		4,32					35	84	L, Case Study and Seminar	Project Essay / Presentation, Seminar Paper (120 Min)
MKU19	Policy Analysis in Islamic Education	Compulsory		4,32					35	84	L, Case Study, Project Paper and Seminar	Project Essay / Presentation, Seminar Paper dan Exam Paper (120 Min)
MKP19	Financial Management in Islamic Education	Elective		4,32					35	84	L, Case Study and Seminar	Project Essay / Presentation, Seminar Paper (120 Min)
MKP19	Entrepreneurship Management	Elective		4,32					35	84	L, Case Study and Seminar	Project Essay / Presentation, Seminar Paper (120 Min)
MKP19	Public Relations Management	Elective		4,32					35	84	L, Case Study and Seminar	Project Essay / Presentation, Seminar Paper (120 Min)
Example 3 <sup>rd</sup> Semester												
MKP19	Management Information Systems	Elective		4,32					35	84	L, Case Study and Seminar	Project Essay / Presentation, Seminar Paper (120 Min)
TAS197	Thesis Proposal Seminar** 1. Thesis proposal seminar (14 meetings, 3 hours per meeting) 2. Workshop on academic writing (2 meetings, 3 hours per meeting) 3. Academic writing coaching (5 meetings, 2 hours per meeting) 4. Coaching for publishing academic articles (2 meetings, 2 hours per meeting) 5. Designing research instruments (5 meetings, 2 hours per meeting)	Compulsory		2,88					23,33	56	L, Case Study, Project Paper and Seminar	Project Essay / Presentation, Seminar Paper (120 Min)
Example 4 <sup>th</sup> Semester												
TAS197	Thesis*** 1. Data Collection (200 hours) 2. Data Analysis (170 hours) 3. Discussion (150 hours) 4. Report (130 hour) 5. Writing journal article (250 hours) 6. Submission and revision of journal article (95 hours) 7. Thesis examination (defence) (3 hours) 8. Thesis Revision (50 hours)	Compulsory		8,64					70	168	Project Paper	Tesis Examination (120 Min)
<b>total</b>				<b>34,56</b>	<b>30,24</b>	<b>7,20</b>	<b>8,6</b>		<b>653</b>	<b>1568</b>		

Programme Description and Appraisal in Detail

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## Rationale for degree and programme name

### **All study programmes**

The programme names are influenced by Regulation No. 59 of 2018 from the Ministry of Research, Technology, and Higher Education. This regulation sets principles and criteria for academic degrees and certificates in higher education institutions. Consequently, the University chose the programme's name to comply with this regulation and ensure consistency with national standards.

## Integration of theory and practice

### **BPP**

The BPP places a high emphasis on practical, hands-on abilities in psychology, such as psychological assessment, diagnosis, and intervention, when it comes to skill development. This is met by courses like Psychodiagnostics and Psychotherapy, which give both theoretical and practical training. Additionally, courses like Psychometrics and Construction of Measuring Instruments are crucial for students to develop skills in creating and using psychological measurement tools. Several courses include practical components, for example "Intelligence tests", "training design", "Social Psychology", "Psychodiagnostics I – III", "Counseling Psychology", "Career Development Psychology", "Gifted Children Psychology" and "Mental Health".

### **BSSE**

The BSSE programme distinguishes itself by its focus on seamlessly integrating theoretical content with practical examples through courses as for example "Foundations of Education", "Basic Teaching Skills", "Accounting" and "Introduction to Educational Fieldwork". These courses provide students with hands-on experience and practical insights into the realities of the educational field. The structural arrangement ensures that students benefit from both theoretical insights and practical exposure. Practical courses may use methods like role-playing, case studies, or project work to assess students' ability to apply theoretical knowledge in real-world scenarios. This approach ensures that the teaching and evaluation processes directly contribute to achieving the specific learning outcomes of each course.

### **BIEP**

The programme encompasses a range of courses that effectively bridge the gap between theory and practical application among them for example:

- Basic Teaching abilities: This course emphasises the practical aspects of teaching, ensuring that students can apply their academic knowledge effectively in the classroom.
- Educational Research Methodology: the course connects theoretical principles with practical research abilities, enabling students to perform effective educational research.

- Specific Methods of Islamic Education: merges theoretical teaching methods with practical strategies customised to the context of Islamic education.
- Educational Statistics: incorporates both statistical theory and its practical application in the field of education. This exhibits statistical knowledge's practical utility.
- Islamic Education Curriculum Planning: combines theoretical curriculum planning principles with practical implementation in the context of Islamic education

Moreover, electives are offered with a strong practical focus and students benefit from the expertise of professors who have relevant practical experience to the topics they teach.

### **MIEM**

The curriculum is designed to strike a balance between courses that provide a strong theoretical foundation and those that emphasise practical applications as for example "Entrepreneurship Management" and "Public Relations Management". These courses bridge the theoretical-practical divide by delving into entrepreneurship and public relations within the specific context of Islamic education management. Students are exposed to the intricacies of these subjects in a real-world context, enabling them to grasp the practical nuances, challenges, and opportunities they may encounter in their future careers. By engaging with practical case studies and examples, students are not confined to abstract concepts but learn to apply their knowledge to address genuine policy challenges effectively. This pedagogical approach ensures that theoretical insights translate into actionable solutions in professional contexts, emphasising the program's practical orientation. This approach is enriched by lecturer's practical experience.

### Interdisciplinary thinking

#### **Bachelor programmes**

All bachelor programmes aim to developing interdisciplinary thinking in its students by designing a curriculum that encourages students to go beyond their primary subject of study. This dedication is shown by the adoption of the Multidisciplinary, Broad-Based Learning (MBKM) curriculum, which serves as a key underpinning for the teaching approach. It allows students to choose courses that go beyond their field of study in the framework MBKM. While the specific programme topic remains the primary focus, the curriculum actively incorporates elements from other disciplines. This forward-thinking approach is rooted in the belief that an interdisciplinary perspective enhances students' cognitive abilities and enriches their learning experiences. It encourages students to think more broadly and engage with knowledge from a variety of domains.

Moreover, all programmes include general knowledge courses, specific concentrations and elective courses which provide students with a cross-disciplinary perspective:

General knowledge fields. In **BPP** are for example Indonesian Philosophical Foundation," "Philosophy of Science", "Anthropology," and "Philosophy of Humanity." By integrating these general knowledge courses into the curriculum, students are introduced to fundamental concepts in philosophy, social sciences and ethics.

In **BSSE**, general knowledge subjects are taught in courses as "Pancasila," "Civic Education," "Indonesian Language," "Philosophy of Science," "Introduction to Sociology," "Anthropology," and "Introduction to History." By integrating these general knowledge courses, BSSE underscores its commitment to nurturing interdisciplinary thinkers who possess a well-rounded understanding of various disciplines. This approach fosters a holistic educational experience and encourages students to think beyond the traditional boundaries of social science education.

Furthermore, BSSE allows students to specialise in areas such as Entrepreneurship, Multimedia Learning Specialist in Social Studies, and Young Researchers in Social Science. Students with these focuses have access to a wide range of elective courses that allow them to explore deeper into interdisciplinary topics. For instance, students pursuing the Entrepreneurship concentration can select courses that cover topics such as technopreneurship, business feasibility studies, financial management, marketing management, and accounting applications for micro, small, and medium-sized enterprises. These courses provide students with a cross-disciplinary perspective that extends beyond the confines of conventional social science education.

**BIEP** includes courses in general knowledge as for example "Pancasila" (Indonesian Philosophical Foundation), "Civic Education," "Indonesian Language," "Fundamentals of Education," "History of Islamic Civilization," "Theosophy," and "Developmental Psychology and Learning Theories," which help students to go beyond the traditional boundaries of the programme's primary study field. Specific concentrations and elective courses include Research Assistantship, Journalism, Entrepreneurship and Learning Design, Preacher Training, and Education Management and Leadership. Within these concentrations, students can embark on a deeper exploration of interdisciplinary domains that align with their academic and career aspirations. For instance, students pursuing a concentration in Journalism are encouraged to enrol in courses that span journalism, digital literacy, and academic publishing, transcending the traditional confines of Islamic education.

**MIEM** includes courses that encompass general knowledge disciplines such as "Philosophy of Science and Integration Studies" and "Management Information Systems." These courses introduce students to the realms of philosophy, science, and information systems, transcending the boundaries of their original field of study. By including these general

knowledge courses, MIEM aims to cultivate well-rounded graduates who possess a broader perspective that complements their expertise in Islamic education management.

### Ethical aspects

#### **BPP**

Ethical considerations play a pivotal role in the BPP, where the programme is designed to instil a strong sense of ethical responsibility in its students. Ethical aspects are included as follows:

- "Psychology Code of Ethics": Students in that course will get familiar with the moral precepts and regulations that control the practice of psychology. By delving into these codes of conduct, students gain a deep understanding of the ethical responsibilities associated with their future profession.
- "Pancasila," "History of Islamic Civilization," "Social Psychology," and "Cross-Cultural Psychology": These courses encourage students to critically examine ethical issues prevalent in various social settings, fostering a sense of social responsibility. Students are involved in discussions regarding ethical aspects within larger societal and cultural contexts.
- "Experimental Psychology," "Statistics," "Quantitative Research Methods," and "Qualitative Research Methods": These courses provide students with the information and abilities they need to perform ethical research. The contents emphasise the significance of conducting ethical research, respecting the rights and privacy of research participants, and adhering to ethical research protocols.
- "Abnormal Psychology," "Clinical Case Management," and "Assessment in Clinical Psychology": These courses train students to deal with complicated ethical quandaries that may emerge in clinical practice. They learn to navigate issues related to confidentiality, informed consent, and the well-being of clients. This ethical grounding is essential for those pursuing careers in clinical psychology, ensuring that they provide ethical and responsible care to their clients.

#### **BSSE**

The programme incorporates ethical considerations to ensure that students not only learn subject-specific knowledge but also develop a strong ethical basis. Ethical aspects can be found in:

- "Professional Ethics for Social Science Education Teachers": It is introduced in the sixth semester (Semester VI) of the programme, emphasising ethical conduct specific to teachers in the field of social sciences. Students in this course dive into fundamental ethical problems and dilemmas addressed by social science educators. They learn how to negotiate ethical dilemmas in teaching, curriculum creation, and educational administration.

- "Introduction to Education" and "Developmental Psychology and Learning Theories": These courses foster ethical awareness in the context of teaching and learning.
- "Curriculum and Instruction", "Educational Management", "Basic Teaching Skills", and "Introduction to the Educational Field": These courses allow students to understand and apply ethical principles in various aspects of education. They cover topics such as teaching methods, curriculum design, educational leadership, and classroom management, all of which require ethical decision-making and conduct.
- "Historiography," "Educational Statistics", "Educational Research Methodology", "Social Research Methodology", "Application of Qualitative Data Processing Programs", and "Application of Quantitative Data Processing Programs": These courses emphasise the importance of conducting research with integrity, respecting participants' rights, and maintaining ethical standards in data collection and analysis.

## **BIEP**

The BIEP is intricately intertwined with ethical issues, reflecting the programme's commitment to teaching ethical ideals and principles in its students. These ethical considerations are woven throughout the curriculum, including individual courses and the overall educational experience:

- "Professional Ethics of Teachers.": This course provides a foundation for ethical education. Its principal goal is to provide future educators with the knowledge and abilities needed to carry out their vocation ethically and responsibly. Within this course, students delve into fundamental principles of professional ethics for teachers, encompassing both Islamic and universal contexts. They explore ethical dilemmas commonly encountered by educators for example.
- "Religious Sociology," "Pancasila" (Indonesian Philosophical Foundation), "Civic Education," and "Guidance and Counseling": These courses contain various dimensions of ethical behaviour within society. These courses encourage students to critically analyse and reflect upon ethical issues within religious, philosophical, and civic contexts. This fosters an understanding of their roles as responsible and ethical members of society, going beyond their roles as educators.
- "Educational Statistics" and "Educational Research Methodology": These courses provide students with the knowledge and skills they need to undertake ethical research. They delve into ethical principles governing educational research, emphasising the importance of respecting research participants' rights, maintaining confidentiality, and conducting research in an ethical manner.

## **MIEM**

The programme incorporates ethical considerations in a methodical manner, for example as follows:.

- "Leadership and Organisational Behaviour in Islamic Education": Students are introduced to ethical leadership ideas and behaviour within the framework of Islamic education management in this course, which is provided during the first semester (Semester 1). It aims to equip students with an understanding of ethical leadership models and practices specific to the field of Islamic education.
- "Curriculum and Learning Management", "Islamic Education Human Resource Management", "Islamic Education Supervision", "Quality Management in Islamic Education", "Islamic Education Policy Analysis", and "Strategic Planning in Islamic Education": These Islamic education-related topics cover ethical considerations.
- "Thesis Research Methodology" and "Thesis Proposal Seminar" cover ethical elements of research. These courses, which are given in the first and third semesters, give students the information and skills they need to conduct research with integrity and adhere to ethical standards in academic inquiry.

### Methods and scientific practice

#### **BPP**

The programme provides a firm foundation in psychological theory and research methodologies. Courses such as "Basic Psychology" and "Theories of Developmental Psychology" provide in-depth examination of key psychological concepts, ensuring that graduates have a solid foundation of the field. This foundational knowledge is further strengthened by courses in Quantitative and Qualitative Research Methodology, equipping students with the skills to design, analyse, and interpret psychological research effectively. BPP offers courses such as "Experimental Psychology," "Statistics," "Quantitative Research Methods," "Qualitative Research Methods," and the "Thesis" course. These courses collectively contribute to students' academic skill development. BPP also offers specialist training in methodological skills and academic research techniques. "Experimental Psychology" provides hands-on experience with experimentation and data analysis, whereas "Statistics" teaches essential statistical analytic abilities. Moreover, "Quantitative Research Methods" and "Qualitative Research Methods" delve into the respective research methodologies, ensuring that students have a strong foundation in both quantitative and qualitative research approaches. Academic project work is actively promoted within the programme. Students work on a variety of tasks and projects offered by faculty members, such as case studies, practical projects, laboratory work, internships, and active participation in professor-led research initiatives. This practical exposure enhances their academic and scientific capabilities. Foundational courses like "Educational Statistics" and "Research Methodology" are essential for scientific work at the undergraduate level.

#### **BSSE**

Students in the BSSE receive thorough training to help them build academic skills and prepare

for scientific work. This training, which includes coursework, specific courses, academic project work, and thesis preparation, is an essential component of the program's structure. BSSE offers specialised courses aimed at improving students' academic and research skills. Educational statistics, research methodology, social research methodology, historiography, and data processing programmes are among the topics covered in these courses. These courses provide students with both the theoretical foundations and practical skills necessary for conducting research and academic work. Throughout the curriculum, academic project work is emphasised. As part of their coursework, students actively participate in research and contribute to projects. This involvement gives them hands-on experience conducting research, preparing reports, and presenting findings, which helps them improve their academic skills.

### **BIEP**

BIEP provides a variety of courses designed to provide students with the essential academic and research abilities, also in performing effective educational research: "Educational Statistics," "Educational Research Methodology," "Thesis," "Educational Research Models," "Techniques for Developing Research Proposals and Reputable Journals," "News Writing Techniques," or "Techniques for Publishing Scientific Journals." Moreover, the thesis course is a pivotal component that guides students in conducting independent research and writing a thesis, thereby enhancing their research and academic writing competencies. As part of its curriculum, BIEP actively encourages academic project work. To be considered eligible to graduate, students must complete a certain number of credit units (100 SKS) and pass required courses such as "Educational Statistics" and "Educational Research Methodology." These requirements ensure that students attain the necessary level of scientific work competence at the bachelor's level

### **MIEM**

Students' academic talents are developed in a variety of ways. Each course in the program is meant to help students learn how to do research and write scholarly papers. Students are assigned papers to write that are based on theoretical research and practical fieldwork. These papers are presented in class or published in academic journals, providing students with practical experience in academic research and writing. MIEM provides courses that are specifically designed to help students improve their research and academic skills. The Thesis Proposal Seminar is one such course in which students learn vital skills linked to the research process and proposal development. A major part of the master's degree is writing a thesis, which is something that the programme prepares students for. It is inferred that students go through a procedure that includes developing proposals, conducting research, and finishing theses, even though the text does not go into specifics about thesis requirements. This comprehensive preparation ensures that students are well-equipped to undertake substantial scholarly work. The thesis proposal seminar includes a workshop on academic writing,

Academic writing coaching, Coaching for publishing academic articles and Designing research instruments.

### Examination and final thesis

#### **All study programmes**

The examination methods in all study programmes are designed to ensure students can produce scholarly work through thorough and tested research. These exams are phased, assessing students at various stages of their learning to provide a comprehensive evaluation of their understanding and mastery of the subject.

The thesis or final project's objective is for students to produce academic output from extensive research, capable of withstanding scrutiny through phased examinations. This highlights the thesis or final project as a culmination of the student's academic achievements, demonstrating their ability to contribute to academic knowledge through rigorous research.

#### **BPP**

Within the BPP, teaching approaches and assessment strategies are carefully selected to correspond with the learning outcomes of each course while also contributing to the overall programme objectives. Various teaching approaches, such as interactive lectures, group discussions, and practical simulations, cater to various learning styles and reinforce both theoretical and practical parts of psychology. Similarly, assessments are designed to evaluate a comprehensive range of skills, from theoretical understanding to practical application, ensuring that students' academic performance is indicative of their progress towards the programme's learning objectives. Assessment strategies in each course are designed to evaluate whether students have achieved the intended learning outcomes. In theoretical courses, this might include written exams or essays that assess students' understanding of psychological concepts and theories. In more practical courses, assessments could include practical demonstrations, projects, or portfolio submissions, which provide evidence of students' skills in applying psychological techniques.

The thesis project, which serves as the BPP's capstone, embodies the student's learning path. It enables students to apply their cumulative knowledge and skills to a large research project, reinforcing the program's learning outcomes by demonstrating their capacity to conduct independent research, apply psychological theories, and make a significant contribution to the field of psychology. critical and autonomous thinking. The thesis project as a capstone experience needs independent research and shows students' capacity to apply psychological theories and techniques in a demanding academic setting. This emphasis on research and independent learning prepares students for both professional practice and further academic pursuits.

#### **BSSE**

Test types were chosen because they are appropriate for assessing various LO components. The exam formats and the rationale behind their selection are listed below:

- **Observation-based exams** are used in disciplines such as Developmental Psychology and Learning Theories, Counseling and Learning Guidance, Social/Human Geography, Introduction to Geography, Teknopreneur, and Educational Management. The choice of observation aligns with the focus on the learning process in these courses.
- **Performance assessments** are used in courses such as Student Work Lectures, Counseling and Learning Guidance, Quran and Hadith Studies, Research Proposal Seminar, Microeconomics Theory, Entrepreneurship Education, Qualitative Data Processing Application, EMKM Accounting Application, Professional Ethics for Social Studies Teachers, Curriculum and Learning. Performance assessments are chosen to stress psychomotor or skill-related factors.
- **Written exams** are given in subjects such as Fundamentals of Education, Counseling and Learning Guidance, Philosophy of Science, Arabic Language I -IV, Theosophy, Social/Human Geography, Physical Geography, Macroeconomics Theory, Marketing Management, Educational Sociology, Introduction to History, World History, Social Studies Material Development, and Educational Management. Written tests are used to evaluate cognitive or knowledge-related aspects.

The **thesis or project** provides an opportunity for students to apply their cumulative knowledge and skills to a significant research topic or practical project, reinforcing the program's learning outcomes. They include applying the learned knowledge to a scientific written output. The Academic Guidelines and the Dean's Decree provide restrictions governing the development of theses/final projects. Students who have passed their thesis examinations must submit an article that adheres to the journal template chosen.

## **BIEP**

The BPP has introduced multiple test formats to evaluate and gauge students' attainment of the learning objectives (LO):

- **Oral exams** are given for courses including Comprehensive Exams, Psychodiagnostics III (Interviews), English Language, Arabic Language, and Indonesian Language. The purpose of oral exams is to assess students' verbal communication skills in relation to academic and practical issues. It also assesses their ability to answer questions and argue effectively in spoken form. Additionally, it evaluates their proficiency in actively using languages like Indonesian, Arabic, and/or English.

- **Written exams** are given in subjects such as Pancasila, Philosophy of Science, Basic Psychology, Psychodiagnostics I, Code of Ethics in Psychology, Philosophy of Humanity, Religious Psychology, Islamic Psychology, Educational Psychology, Learning Difficulties in Psychology, Mental Health, and Job Analysis. This format is chosen to assess students' analytical skills in problem solving, their writing skills in composing research reports, articles, or summaries, the systematic nature and originality of their ideas in written form, and their comprehension and knowledge in written assessments.
- **Project work** is assigned in subjects such as Intelligence Tests, Information and Communication Technology, Psychodiagnostics II - III, Clinical Psychological Assessment, Work and Organisational Psychology, and Quantitative and Qualitative Research Methods. It allows students to showcase their problem-solving abilities and creativity by utilising various relevant tools. Project work also provides an opportunity for students to apply theoretical concepts practically and assesses their creativity in completing assigned tasks.
- **Presentation assessments** are conducted in subjects such as English Language, Study of the Quran and Hadith, Psychometrics, Anthropology, Physiological Psychology, Abnormal Psychology, Industrial and Organisational Psychology, Community Psychology, School Psychology, Mental Health, Consumer Psychology, and Communication Psychology. This format evaluates students' creativity in preparing and delivering presentations, assesses their logical and systematic presentation of topics, measures their confidence in public speaking, and evaluates their ability to respond to audience questions effectively.

A thesis or major research project serves as the curriculum's capstone, giving students the chance to put the knowledge and abilities they have learned throughout their studies to use. Students get the chance to delve deeply into a particular subject and provide fresh research to the field of Islamic education with this final project. Before considering publication, students must have their thesis advisors and examiners evaluate their work. To publish a thesis, students must convert their thesis style into a scholarly piece that adheres to academic journal or conference requirements.

## **MIEM**

Various forms of examinations have been chosen to assess the achievement of the intended learning outcomes:

**Observation-based exams** are employed in courses such as Philosophy of Science and Science Integration, Islamic Education Supervision, Public Relations Management, and

Islamic Studies Approach. Observation was chosen because these courses highlight the learning process.

**Performance evaluations** are used in courses such as Curriculum and Learning Management, Strategic Management of Islamic Education, Islamic Education Financing Management, and Thesis Methodology. Performance evaluations focus on psychomotor or skill-related characteristics.

**Written exams** are given in Islamic Education HR Management, Islamic Education Policy Analysis, Entrepreneurship Management, and Islamic Civilization Studies courses. Written tests are used to assess cognitive or knowledge-related abilities.

**Oral examinations** are conducted for Leadership and Organisational Behaviour in Islamic Education, Islamic Education Quality Management, Thesis, and Islamic Education Supervision. Oral examinations assess students' speaking and diplomatic skills in front of the public.

The thesis or final project aims to apply the information and abilities gained during the programme to generate scholarly written work. The procedure entails submitting a thesis proposal, defending the proposal, and finally finishing the thesis, which contributes to the subject of Islamic Education Management. One course in the 3<sup>rd</sup> semester is dedicated to develop student's competencies in writing a solid thesis:

#### Thesis Proposal Seminar

- Thesis proposal seminar (14 meetings, 3 hours per meeting)
- Workshop on academic writing (2 meetings, 3 hours per meeting)
- Academic writing coaching (5 meetings, 2 hours per meeting)
- Coaching for publishing academic articles (2 meetings, 2 hours per meeting)
- Designing research instruments (5 meetings, 2 hours per meeting)

The thesis semester is composed by

- Data Collection (200 hours)
- Data Analysis (170 hours)
- Discussion (150 hours)
- Report (130 hour)
- Writing journal article (250 hours)
- Submission and revision of journal article (95 hours)
- Thesis examination (defence) (3 hours)
- Thesis Revision (50 hours)

## Appraisal:

The curriculum of all programmes adequately reflects the qualification objectives of each study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) enable students to acquire additional competences and skills. In the **bachelor programmes**, the panel appreciates the high number of electives and sees potential for development in the international content (compare chapter 3.4).

The experts found that the curriculum of **MIEM**, reflecting the sharpening of future professional fields (compare chapter 1.1), could benefit from a broader range of electives. They recommend that students could learn more about leadership, organisational development or for example market-oriented management.

Regulation No. 59 of 2018 from the Ministry of Research, Technology, and Higher Education regulates principles and criteria for academic degrees and certificates in higher education institutions. The University chose the programme names to comply with this regulation and ensure consistency with national standards. The degree and programme names correspond to the contents of the curriculum and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum. All programmes offer a balanced combination of theory-based and practical courses. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The structure ensures students gain both theoretical knowledge and practical skills. Nevertheless, the panel sees potential for further development in **BSSE, BIEP and MIEM** by starting earlier with practical input as can be found in the BPP.

There is evidence that the programmes qualify for interdisciplinary thinking. In the context of MBKM students can choose subjects beyond their primary field of study. Furthermore, all programmes include courses that foster interdisciplinary thinking (

Ethical implications are appropriately communicated in several courses in both programmes. This includes professional, societal and research ethics.

Students of all programmes acquire methodological competences and are enabled to do scientific work on the required level through several courses in each curriculum, including research methodology and related skills.

All exams, as they are defined for the courses, are basically suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. However, the panel's assessment, going through used examination forms in the last cohort, revealed that in the **bachelor programmes** exams are not characterised by a wide variety of test formats but predominated by written exams. Thus, they

recommend that lecturers could offer more practical oriented assessment and teaching methods (compare chapter 3.2).

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The panel appreciates the detailed preparation and elaboration of the master thesis based on the course “Master proposal” in **MIEM**. In all programmes, students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme’s qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)				X	
3.1.2* Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3* Integration of theory and practice (Asterisk Criterion)				X	
3.1.4 Interdisciplinary thinking				X	
3.1.5 Ethical aspects				X	
3.1.6* Methods and scientific practice (Asterisk Criterion)				X	
3.1.7* Examination and final thesis (Asterisk Criterion)				X	

## 3.2 Structure

### Modular structure of the study programme

#### **Bachelor programmes:**

Projected study time	BPP, BSSE, BIEP 8 semesters
Number of Credit Points (CP)	BPP 154 SKS credits/272 ECTS, BSSE, BIEP 150 SKS credits
Workload per CP	<p>BPP, BSSE, BIEP</p> <ul style="list-style-type: none"> <li>• 1 SKS credit =170minutes/week/semester = 39.7 hours</li> <li>• 1 ECTS credit = 27,5 hours</li> <li>• 1 SKS credit = 1,44 ECTS credits</li> </ul>

Number of modules/courses	BPP 58 compulsory and 6 elective courses, BSSE, 58 compulsory and 10 elective courses BIEP 52 compulsory and 28 elective courses
Time required for processing the final thesis and awarded CP	BPP, BSSE, BIEP: 6 months, 6 SKS credits
Number of contact hours	BPP 224.58 hours per semester, BSSE 226.04 hours per semester, BIEP 250 hours per semester

### Master programme:

Projected study time	4 semsters
Number of Credit Points (CP)	
Workload per CP	<ul style="list-style-type: none"> <li>• 1 SKS credit =170minutes/week/semester = 39.7 hours</li> <li>• 1 ECTS credit = 27,5 hours</li> <li>• 1 SKS credit = 1,44 ECTS credits</li> </ul>
Number of modules/courses	14 compulsory courses (44 SKS/63.36 ECTS) and 4 elective courses (12 SKS/17.28 ECTS)
Time required for processing the final thesis and awarded CP	6 months, 6 SKS credits
Number of contact hours	145.83 hours/semester

### All study programmes

The course descriptions include an explanation of each subject, not only descriptions of subjects/syllabi, but also learning methods, evaluation of the system and lecturers who teach subjects as documented in the Academic Calendar or Course Syllabus and a big amount of literature recommendations. Learning methods and media are tailored to meet specific learning objectives. In the **MIEM** programme, not all course descriptions were complete in terms of content and workload. The master proposal seminar course and the calculated workload for it don't seem to fit:

Thesis Proposal Seminar** 1. Thesis proposal seminar (14 meetings, 3 hours per meeting) 2. Workshop on academic writing (2 meetings, 3 hours per meeting) 3. Academic writing coaching (5 meetings, 2 hours per meeting) 4. Coaching for publishing academic articles (2 meetings, 2 hours per meeting) 5. Designing research instruments (5 meetings, 2 hours per meeting)	Compulsory				2,88
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Moreover, the foreseen workload for the master thesis as such seem to be pretty low:

<b>Example 4th Semester</b> Thesis*** 1. Data Collection (200 hours) 2. Data Analysis (170 hours) 3. Discussion (150 hours) 4. Report (130 hour) 5. Writing journal article (250 hours) 6. Submission and revision of journal article (95 hours) 7. Thesis examination (defence) (3 hours) 8. Thesis Revision (50 hours)	Compulsory					8,64
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## Study and exam regulations

### **All study programmes**

The conditions of study at UIN Maulana Malik Ibrahim are governed by the Rector's Regulation, SK Rektor Number 3545 of 2022, titled "Educational Guidelines for the Year 2022." This document establishes the academic and administrative framework for the university's study programmes. The institution has established extensive and easily accessible regulations for its study programmes, which include everything from programme structure and requirements to grading methods and international academic recognition. This comprehensive approach demonstrates the university's commitment to providing a robust and globally focused educational experience.

The programme structure allows academic mobility, enabling students to participate in study abroad options. The institution supports the Merdeka Belajar - Kampus Merdeka (MBKM) initiative, which encourages credit recognition for learning experiences and achievements achieved through overseas study programmes. Regulations concerning the transfer or recognition of credits for students who participate in study abroad programmes are outlined in the MBKM Programme Guidebook, signifying the institution's provision for acknowledging academic work completed at overseas universities. The recognition of study time abroad follows the premise that similar study time or qualifications gained abroad are acknowledged in the home institution's academic structure. The procedure of converting grades for credits acquired abroad under the MBKM programme illustrates that the University recognises students' academic achievements while studying abroad, if they comply with regulations and substantive requirements. The institution has mechanisms in place for examining and recognising international academic work.

For every study programme, Students enrolled can find essential information about the programme's requirements, structure, and examinations through the Academic Calendar. This calendar is accessible on the university's website. The Academic Calendar serves as a crucial resource, offering comprehensive details about academic schedules, course offerings, and

assessment periods, thus guiding students in effectively planning and navigating their educational journey.

The University has a detailed final grading procedure for issuing final grades, ensuring accurate evaluation of student performance and programme completion criteria.

The grading system uses numerical scores (0-100), converted into letter grades and a Grade Point Average (GPA):

- 85-100: A (Outstanding, GPA 4)
- 75-84: B+ (Very Good, GPA 3.5)
- 65-74: B (Good)
- 55-64: C+ (Satisfactory)
- 50-54: C (Sufficient)
- 40-49: D (Unsatisfactory)
- Below 50: E (Fail, GPA 0)

The Cumulative Achievement Index (Indeks Prestasi Kumulatif, IPK) evaluates overall academic performance. To graduate, students must complete all courses and achieve a minimum IPK of 2.00:

- 2.00-2.75: Adequate
- 2.76-3.00: Satisfactory
- 3.01-3.50: Very Satisfactory
- Above 3.50: Cum Laude

Graduating students receive a diploma certificate, academic title, and any supplementary documents as authorised by the University.

### Feasibility of study workload

#### **All study programmes**

The study programmes have a structured study plan to ensure students complete their courses within the prescribed period. It regularly assesses and tracks academic progress, enforcing time restrictions for course completion. Students must proactively follow guidance, use available resources, and take responsibility for their study planning. Academic faculty provide structured guidance throughout their academic journey.

The curricula are regularly revised to reflect the latest developments set by educational authorities and accreditation agencies. They are updated to reflect the latest advances in knowledge and learning methodologies. This revision involves internal and external reviews by accrediting bodies and is conducted by a curriculum team, including faculty members and an academic coordinator. They analyse evaluations, student feedback, statistical data, and

other factors to implement necessary changes. This ongoing process ensures the curriculum continuously improves, supporting students' academic success.

### Equality of opportunity

#### **All study programmes**

Rector's Decree number 417 of 2020 outlines new student admission rules, emphasising the institution's commitment to nondiscrimination and equal opportunity. This decree serves as a foundational framework for all University operations, ensuring equality across all processes, including admissions. To ensure that this policy is followed, the University has set up a complaints resolution system to assist members of the academic community who experience prejudice. The institution is committed to creating an inclusive campus environment that respects diversity and prevents discrimination. All members of the academic community are expected to actively participate in promoting a culture of tolerance, respect, and justice within the campus environment.

The University ensures no discrimination based on religion, race, ethnicity, gender, or other criteria. This is also achieved by providing adequate student facilities and empowering organisations like the Student Executive Board and the Study Programme Student Association. Advisors in the Ma'had offer guidance to maintain an inclusive environment.

The University ensures barrier-free accessibility for students with disabilities. Additionally, it offers an online financial administration tool to assist students facing financial difficulties, helping them manage issues that may impede their education. Furthermore, it offers various scholarships, including those for academic achievement, Quran memorisation, the Bidikmisi scholarship for students in need, the PIP scholarship, and scholarships funded by Bank Indonesia and Cahaya Pintar PLN. These scholarships aim to provide financial assistance to students facing economic hardships or special circumstances.

### **Appraisal:**

The **bachelor programmes**' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The bachelor programmes consist of courses and assign credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. Course descriptions provide basically detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide, especially a high number of literature recommendations. In order to sharpen the outcome orientation and to serve students with helpful guidance through a big amount of possible literature, the panel recommends to reduce the amount of literature recommendations and to define it by a minimum of readings, selected

in a choice by the lecturers. In doing so, the descriptions could also be refined in order to be more precise.

MIEM's structure also allows the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. All courses assign credits, but in the view of the panel, the foreseen number of credits for thesis proposal seminar and master thesis does not meet the necessary student workload and, in a whole, the number of credits for the master is quite low. The panel learned that both parts of the study programme are running very smooth and feasible for students, helping them developing the necessary scientific graduation skills. Nevertheless, it is necessary that – maybe solving an issue of transferring SKS to ECTS- course descriptions and credits fit together and inform properly about the workload and content. Thus, they recommend the accreditation of the **master programme** under the following **condition**:

The University shows and provides

- a. the amount of workload transferred to the comprehensibly calculated credit number in the course description for the Master proposal seminar and the Master thesis seminar which contains all parts in a competence-oriented description, reflecting on the real effort students have to take.
- b. a comprehensible curriculum for the master in SKS and ECTS which shows the workload calculation based on SKS and the transfer to ECTS and reflected the workload of master thesis and proposal seminar.

There are legally binding study and exam regulations for all study programmes. However, the panel was not able to find defined examples for formats for mid-term and end-term examination (list of possible formats) which teaching staff can choose in the academic guidelines. Taking into account the recommendation for lecturers to create a broader variety of test formats the panel identifies here a potential for development.

The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. Although the panel could not find regulations on the recognition of credit points earned elsewhere, except those earned in the MBKM programme. Therefore, the panel recommends the following conditions **for all study programmes**

The University

- a) defines the format of examinations (definition and duration, exam retake) in an official framework document;

- b) defines the recognition of credit points earned elsewhere; and
- c) provide ECTS grading table for each study programme.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				Condition (Master)	
3.2.2* Study and exam regulations (Asterisk Criterion)				Condition (all programmes)	
3.2.3* Feasibility of study workload (Asterisk Criterion)					
3.2.4 Equality of opportunity					

### 3.3 Didactical concept

#### Logic und plausibility of the didactical concept

#### **Psychology (BPP)**

Through Student-Centred Learning (SCL), lecturers are required to adopt approaches that actively incorporate student participation. This approach emphasises students' active participation in their own learning process. A key aspect is the use of case-based methods and Problem-Based Learning (PBL), which encourages students to engage directly with real-world

cases and problems, thereby enhancing their practical understanding and application of psychological concepts. These methods are instrumental in honing students' analytical skills, as they are encouraged to analyse cases and present their findings and perspectives effectively in class discussions. By actively participating in the learning process, students develop critical thinking and problem-solving skills. Working in groups on real-life cases or problems enhances their ability to collaborate, communicate, and articulate their thoughts effectively. These skills are essential for a comprehensive understanding of psychological principles and their application in various contexts.

### **Social Science Education (BSSE)**

The didactic approach of the BSSE is centred on a variety of teaching methods chosen to successfully promote the accomplishment of Course Learning Outcomes (CPL). Lecturers in the BSSE employ a variety of methodologies, including group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other ways judged successful for accomplishing the CPL. For example, face-to-face courses might use case studies focused on problem-solving, while practical courses might employ project-based learning. Field practice courses, on the other hand, might utilise problem-based and collaborative learning methods, as well as group discussions.

### **Islamic Education (BIEP)**

The programme's focus is on fostering a deep understanding of Islamic education and the chosen strategies are intended to engage students actively in the learning process, encouraging them to think critically and apply their information in real-world circumstances. Case studies, project-based learning, group discussions, simulations, cooperative learning, and problem-based learning (PBL) are among the instructional approaches used by BIEP lecturers.

### **MIEM**

The program's pedagogic approach is built on seminar lectures and project-based learning. This approach is intended to give students a solid understanding of Islamic education administration, with an emphasis on active engagement and practical application of taught concepts. Seminar sessions include students in in-depth debates and analysis of diverse topics. Project-based learning helps students to apply theoretical information to practical settings, thereby cementing their comprehension. A significant aspect of this method is the requirement for students to publish articles in journals, based on the themes studied in their courses. This requirement not only reinforces the learning but also enhances students' research skills and their ability to contribute to academic discourse.

## Course materials

### **All study programmes**

Lecturers across all study programmes provide students with various materials, including textbooks and other printed references. They ensure every student has access to these materials by printing them through publishers, offering alternative references, and preparing soft copies.

Materials are available through a Learning Management System (LMS), such as Moodle. Lecturers use this platform to distribute lecture materials, assignments, and readings. The University has an LMS for distance learning<sup>9</sup> and the learning platform SIAKAD for recording all academic activities, including lecture journals, attendance, assessments, and thesis supervision.

Through this platform, students can interact with their lecturers and peers, exchange information, and discuss the teaching materials.

Both programmes offer online access to electronic journals, databases, eBooks, and other digital resources through their respective library websites (see chapter 4.4).

## Guest lecturers

### **All study programmes**

Each programme follows several policies related to guest lectures, as indicated by various official decrees issued by the respective dean at UIN Maulana Malik Ibrahim Malang. These policies govern the implementation of guest lectures, technical guidance for thesis writing, and other relevant activities within the specific programme.

Guest lecturers should derive from a variety of fields, including academics, business/practice, politics and culture, expanding students' educational experiences by exposing them to a variety of perspectives and real-world insights. Faculty is responsible for budgeting and allocating funds for guest speaker programmes, conferences, and technical guidance.

## **Psychology (BPP)**

Visiting lecturers are experts in many fields of psychology and come from all around the world:

- In September 2022, a lecture entitled "Pride and Supporter" was given by Gavin Brent Sullivan, a professor at Coventry University in the United Kingdom. Students most likely gained insightful knowledge on the psychological characteristics of support and pride in various contexts from this lecture.
- In March 2023, Ullrich Guenther gave a talk titled "Psychology Today: A Cross-Cultural Management" on behalf of Leuphana University in Germany. This talk most likely

examined the relationship between psychology and cross-cultural management, giving students an international viewpoint on the topic.

- In June 2023, Uichol Kim gave a speech on "Indigenous Psychology and Indonesian Development Tasks" at Inha University in South Korea. Students probably gained a unique perspective on indigenous psychology and its applicability to Indonesia's development difficulties from this talk.

### **Social Science Education (BSSE)**

A list of guest lecturers shows the different approaches in serving students with special content related to the programme's content:

- Dr. H. Udin Supriyadin, M.Pd., Universitas Pendidikan Indonesia: lecture on "Pembentukan Jiwa Pendidik Profesional di Era Society 5.0" on October 4, 2022.
- Dr. Didin Widyartono, M.Pd., Universitas Negeri Malang: lecture on "Strategi penulisan Tugas Akhir Mahasiswa S1" on March 24, 2022.
- Farah Tsabita Huda, S.I.Kom, the Owner of Dumbleese, discussed "Membangun Motivasi Berwirausaha" on September 12, 2022.
- Dr. Eng. Muhammad Ashar, ST, MT, Universitas Negeri Malang: session on "Pelatihan Media Pembelajaran: Pengembangan Media Ajar Buku Digital Interaktif Berbasis Animasi" in July 2022.
- Alan Wahyu Hafiludin, the Owner of WASTO and a Consultant at PLUT Kota Batu: training session on "Pelatihan Startupreneur" in June 2022.
- Silky Roudhotus Saadah, an Edupreneur associated with Imuhta Kos Malang/Imuhtaofficial, discussed "Edupreneur" in June 2022.
- Arif Subekti, S.Pd, MA, Universitas Negeri Malang, conducted sessions on "Penulisan Karya Ilmiah Bidang Sosial" in May-June 2022.
- Prof. Frans Wijsen, Radboud University in the Netherlands: lecture on "Integrated Science and Religious Moderation in a New Paradigm on Contemporary Education" on October 17, 2022.
- Prof. Mun'im Sirry, MA. Ph.D., University of Notre Dame in the USA discussed "International Collaborative Courses and Research on Cross-Culture Understanding" on July 5, 2022.
- Dr. Mahardika Zifana, M. Hum, Operational Manager of Journal UAL Q2, led a session on "Peningkatan Kualitas Riset dan Academic Writing melalui Sistem Pengelolaan Jurnal Bereputasi" on August 10, 2022.
- Prof. Irwan Abdullah, P.hD; Dr. Saifuddin Zuhri, MA; and Arkan Syafira F, S.Ant from IA Scholar Foundation conducted a coaching clinic on "peningkatan kualitas artikel pada jurnal nasional dan internasional" on October 28, 2021.

- Prof. Mun'im Sirry, MA. Ph.D., University of Notre Dame in the USA discussed "Islamic Education in Modern Indonesia: Challenges, Achievements, and Future Trajectories" on November 15, 2021.
- Imam Gunawan, M.Pd from Universitas Negeri Malang conducted a session on "Penelitian Kualitatif, kuantitatif, dan R&D: Studi implementasi dalam masalah dan metodologi" on August 13, 2021.

Additionally, the BSSE programme regularly conducts international seminars that are relevant to the field:

- "ICIED 2022" featured Dr. Frans Wijsen from Radboud University in the Netherlands, who discussed "Moderation, Diversity, and Hybridization in Identity of Islamic Education" on October 17, 2022.
- "ICIED 2021" included Mun'im A. Sirry from Notre Dame University in the United States, who spoke on "Sustainable Education Transformation in the Disruptive Era" on November 15, 2021.
- "ICIED 2020" featured Andrea Rene Mason, M. A from the University of Idaho, United States of America, who explored "Innovative Learning Designs to Empower Students in Digital Works" on November 12, 2020.

## **BIEP**

Guest lecturers in the programme shall serve students with special insights which broaden students' horizon:

- Prof. Ahmad F. Yousif, Sultan Sharif Ali Islamic University in Brunei: lecture on "Study Islam" on October 31, 2022.
- Varghese from India: lecture on "Penulisan Artikel Bereputasi Internasional" on November 11, 2022.
- Prof. Mun'im Sirry, Notre Dame University in the United States: lecture on "International Collaborative Research" on July 5, 2022.

In addition to guest lectures, the program also actively conducts international seminars that are relevant to the field of Islamic education. These seminars provide a platform for renowned experts to share their knowledge and research findings with students. Here are a few examples of such seminars:

- "International Conference on Islamic Education 2020" featured Andrea Rene Mason, PhD, from the University of Idaho, USA, who discussed "Innovative Learning Design to Empower Students in Digital Works" on November 12, 2020.
- "International Conference on Islamic Education 2021" included Prof. Mun'im Sirry from Notre Dame University, USA, who spoke on "Sustainable Transformation Education in the Disruptive Era" on November 15, 2021.

- On October 17, 2022, Prof. Frans Wijzen of Radboud University Netherlands spoke on "Integrated Science and Religious Moderation in the New Paradigm on Contemporary Education."

### **MIEM**

MIEM places a strong emphasis on enriching the educational experience of its students by inviting distinguished guest lecturers from various backgrounds. These guest lecturers are not part-time instructors who deliver regular courses but rather accomplished individuals with substantial expertise and experience. They are invited to share their valuable insights, knowledge, and practical wisdom with the students, providing them with invaluable real-world perspectives and come from various backgrounds including academics, politics, and education. Examples are:

- Prof. Dr. Zainuddin Maliki, M.Si, a prominent figure from UIN Surabaya and a member of the Indonesian Parliament, who delivered a lecture on "Pendekatan Studi Islam"
- Prof. Dr. H. Amin Abdullah, MA, a renowned scholar from UIN Sunan Kalijaga, who engaged students in a discussion on "Filsafat Ilmu (Studi Integrasi dan Sains)"
- Prof. Dr. H. Syamsul Arifin, M. A, an academic luminary from Universitas Muhammadiyah Malang, who shared insights on "Pendekatan Studi Islam"
- Prof. Dr. H. Nurul Murtadlo, M.Pd, an expert from Universitas Negeri Malang, who conducted a session on "Pengembangan Materi dan Metodologi Pembelajaran Bahasa Indonesia"
- Prof. Dr. H. Zahrah Binti Husein, representing Universiti Malaya in Malaysia, who presented on "Studi Peradaban Islam"
- Prof. Dr. Haidar Bagir, a distinguished academic from Universitas Paramadina, who engaged students in a discussion on "Filsafat Ilmu (Studi Integrasi dan Sains)"

The programme management actively organises international seminars related to the topic of study. These seminars are held on a regular basis, allowing students to connect with and learn from prominent international scholars and researchers. The seminar topics cover a wide spectrum, including language, literature, media, education, and more. This commitment to hosting international seminars ensures that students are exposed to diverse viewpoints and cutting-edge research within their field of study, enriching their academic experience.

### Lecturing tutors

### **All study programmes**

Older students assist younger students with tutoring. This mentorship method is intended to improve the learning experience and assist junior students in navigating hard topics. Tutors are typically advanced students with a strong understanding of their chosen field, such as those in their last semester of a bachelor's program or students pursuing a master's degree

(S2). Furthermore, tutors are assigned to certain courses and activities within the specific programme.

### Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, the panel would like to encourage the lecturers to use this possibilities more often. Students are encouraged to take an active role in creating the learning process through discussions in the lectures.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students though the LMS. They are user-friendly and encourage students to engage in further independent studies. Students can use the platform furthermore to contact lecturers and peers. However, the University has to make sure the literature recommendation in the course descriptions is sharpened(see chapter 3.2).

National and international guest lecturers are invited in all programmes and contribute to the students' qualification process with their special experience, from professional practice and scientific work. The panel recommends that **BBP** could enrich the engagement of guest lecturers of the professional field in order to strengthen practical impact earlier in the curriculum.

Lecturing tutors (senior students) support the junior students in their learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)				X	
3.3.2* Course materials (Asterisk Criterion)				X	
3.3.3 Guest lecturers				X	
3.3.4 Lecturing tutors				X	

### 3.4 Internationality

#### International contents and intercultural aspects

##### **BPP**

International components in the curriculum are integrated with the goal of broadening students' global perspectives and intercultural competencies. This integration is accomplished through the use of specific courses that include both language training and exploration of Islamic topics: Arabic Language I – IV, English Language I – II, Study of the Quran and Hadith (global perspective, exploring international dimensions of Islamic teachings), Intelligence Tests (covering international methods of intelligence testing), Cross-Cultural Psychology (dedicated to cross-cultural and international psychology, preparing students to comprehend psychological variations across different cultures), Guidance and Counseling (equips students with counselling skills applicable in diverse contexts, including those involving individuals from various cultural backgrounds), Personality Psychology (Examining personality from diverse cultural perspectives), Educational Psychology (delves into the international facets of education and learning), Islamic Psychology ( insights into Islamic psychology with relevance to international contexts) and Educational Entrepreneurship (Focusing on international entrepreneurship).

Students shall be prepared for successful careers in worldwide work situations.

##### **BSSE**

The following education and cross-cultural psychology. courses in the BSSE curriculum contain international and/or intercultural subjects: Arabic Language, English Language, History of Islamic Civilization, Disaster Geography, History of Southeast Asia, Macroeconomics, Sociology of Religion, World History and Sociology of Development.

For example, the Disaster Geography course educates students on the origins and consequences of natural disasters. Students who aspire to work in international organisations active in disaster assistance and recovery can benefit from this expertise. These skills and knowledge are essential for students who want to work in a globalised world. They allow students to communicate effectively with people from different cultures, understand different perspectives, and adapt to new environments.

##### **BIEP**

Several courses explore international issues, promoting a greater knowledge of global dynamics and interconnections: Sociology of Religion, Developmental Psychology and Learning Theories, Islamic Education Science, Islamic Jurisprudence Studies, Quranic Reading, History of Islamic Education, Principles of Islamic Jurisprudence, Instructional Material Development, Social Theories in Education, Journalism in Digital Literacy, Marketing,

Sociology and Counseling in Islamic Da'wah, Educational Statistics, Classroom Management Analysis and Proposal and Research Report Writing Techniques.

Several courses focus on intercultural topics, such as intercultural communication, multicultural education, and cross-cultural psychology.

Moreover, the programme offers a variety of opportunities for students to gain international exposure, such as study abroad programs, internships, and research opportunities.

### **MIEM**

The following courses contain international subjects and/ or intercultural aspects: Study of Islamic Civilization, Curriculum and Learning Management, Management Information Systems, global education, intercultural communication, intercultural communication, multicultural education and cross-cultural psychology.

This shall prepare students to work in an international environment by providing them with the following skills and knowledge.

#### Internationality of the student body, internationality of the faculty

#### **All study programmes**

	students	lecturers
BPP	4 (Thailand, Kambodscha)	4 from abroad 9 with working or educational experience from abroad
BSSE	-	2 from abroad 12 with working or educational experience from abroad
BIEP	5 (Bangladesh, India, Libya, and Palestine)	2 from abroad 14 with working or educational experience from abroad
MIEM	2 (Lybia)	2 from abroad 14 with working or educational experience from abroad

All programmes offer a variety of policies and programmes to make it more attractive to students from other countries. These include:

- Relevant and diverse curriculum
- Cultural and integration support: The University assists international students with cultural and integration support, including specialised orientation, academic help, and mentoring activities. This assistance assists overseas students in adjusting to Indonesian culture and succeeding in their studies.
- International partnerships

- Additional skill development programmes: all programmes provide additional skill development that are relevant for international students, such as language skills, intercultural skills, or effective communication skills.
- Inclusive and supportive international student community: The University promotes the development of a welcoming and supportive international student community. This community provides a sense of connection and support to overseas students.

Lecturers from abroad or with specific experience come from countries as for example Australia, Germany, Malaysia, Netherlands, United Kingdom, United States, Egypt, India, Sudan, New Zealand, Fiji and Tanzania.

Students benefit from the worldwide experience of lecturers in a variety of ways. For starters, instructors with international expertise can provide a global perspective to the classroom. They can offer their knowledge of many cultures and societies and assist pupils in understanding the world in a broader context. By interacting with English-fluent lecturers, students can improve their language proficiency. Students can have access to international possibilities such as research and internships in other countries. In each study programme, several examples prove these aspects.

#### Foreign language content

In the **bachelor programmes**, language courses such as Arabic Language I-IV and English Language I-II seek to improve students' language competency, which is necessary for accessing and spreading knowledge globally. These courses are designed to help students improve their communication skills and cross-cultural understanding.

Beside that, each programme offers several courses in foreign languages:

#### **BPP**

The programme's instruction languages are Indonesian and Arabic. 19 courses in the BPP are taught in a foreign language (16 in Arabic, 3 in English), thus, 12.3% of the curriculum are taught in a foreign language.

#### **BSSE**

The programme's instruction languages are Indonesian and Arabic. 21 courses in the BSSE are taught in a foreign language (16 in Arabic, 5 in English), thus, 15.2 % of the curriculum are taught in a foreign language.

#### **BIEP**

The programme's instruction languages are Indonesian and Arabic. 21 courses in the BIEP are taught in a foreign language (16 in Arabic, 5 in English), thus, 15.2 % of the curriculum are taught in a foreign language.

## **MIEM**

The programme's instruction languages is Indonesian. 3 courses in the MIEM are taught in a foreign language (2 in Arabic, 1 in English), thus, 7.1 % of the curriculum are taught in a foreign language. Language courses are offered on a voluntary basis.

In all programmes, lecturers are encouraged to use course materials in the language of instruction for their courses. This includes using textbooks, articles, and other resources in the appropriate language.

### **Appraisal:**

International contents are an integral part of the curriculum of all study programmes. Intercultural understanding is enhanced through several courses on cross-cultural topics and global contents. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The panel is satisfied with the amount of international oriented content, but would encourage the responsibles to develop further in order to evolve the internationalisation:

The programmes could contain more international oriented content, for example

- clinical courses and social psychology in the **BPP**,
- economics, politics or schooling system in **BSSE**
- current aspects of intercultural interactions/ processes in courses like studies of Islamic civilisations or integration of Islam and Science in **MIEM**

Currently, there are no foreign full-time students enrolled in the BSSE and only few in the BPP, BIEP and MIEM. In the view of the panel, the measures taken are suitable for attracting more international students. They appreciate that the university is taking steps to address the challenges in becoming more international (visible) through marketing and outreach efforts.

The international composition of the faculty promotes in all study programmes the acquisition of international competences and skills. The measures taken are goal-oriented.

Each programme contains foreign language courses beside language skills courses; the majority of students were able to speak English. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of each study programme. This approach enhances understanding of language and literature through a variety of courses beyond language acquisition. The panel encourages the University in their idea to offer more courses in English in the future in order to attract more international students. Especially in the **MIEM**, the use of English literature and course materials could be enlarged, also in order to strengthen Indonesian students with future work possibilities abroad.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2 Internationality of the student body			x	x Social Science	
3.4.3 Internationality of faculty			x		
3.4.4 Foreign language contents			x		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

#### BPP

The BPP is designed to equip students with a wide range of generic skills, foster personal development, and encourage social commitment through various didactic methods and activities:

- Philosophical and critical thinking skills (in courses as for example Philosophy of Science, Basic Psychology, Psychodiagnostics I-III, and Learning Psychology)
- independence in learning and problem-solving (in courses as for example Gifted Child Education, and Mental Health)
- Communication skills (in courses as for example Human Resource Management, Indonesian Language, Arabic Language I-IV, and English Language I-II)

The BPP programme provides customised courses and activities that contribute to personal skill development in addition to generic skills training. These include, among other things, leadership, communication, dispute resolution, problem solving, team collaboration, flexibility, and negotiation.

#### BSSE

The BSSE is intended to equip students with a wide range of skills and competences. These talents include both generic skills and personal growth, and they are taught via a variety of approaches. Through specialised activities and seminars, the programme also develops social commitment:

- Generic Skills as for example Public Speaking Skills ("Arabic Language I-IV," "English Language I-II," and "Indonesian Language." with conversations and presentations) or Conflict management ("Basic Concepts of Social Studies (IPS)", case studies and group projects)

- The BSSE places a strong emphasis on personal skill development, ensuring that students acquire essential attributes for their future roles. These include: Teaching skills, field and teaching practice and social commitment (Study tours, "Disaster Mitigation Training, Social and Human Geography)

### **BIEP**

The BIEP curriculum is intended to inculcate in students a wide range of skills, including generic and personal traits, as well as a sense of social obligation. To ensure that students are well-prepared to flourish as educators and make meaningful contributions to their communities, a variety of teaching approaches and activities are used:

- Generic skills as for example Public speaking abilities ("Dawah Management"), Conflict management skills ("Guidance and Counseling"), Teamwork ("Education Management", "Leadership in Islamic Education"), Problem-solving skills ("Classroom Management Analysis")
- Personal Skill Development as for example leadership and entrepreneurship skills, including critical thinking, creativity, problem-solving, and effective communication, both written and verbal ("Leadership in Educational Institutions", "Entrepreneurship education)
- Several courses within the BIEP curriculum not only foster skills but also encourage social commitment. For instance, "Leadership in Educational Institutions" emphasises the significance of effective leadership in educational institutions, nurturing a strong organisational culture for future competitiveness. "Curriculum and Learning" equips students with the capability to design curricula that cater to the needs of society, promoting community engagement.

### **MIEM**

MIEM aims to teach its students a number of general abilities. The curriculum nurtures several essential generic skills among its students. These skills include

- cross-cultural understanding (in courses as for example Thematic Study of the Qur'an and Hadith, Leadership and Organisational Behaviour in Islamic Education, Strategic Management of Islamic Education)
- teamwork (Public Relations Management and Quality Management in Islamic Education. Didactic methods include discussions, group projects, quizzes, and group assignments),
- discipline (Thesis and Thesis Research Methodology),
- responsibility (Thesis Proposal Seminar and Public Relations Management),
- and independence (Analysis of Islamic Education Policies, Entrepreneurship Management, and Thesis Research Methodology).

Within MIEM, personal development activities are integral to certain courses, encouraging social commitment.

## Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)				x	

## 3.6 Skills for employment / Employability (Asterisk Criterion)

### All programmes

The efficacy of the programmes in augmenting employability is demonstrated by its alumni tracking investigations. The dissemination of tracer study instruments is conducted regularly by the university's student affairs department and the program, both online and offline, during graduation ceremonies, alumni meetings, and other predetermined times. This comprehensive approach ensures a continuous evaluation of the program's impact on alumni's career success and the alignment of the curriculum with market needs.

### BPP

The University fosters employability through a well-structured curriculum that encompasses essential skills for the psychology profession. The programme's numerous efforts, including curriculum reviews, alumni participation, and thorough tracer studies, demonstrate its dedication to ongoing improvement and alignment with industry standards. Among the skills trained, the most beneficial for students when seeking employment include teaching and instructional skills for educators, research methodologies for researchers, communication and leadership skills for Da'i, management skills for educational administrators, and entrepreneurial skills for business ventures in education.

### BSSE

Through an emphasis on practical skills in teaching, social science research, and entrepreneurship, the BSSE effectively prepares its graduates for employment. The learning methods employed in these courses, such as Problem-Based Learning (PBL), discussions, presentations, and projects, are geared towards practical application and active learning. The programme's commitment to monitoring and enhancing these skills through competency tests and regular alumni feedback ensures that graduates are well-equipped to meet the challenges and opportunities of their respective career paths.

#### **BIEP**

The curriculum is designed to promote employability by focusing on the development of practical skills relevant to specific job roles. For prospective educators, for example, the program includes a fieldwork practice in which students intern in schools and actively participate in instructional activities, as well as observation and self-reflection. The curriculum also addresses the skills required for educational management roles and entrepreneurship in education, using methods like problem-based learning or case studies.

The programme promotes employability by incorporating practical skill development into its curriculum, which is customised to the specific needs of diverse professional jobs. The program's dedication to continual growth, as indicated by regular alumni tracking and feedback methods, ensures that graduates are well-prepared to tackle the challenges and possibilities of their individual professional pathways.

#### **MIEM**

The curriculum is designed to improve employability through the inclusion of pertinent courses that emphasise leadership, IT competence, management skills, and analytical abilities. Deep comprehension and practical application are the goals of the teaching strategies used. These competences are critical in the field of educational management, particularly in the context of Islamic education, where they are increasingly in demand.

#### **Appraisal:**

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all courses using various teaching methods.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements

	Psychology	Social Science	Islamic Education	MIEM
<b>Fulltime lecturers</b>	49	23	39	19
<b>Parttime lecturers</b>	-	5	-	1
<b>among them professors</b>	2	3	8	11
<b>Business experience</b>	10	8	5	6

#### Academic qualification of faculty

##### **All study programmes**

The academic criteria for becoming a full-time lecturer are outlined in Law No. 5 of 2014. Candidates must register on the SSCASN portal, complete their biodata, select the "lecturer of the intended study programme" formation, and upload the required documents. The selection process includes administrative selection, Basic Competence Selection (SKD), and Field Competence Selection (SKB). Candidates must have at least an undergraduate degree (S1), a master's degree (S2), or a doctoral degree (S3) in a relevant field. They should engage in quality research, publish scholarly work, demonstrate effective communication skills, manage classrooms well, and create a conducive learning environment. A strong commitment to teaching and high ethical standards are also required.

The institution also recruits non-Civil Servant lecturers independently. Applicants must submit a cover letter, CV, and supporting documents such as diplomas, transcripts, photos, identification cards, job experience certificates, and academic work. They must pass a competency examination, including psychological tests, pedagogical tests, and interviews. To become a part-time lecturer, candidates should have a bachelor's degree (S1) in a relevant field and, preferably, a master's degree (S2). Part-time lecturers should have a comprehensive understanding of their field and be involved in research activities. Flexibility and commitment to teaching responsibilities are essential.

Becoming a professor, or 'Guru Besar', requires following the Credit Number Guidelines, obtaining a doctoral degree (S3), and publishing scholarly work in renowned international

journals. Candidates must register for the Credit Number Assessment Proposal (PAK), with approval managed by the personnel section of public universities. Applicants complete a form and upload the necessary documents. The University conducts the first level of verification and validation, followed by a second level. After these verifications, the Ministry of Education and Culture (Kemendikbud) issues the Credit Number Package (PAK).

The University encourages active engagement in research and community service to enhance teaching quality and relevance. Faculty development is prioritised through professional development programmes, ensuring faculty members stay updated with the latest knowledge and teaching methods.

The University supports lecturers' professional development through training, workshops, leadership development, promotion guidance, research funding, and participation in national and international seminars and conferences. It also offers benchmarking activities and remuneration for scientific works.

#### Pedagogical / didactical qualification of faculty

##### **All study programmes**

The criteria for full-time lecturers include completing pedagogic training, such as 'Prajab' (pre-job training), and creating a Course Unit Plan (RPS) according to Outcome-Based Education (OBE) standards. They must also implement OBE-aligned teaching methods and develop relevant materials.

Part-time instructors must use teaching approaches suitable for the OBE curriculum. This ensures all lecturers, whether full-time or part-time, have the skills to effectively deliver the curriculum and support student learning outcomes.

The University is committed to its faculty's continuous professional development. The University provides training to improve lecturers' teaching abilities, including sessions like Improving Basic Skills of Instructional Techniques and Pedagogic Competency Training for lecturers. These sessions equip lecturers with new didactical techniques and update them on contemporary pedagogical strategies. Additionally, the University enhances its faculty's didactical capabilities through various training opportunities, including pedagogical training in collaboration with Quality Assurance Agencies. This training helps lecturers develop skills in designing learning strategies, using teaching technologies, and creating suitable learning programmes. All lecturers are required to participate in this training.

#### Practical business experience of faculty

##### **BPP**

The Bachelor of Psychology Program (BPP) places a strong emphasis on providing students with a comprehensive understanding of psychology, both in theory and practice. To achieve

this, the programme has assembled a team of experienced and knowledgeable lecturers who possess not only strong academic credentials but also valuable practical and business experience.

#### **BSSE**

BSSE's full-time instructors have expertise in entrepreneurship and accounting, both of which are directly relevant to the subjects they teach. Additionally, its part-time lecturers are engaged in professions outside of teaching that align with their academic expertise.

#### **BIEP**

Several lecturers have business experience for example in the batik industry allowing them to present students with a comprehensive understanding of the subject, utilising real-world examples and case studies to highlight fundamental concepts and principles.

#### **MIEM**

The lecturers, both full-time and part-time, have extensive practical and business expertise, mostly in the field of research. This experience enriches their teaching and gives students practical insights into Islamic education management.

### Internal cooperation

#### **All study programmes**

Lecturers within the study programmes regularly interact to maintain curriculum quality and coherence. Frequent faculty meetings allow lecturers to discuss and synchronise educational material, preventing overlaps within or between courses. Furthermore, lecturers teach classes together in team teaching.

A consortium of lecturers ensures the distinctiveness of course content by generating, evaluating, and developing Course Unit Plans (RPS MK). They collaborate to synchronise teaching materials and methods, providing students with comprehensive and non-redundant learning experience.

Regular evaluations monitor and assess the effectiveness of courses and curriculum integration. This systematic approach ensures all lecturers are aligned in their educational objectives, delivering a cohesive and well-structured body of knowledge to students.

### Student support by the faculty

#### **All study programmes**

Academic Supervisors (DPA) ensure students complete their courses within the specified period. Their responsibilities include understanding the educational programme and its organisational complexities, assisting students in devising learning strategies, and planning semester study programmes. They are accountable for their performance as academic advisors.

The University offers various counselling services to support students throughout their academic journey. Academic Services help with course selection, understanding academic requirements, and general guidance. Writing Services support the development of academic writing skills and provide resources for research and thesis work. Assistance is also available for Final Assignments, including capstone projects or theses.

Student support by lecturers is systematically organised and is offered by full-time and part-time instructors. Lecturers arrange specialized consultation periods with students. These can take place via an array of channels, including WhatsApp and in-person meetings.

To improve the learning environment, students submit learning experience evaluations each semester. This feedback helps to assess and enhance the effectiveness of academic support services.

## Appraisal:

The structure and number of the faculty correspond to the respective programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time as well as visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure outlined in Law No. 5 of 2014. Specific measures for the further qualification of the faculty members are implemented, for example through trainings, workshops, leadership development and promotion guidance. The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that lecturers are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented, including pedagogical training in collaboration with Quality Assurance Agencies.

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Frequent faculty meetings allow lecturers to discuss and

synchronise educational material, preventing overlaps within or between courses. Furthermore, a consortium of lecturers ensures the distinctiveness of course content by generating, evaluating, and developing Course Unit Plans.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well (for example via WhatsApp groups). The students are “fully content” with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)				X	
4.1.2* Academic qualification of faculty (Asterisk Criterion)				X	
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)				X	
4.1.4 Practical business experience of faculty				X	
4.1.5* Internal cooperation (Asterisk Criterion)				X	
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

### Programme Director

#### **All study programmes**

The study programmes are managed by a Programme Director and a Programme Secretary, who oversee both academic and administrative aspects.

- The Programme Director plans academic services, delegates tasks, provides guidance, supervises implementation, and ensures compliance with regulations. They also evaluate academic activities, prepare reports, and perform other duties as instructed by leadership.

- The Programme Secretary's duties are similar but focus on the Arabic Language and Literature study programme, including planning, task delegation, guidance, inspection, implementation, evaluation, and reporting.

Effective coordination within programme management involves regular planning, monitoring, and reporting, aligned with programme objectives and regulations. This is supported by various units including the learning resources and infrastructure management, data and learning systems management, academic material and teaching management, academic services management, library management, laboratory management, student and alumni affairs management, academic, student, and alumni administration.

Indicators of a well-run programme include effective academic service delivery, adherence to targets and regulations, positive evaluations, and comprehensive, timely reporting. These are achieved through the collective efforts of the Programme Director, Programme Secretary, and the Universities general services.

#### Process organisation and administrative support for students and faculty

##### **All study programmes**

For students, the Head of the Academic, Student Affairs, and Alumni Subsection oversees the planning and execution of academic, student, and alumni activities to ensure effective operations. This includes delegating tasks, evaluating performance, coordinating with related institutions, and attending or representing in meetings. The Academic Administration Staff handle a wide range of student-related tasks, including managing study leave, student transfers, academic activity registration, document archiving, administrative letter processing, new student data management, temporary transcript checklists, distribution of Student Academic Records (KHS), consultation of the Study Plan Card (KRS) with academic advisors, lending and returning academic monitoring books, duplicating administrative files, providing alumni forms, collecting alumni data, labelling books and reports, and organising registration for exams like proposal seminars, thesis exams, and comprehensive exams.

For lecturers, the Academic Staff's duties include marketing, entering data into the Academic Information System (SIAKAD), creating and inputting schedules, course programming services, checking academic advising data in SIAKAD, printing attendance, compiling lecture files, distributing initial lecture documents, formatting midterm and final exam questions, assisting in exams, submitting thesis titles, preparing lecture materials, drafting semester lecture schedules, and organising examination schedules.

The Academic Department or the Programme Administration Department manages classroom scheduling and utilisation, ensuring effective management for student learning activities. The Infrastructure and Household Affairs Staff handle media and technical equipment, including inventorying and inspecting damage reports, preparing rooms for activities, lending equipment

like LCDs, keys, cameras, and cables, legalising diplomas and other faculty documents, distributing consumable goods, and reporting and inspecting repairs.

Student well-being is addressed through services focused on mental health counselling, stress management, and maintaining a healthy balance between academic responsibilities and personal well-being. Financial counselling is available for Single Tuition Fee (UKT) services. The University supports administrative staff through training and development programmes to enhance their competencies. This includes seminars, scientific conferences, and support for research and development activities.

### Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The experts experienced during the interview rounds that students and lecturers are highly satisfied with the service provision of the administrative staff.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)				X	
4.2.2 Process organisation and administrative support for students and faculty			X		

### 4.3 Cooperation and partnerships

#### Cooperation with HEIs and other academic institutions or networks

##### **All study programmes**

Key regulatory documents include the Rector's Decision Number 867 of 2022, which provides guidelines for cooperation. This is complemented by SOPs for domestic (SOP 02/KERSA/AAKK-UIN MALIKI) and international partnerships (SOP 03/KERJA/AAK-UIN MALIKI), as well as SOPs for signing Memorandums of Understanding (MoU) and specific agreements for student development and resource sharing.

Documentary evidence, such as MoUs and MoAs, outlines the terms and expectations of these collaborations.

## **BPP**

Collaborative activities provide several benefits to the students, including the possibility to engage in global classes. These classes, which are attended by staff and students from the HEI as well as partner universities, serve as a platform for cross-cultural intellectual exchange. Additionally, the collaborations foster joint research efforts and the publication of academic works. These activities enrich the academic experience by exposing students to diverse perspectives, offering research opportunities, and facilitating international connections.

## **BSSE**

Partner Universities are for example

- the Western Sydney University in Australia,
- IAIN Madura and IAIN Syekh Nurjati Cirebon in Indonesia and
- UIN Kyai Haji Ahmad Siddiq Jember in Indonesia.

The collaborations are characterised by exchange possibilities, mutual projects (focus on institutional development, projects involve joint research, curriculum development and collaborative learning) and enhanced learning.

Through these efforts, BSEE students benefit from an academic enrichment of their programme, an institutional development and a broader perspective.

## **BIEP**

BIEP has broad connections with numerous universities, both domestically and globally, for example:

- Universiti Teknologi Malaysia: This collaboration illustrates BIEP's dedication to improving students' academic experiences. Faculty and students from both universities do collaborative classes as part of the "Global class" concept. This allows for cross-cultural exchanges and exposes BIEP students to a variety of viewpoints, improving their academic journey.
- Universitas Gadjah Mada and Universitas Islam Negeri Sumatera Utara: They focus on the development of indigenous psychology. BIEP students have the opportunity to engage in collaborative research and co-publish scholarly works with faculty members. This not only expands their academic horizons but also elevates the program's research profile.
- Cambodian Muslim Cooperative: This partnership provides BIEP students with diverse opportunities, including student exchange programs, scholarships, and teaching exercises.
- Saudi Fund for Development: This collaboration plays a pivotal role in advancing the tri dharma of higher education (teaching, research, and community service). It not only

contributes to the enhancement of the BIEP programme but also supports faculty members in writing scholarly books. This, in turn, directly impacts the quality of education and research within the BIEP.

- Institute on Global Professional, Bangladesh: This collaboration demonstrates the dedication to faculty development and knowledge exchange. It makes it easier for academic staff, faculty, and students to visit each other in return, which promotes cooperative research and technology transfer. The exchange of documentation and research materials further strengthens the collaborative research efforts.

#### **MIEM**

Collaborations with IAIN Kendari, UIN Antasari, UIN Sultan Thaha Saifuddin Jambi, IAIN Manado, UIN Raden Fatah Palembang, STAI AN-Nawawi Purworejo, Sekolah Tinggi Agama Islam Negeri Curup, IAIN Kudus and UIN Suka Yogyakarta provide students with academic exchange opportunities. These exchanges expose MIEM students to diverse educational environments, enabling them to gain international exposure and broaden their perspectives. Collaborative efforts with partner institutions focus on academic and research development. This includes activities such as joint research projects, publication opportunities in academic journals, and the organisation of seminars, workshops, and guest lectures.

#### Cooperation with business enterprises and other organisations

##### **All programmes**

All programmes established structured and effective partnerships with various business enterprises, organisations, and professional fields, guided by regulatory documents.

Key documents include the Rector's Decision Number 867 of 2022, which provides guidelines for cooperation with external entities. Additionally, there are SOPs for both internal and external partnerships (SOP 02/KERSA/AAK-UIN MALIKI and SOP 03/KERSA/AAK-UIN MALIKI), SOPs for signing MoUs, and agreements focusing on student development and human resource advancement.

##### **BPP**

The cooperation with partners from the professional field and organisations yields several notable benefits to students:

**Internship Opportunities:** One notable benefit is the availability of internship opportunities. Internships with partner organisations provide students with hands-on experience. This hands-on experience allows them to use psychological theories and procedures in real-world situations, improving their abilities and employability.

- **Examples from Practice:** Collaboration with these partners often involves the sharing of practical examples and case studies.

- Mutual Projects: Cooperation with external organisations may lead to collaborative projects. Students may participate in projects that involve research, psychological assessments, counselling, or other relevant activities.
- International Networking: Partnerships with international organisations, such as the Atase Pendidikan dan Kebudayaan KBRI Singapura (Education and Cultural Attaché of the Embassy of the Republic of Indonesia in Singapore), offer students opportunities to build international networks and engage in cross-cultural experiences. These connections can be advantageous for their future careers and academic pursuits.
- Knowledge Transfer: Collaboration with partner organisations promotes knowledge transfer between academics and the professional world. Students can learn from industry experts, exchange ideas, and obtain insight into developing trends and practices.

## **BSSE**

The cooperation between the HEI and its partner organisations yields several direct benefits for students enrolled in the BSSE programme:

- Access to Knowledge Enhancement: Both faculty members and students gain access to opportunities for knowledge enhancement. This includes access to academic development, training, and the exchange of scholarly resources.
- International Exposure: Students have the opportunity to participate in international events and activities, such as the 3rd International Conference on Islamic Education (ICIED) in collaboration with Fatoni University Thailand. This exposure allows students to broaden their horizons, interact with international peers, and develop a global perspective.
- Reputation and Recognition: The collaborations help to improve the international profile and recognition of the BSSE program, faculty, and university. This can help the institution's reputation in academic circles.
- Collaborative Research: Collaboration with partner organisations often involves joint research initiatives. Students benefit from engaging in research projects that address real-world challenges and opportunities, enriching their academic and practical experience.
- Exchange Programs: These collaborations can facilitate student and faculty exchanges, allowing for cross-cultural experiences and learning. Students may have the chance to study abroad or engage in academic activities in partner institutions.

## **BIEP**

A key feature of this programme is its focus on practical experience, achieved through collaborations with schools and madrassas. These partnerships are primarily centred around internships, allowing students to gain hands-on experience in the field of Islamic education. This approach not only enriches the students' academic understanding but also equips them with practical skills and real-world insights necessary for their future professional roles in Islamic education settings.

### **MIEM**

The University has created strong connections with professional partners and organisations. These collaborations are complex and serve an important role in boosting MIEM students' educational experiences:

- International Academic Partnerships: International organisations such as The International Federation of Library Associations and Institutions (IFLA) and The International Association of University Libraries (IATUL) serve the central library with access to valuable collections and events. Students enjoy enriched research resources and participate in high-profile conferences and training sessions.
- Global Educational Exchanges: Universiti Teknologi MARA (UiTM) Malaysia and Imam Malik College, Dubai, foster international educational exchanges. MIEM students have the unique opportunity to study abroad, interact with faculty and students from diverse cultural backgrounds, and engage in collaborative research initiatives.
- Publication and Dissemination: Collaborations with media organisations like Jawa Pos Radar Malang empower the dissemination of scholarly opinions and campus activities. This public engagement not only benefits students by showcasing their academic contributions but also elevates the institution's reputation within the community.
- Faculty Development: These collaborations extend to faculty members, supporting their professional development. Educators can partake in joint research projects, teaching exchanges, and other capacity-building activities. This exposure not only enriches the faculty's teaching and research skills but also positively impacts the quality of education within the MIEM program. The infusion of fresh perspectives from international counterparts enhances the overall learning environment.
- Research Collaborations: Collaboration with organisations such as the Saudi Fund for Development (SFD) allows for cooperative research projects and publications.

### **Appraisal:**

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented by MoUs.

Cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills, for example, international educational experiences, cross-cultural understanding, joint research projects, and academic networking. The efforts being made are fruitful and could be enhanced. Therefore, the panel recommends for the programmes, especially BPP and BSSE, establishing additional links with international universities in English-speaking countries. This would facilitate study abroad opportunities and attract more international students.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperations are actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills, including public speaking, teaching methods, and academic enhancement. For BPP, the panel recommends to expand the network with companies in order to offer a broader variety, and to define better the needs of the students during internship for example in defining criteria for feasible companies. This would help to enbetter the acquisition of precise competencies during internships.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				x	
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)				x	

## 4.4 Facilities and equipment

### Quantity, quality, media and IT equipment of teaching and group rooms

#### **All study programmes**

The facilities of the programmes include:

Administrative Areas	Instructional Areas
<ul style="list-style-type: none"> <li>• Dean's Room: Equipped with a printer, laptop, and office essentials.</li> <li>• Vice Dean's Room: With a filing cabinet, computer, and meeting chairs.</li> <li>• Programme Coordinator's Room: With storage cabinets and a computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Language Laboratories 1 and 2: With computers, language software, and projectors.</li> <li>• Faculty Library and Auditorium: Both with modern educational tools.</li> <li>• Art and Culture Laboratory</li> <li>• Home Theater Room</li> </ul>
<b>Faculty Rooms</b> <ul style="list-style-type: none"> <li>• Ruang Dosen 1, 2, and 3: Equipped with whiteboards, projectors, and furniture.</li> <li>• Administration Room: With PCs, printers, scanners, and office supplies.</li> </ul>	<b>IT Infrastructure:</b> <ul style="list-style-type: none"> <li>• Multiple computers, printers, scanners, LCD projectors, and whiteboards.</li> <li>• Students have 24/7 access to campus-wide Wi-Fi using their SIAKAD accounts.</li> </ul>

The programmes collaborate with the finance department to manage the maintenance budget and with the human resource development unit to provide specialised training for the facilities team.

#### Access to literature

#### **All study programmes**

Here is a combined list of access points and examples of databases for all study programmes:

- Library Access: The University and Faculty Library provides a wide range of books, journals, articles, and electronic databases. Opening hours: 7:30 – 21:00 (Monday – Friday) and 7:30 – 12:00 (Saturday).
- Digital Services: All programmes offer online access to electronic journals, databases, eBooks, and other digital resources through their respective library websites.
- Training and Supervision: The HEI provides training for students and educators to effectively use available literature and online resources.
- Collaborations: Established partnerships with various institutions help sharing resources and expertise.
- Databases:
  - JSTOR: A comprehensive digital library covering various disciplines including social sciences, humanities, natural sciences, medicine, and law, offering academic journals, articles, and books from renowned publishers worldwide.
  - SCOPUS: A database covering a wide range of fields, including science, technology, medicine, social sciences, and humanities, that allows academics

to construct author profiles that highlight their publications, citation metrics, collaboration networks, and affiliations.

- Web of Science: Developed by Clarivate Analytics, it provides access to indexed scientific journals, conference proceedings, and citation data across multiple disciplines.
- Taylor and Francis: A leading publisher of academic books and journals in various fields, including social sciences, humanities, science, technology, and medicine. The programmes collaborate with the University Library to purchase new books and subscribe to journals. They identify gaps and acquire new resources to keep the collection comprehensive.

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access (see chapter 3.2). Access to the internet via wireless LAN is provided free of charge through SIAKAD.

The opening hours of the libraries take students' needs sufficiently into account. It is positive that the libraries open until 21:00 during the week. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured through the digital databases. The literature expressly required for the study programmes is available in the library and also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)				x	
4.4.2* Access to literature (Asterisk Criterion)				x	

## 4.5 Additional services

### Career counselling

#### **All study programmes**

All study programmes offer career services through the Career Development Centre (CDC). This centre, supported by experts and academics, provides a range of services to students and alumni, including

- online and offline career information,
- career training,
- workshops, and
- counselling.

They also assist with job searches through online applications and organise recruitment events and career expos.

Additionally, the CDC maintains comprehensive alumni databases for networking and career support, conduct tracer studies to track alumni career paths, and organise job fairs to connect graduates with potential employers.

### Alumni activities

#### **All study programmes**

IKA UIN Malang plays a significant role in maintaining the connection between the university and its alumni. It organises various activities and providing benefits to both current students and alumni aimed at fostering a strong community among alumni and current students. These activities include:

- **Regular Meetings:** IKA UIN Malang organises routine gatherings every five years. These meetings serve as a platform for alumni to reconnect, share experiences, and maintain their ties with the university and each other.
- **Alumni Meetings during University Anniversary Events:** The university's anniversary (Dies Natalis) festivities include strong participation from the alumni organisation. Alumni can interact with the university community, commemorate the institution's achievements, and take part in a variety of activities during these events.
- **Online Alumni Portal:** An alumni portal is available on the university's website, offering easy and widespread access for alumni, regardless of their location. This portal acts as a central point for alumni to stay updated with university news, access resources, and connect with fellow graduates.
- **Social Media Engagement:** The use of social media is a key strategy for the alumni association. It allows for the dissemination of various kinds of activities that require cooperation among different generations of alumni. Social media platforms are utilised to spread information, policies, and academic studies related to the university's programmes.
- **Seminars and Conferences:** The organisation of seminars and conferences is another critical activity. These events not only provide alumni with continuous learning

opportunities but also enable them to contribute their expertise and insights to the current students and academic community.

The benefits of this alumni association are:

- Professional Networking: The association builds a professional network across different levels of alumni, facilitating connections that can lead to career opportunities and professional growth.
- Job Information: It provides timely information related to job openings, which is beneficial for recent graduates and alumni looking for new opportunities.
- Feedback for Academic and NonAcademic Aspects: Alumni provide vital feedback to the university's academic programs, including curriculum, instructional materials, and methodology suggestions. They also aid in the growth of extracurricular activities.
- Scholarship Information and Job Opportunities: Alumni are active in providing scholarship information to high achieving students and disseminating job opportunities.
- Building Communication Networks and Cooperation: Alumni engage in creating networks and collaborations in various scientific and social activities, enhancing the university's community engagement and impact.

IKA UIN Malang is a dynamic and engaged alumni organisation at UIN Malang, offering a range of activities and benefits that foster a strong and supportive community among alumni and current students. The organization's initiatives in regular meetups, online engagement, and academic events contribute significantly to the professional and personal development of UIN Malang's alumni and students.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

Alumni organisations on university and faculty level have been set up with the aim of developing an alumni network. The panel would like to emphasise positively that a lot of information about alumni activities is communicated with the students via Telegram.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5.1 Career counselling and placement service				X	
4.5.2 Alumni Activities				X	

## 4.6 Financing of the study programme (Asterisk Criterion)

### All study programmes

Study programmes are financed through two main sources:

- APBN (State Revenue and Expenditure Budget): Funding provided by the Indonesian Ministry of Religious Affairs.
- Non-APBN Sources: Income generated from Community Service Fees, Operational Grants, Partnership Grants, and operational revenues such as land, building, room, and equipment rentals, along with reselling goods.

To ensure current students can complete their education if the programme is phased out, steps include clear communication, academic planning, regular monitoring, facilitating transfers, emergency planning, exploring partnerships, providing psychological support, advocating for the programme's continuation, and involving industry partners and alumni. However, cross-financing opportunities exist through tuition variations and faculty resources, offering financial flexibility to support ongoing programmes.

If one programme is discontinued, operational costs for existing students would still be met through current funding structures, ensuring they complete their studies.

### Appraisal:

The study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another HEI).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)				X	

## 5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes

### **All study programmes**

Quality assurance and development are implemented through a comprehensive approach to enhance education quality continuously. The University follows a structured accreditation process by the BAN-PT to ensure academic and administrative standards are met.

The process of quality assurance and development is multifaceted, encompassing various activities and procedures intended to maintain and improve the standards of education.

UIN Malang encourages active engagement in research and community service to enhance teaching quality and relevance. Faculty development is prioritised through professional development programmes, ensuring faculty members stay updated with the latest knowledge and teaching methods.

The Unit Pengelola Program Studi (UPPS) manages academic and non-academic quality assurance, maintaining records, implementing quality cycles, and conducting audits and evaluations. Stakeholder involvement, including students, faculty, alumni, and employers, is crucial for aligning programmes with external expectations and industry standards.

Comprehensive evaluations focus on education, research, community service, vision and mission alignment, collaborations, and student affairs. Data-driven decision-making is integral, with annual performance reports guiding strategic planning.

Each study programme has a Quality Assurance Coordinator responsible for overseeing quality processes and ensuring continuous improvement. These efforts ensure the programmes meet the required standards and evolve to meet educational, societal, and global job market demands, providing an enriching educational experience.

Evaluation by students

### **All study programmes**

Student evaluations of courses are crucial for enhancing learning and teaching quality. Each semester, students provide feedback on their learning experiences, teaching methods, and course content. This feedback is essential as it offers insights into the students' perspectives on their learning experience, including the effectiveness of teaching methods and course content. It also helps assess faculty performance and improve teaching strategies.

The programme conducts academic evaluations and student satisfaction surveys, compiled into semester reports to identify areas for improvement. Evaluating course workload and SKS) credits involves analysing programme needs, objectives, and required competencies. The curriculum development, carried out with faculty and curriculum development teams, ensures that each course supports the achievement of desired competencies.

The number of credit points for each course is determined based on its complexity and the level of work required. Faculty workload, including teaching, guidance, research, and community service, is also evaluated to ensure manageability. Regular course monitoring and student feedback on workload and teaching effectiveness are conducted, with comparative studies of similar study programmes providing additional insights.

Programme leadership, including the Dean, Vice Deans, Programme Coordinator, Deputy Programme Coordinator, and the Quality Assurance Unit (UPM), review assessment data and establish follow-up plans. Analysis outcomes and plans are shared with students to ensure transparency and continuous engagement in quality enhancement.

### Evaluation by faculty

#### **All study programmes**

The process of lecturer feedback on the study programme and its courses is integrated into various aspects of the academic structure. Lecturers play a key role in curriculum development by providing insights and suggestions on course structure and content during curriculum activities and faculty discussions.

Evaluations of lectures cover multiple dimensions, including their:

- capability to deliver services (reliability),
- willingness to assist and provide prompt services (responsiveness),
- competence in ensuring that the services meet established standards (assurance),
- care and attention to students' needs (empathy), and
- the adequacy and quality of facilities and infrastructure (tangibles).

Programme coordinators and faculty leadership analyse this feedback, determine necessary actions, and communicate the results and action plans back to the lecturers.

### External evaluation by alumni, employers and third parties

#### **All study programmes**

External parties such as alumni, companies, and industry professionals play a crucial role in evaluating study programmes. Faculty and programme coordinators regularly invite these stakeholders to participate in curriculum development activities, ensuring the curriculum remains relevant and meets industry needs.

External evaluations cover various aspects, including

- curriculum relevance to industry needs,
- incorporation of technology and digital platforms in learning,
- journalism creativity,
- research skills and data verification,
- understanding market and reader dynamics,

- communication skills with diverse audiences,
- creative educational material development,
- foreign language proficiency,
- intercultural communication,
- event management,
- digital design and content creation,
- foreign policy analysis, and
- project and team management.

Programme coordinators assess the feedback from these stakeholders and collaborate with educational leadership to determine necessary actions. The programme then shares the findings and action plans with the external parties.

#### Programme description

##### **All study programmes**

Information about the profile, curriculum structures, study programme guidelines, and academic regulations is available on the official websites of each study programme in both English and Bahasa Indonesia. Ongoing website improvements aim to streamline the admission process, increase transparency, and strengthen international collaborations.

Moreover, the websites inform about research activities, community service initiatives, and student and alumni activities. The University's official site also provides an academic calendar with important dates, deadlines, and schedules to help students manage their academic commitments effectively.

Students can find information about programme requirements, structure, and examination regulations in the Academic Guidebook.

The programmes are also active on social media: Instagram, Facebook, Twitter and YouTube. These channels provide updates on research grants, student achievements, internships, and webinars.

The University continues to refine its digital presence by regularly updating website content, improving user experience, and expanding language accessibility. The new multilingual version of the University website, based on ethnographic research, will be launched in May 2025 to further enhance accessibility and provide a more user-friendly interface for both local and international audiences.

#### Information on activities during the academic year

##### **All study programmes**

For information about UIN Malang and its study programmes, interested parties can visit the official website. It offers an insight into the University, descriptions of various activities,

important announcements, and links to different faculties and student registration. The social media platforms provide regular updates on University activities.

The University publishes annual reports. It is accessible online, and a hard copy is available at the Programme Office. These reports offer a comprehensive overview of the University's activities, achievements, and developments over the academic year.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. Analysis outcomes and plans are shared with students to ensure transparency and continuous engagement in quality enhancement.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure. Programme coordinators and faculty leadership analyse this feedback, determine necessary actions, and communicate the results and action plans back to the lecturers.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. External parties include alumni, companies, and industry professionals. Programme coordinators assess the feedback from these stakeholders and collaborate with educational leadership to determine necessary actions. The programmes then share the findings and action plans with the external parties.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The panel appreciates the website design and encourages the university in staying on the path to offer every information in English language. Especially in the **MIEM**, the experts recommend to sharpen the study programme's profile (compare chapter 1.1).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				X	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: UIN Maulana Malik Ibrahim Malang, Indonesia

**Programmes:** Bachelor of Psychology - Sarjana Psikologi (S.Psi) (BPP), Bachelor of Social Science Education - Sarjana Pendidikan (S.Pd.) (BSSE), Bachelor of Islamic Education Sarjana Pendidikan (S.Pd.) (BIEP) and Master of Education Management- Magister Pendidikan (M.Pd.) (MIEM)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)				x	
1.2*	International orientation of the study programme design (Asterisk Criterion)				x	
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market				x	
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)				x	
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				x	
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)				x	
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)				x	
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				x	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)				x	
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)				x	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				x	
3.1.3*	Integration of theory and practice (Asterisk Criterion)				x	
3.1.4	Interdisciplinary thinking				x	
3.1.5	Ethical aspects				x	
3.1.6*	Methods and scientific practice (Asterisk Criterion)				x	
3.1.7*	Examination and final thesis (Asterisk Criterion)				x	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x	Condition (Master)	
3.2.2*	Study and exam regulations (Asterisk Criterion)				condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			x		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x	X (Social Sciences)	
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)				x	
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty		x			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service				x	
4.5.2	Alumni Activities				x	
4.6*	Financing of the study programme (Asterisk Criterion)				x	
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)					x
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				x	
5.2.2	Evaluation by faculty				x	
5.2.3	External evaluation by alumni, employers and third parties				x	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				x	
5.3.2	Information on activities during the academic year				x	