

Decision of the FIBAA Accreditation and Certification Committee



The passages in green are identical with the report in Cluster 2

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|--|
| Project Number: | 21/096, Cluster 1 |
| Higher Education Institution: | Universitas Islam Negeri Sunan Kalijaga |
| Location: | Yogyakarta, Central Java, Indonesia |
| Study Programme: | Islamic Guidance and Counselling (Bachelor of Social Science (S.Sos)) Islamic Community Development (Bachelor of Social Science (S.Sos)) Communication Science (Bachelor of Communication Science (S.I.Kom)) Sociology (Bachelor of Social Science (S.Sos)) |
| Type of Accreditation: | 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 are accredited.

Period of Accreditation: March 22, 2023 until March 21, 2028.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Islam Negeri Sunan Kalijaga Yogyakarta,
Indonesia

Bachelor programme:

1. Islamic Guidance and Counselling
2. Islamic Community Development
3. Communication Science
4. Sociology

Qualification awarded on completion:

1. Bachelor of Social Science: Sarjana Sosial (S.Sos)
2. Bachelor of Social Science: Sarjana Sosial (S.Sos)
3. Bachelor of Communication Science: Sarjana Ilmu Komunikasi (S.I.Kom)
4. Bachelor of Social Science: Sarjana Sosial (S.Sos)

General information on the study programmes

Brief description of the study programmes:

Islamic Guidance and Counselling (BIGC) (S.Sos)

The four-year undergraduate programme aims to produce graduates who are able to apply Islamic guidance and counselling knowledge in the wider community and work as Guidance and Counselling Practitioners, Trainers, and Religion Instructors.

Islamic Community Development (BICD) (S.Sos)

Islamic Community Development is a four-year undergraduate programme designed to prepare students for careers as Community Development Officers, Corporate Social Responsibility Officer, Policy Analyst, Islamic Philanthropist, and Social Entrepreneurs.

Communication Science (BCS) (S.I.Kom)

The four-year undergraduate programme aims to produce graduates who are able to apply communication science knowledge in the wider community to develop industry in Indonesia. Graduates work as Communication Researchers, Practitioner of Public Relations Officers or Advertiser Practitioners.

Sociology (BSP) (S.Sos)

Sociology is a four-year undergraduate programme where graduates are trained in understanding the discipline of Sociology in general and paying attention to and preserve Islamic values. Graduates work as Academics, Researchers or Practitioners.

Type of study programme:

For all programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

Islamic Guidance and Counselling – 4 years 210 ECTS credits, 146 SKS¹ credits

Islamic Community Development – 4 years 210 ECTS credits, 146 SKS credits

Communication Science – 4 years 210 ECTS credits, 146 SKS credits

Sociology – 4 years 210 ECTS credits, 146 SKS credits

Mode of study:

For all programmes: Full-time

Didactic approach:

For all programmes: Study programme with obligatory class attendance

Double/Joint Degree programme:

¹ SKS: Satuan Kredit Semester (semester credit unit)

For all programmes: No

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

Islamic Guidance and Counselling: 70-90

Islamic Community Development: 80

Communication Science: 140-150

Sociology: 80

Programme cycle starts in:

For all programmes: September

Initial start of the programme:

Islamic Guidance and Counselling: 1976

Islamic Community Development: 1998

Communication Science: 2005

Sociology: 2005

Type of accreditation:

For all programmes: Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programmes Islamic Guidance and Counselling (S.Sos), Islamic Community Development (S.Sos), Communication Science (S.I.Kom) and Sociology (S.Sos) was made between FIBAA and UIN Sunan Kalijaga Yogyakarta, on November 15, 2021. On March 10, 2022, 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 panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Ralf Andersson

University of Southern Denmark

Professor of Journalism, Head of Centre for Journalism Course Coordinator, teaching and research in online video, broadcasting, sound/radio and journalism for Bachelor and Master, Head of the Continuing Education Programme

Mehlia Ariöz

University of Tuebingen, Germany

Student of Islamic Theology (B.Sc)

Prof. Dr. Sonja Drobnič

University of Bremen, Germany

Professor of Sociology, Head of Department "Life Course, Life Course Policy and Social Integration" (Sociology, empirical social research)

Prof. Dr. Michael Häfner

Berlin University of the Arts, Germany

Professor for Communication Psychology / Psychology (Communication- und Media- Psychology, Social Psychology, Work- and Organization- Psychology, Applied Psychology)

Ph.D. S. Rouli Manalu

Universitas Diponegoro, Tembalang, Indonesia

Assistant Professor in the field of Communication Science, Head of Undergraduate Program in Communication Science (Communication Science/Communication and Media Studies)

Prof. Dr. Fritz Schulze

Georg-August-Universitaet Goettingen, Germany

Ass. Professor Southeast Asian Studies (Islamic Studies, Southeast Asian Studies, in particular: Indonesian Studies, including History, Languages, Literatures, Cultures, Religions)

² The panel is presented in alphabetical order.

Christoph Sodemann

Constructify.media e.V., Bremen, Germany

Managing Director und Co-Founder; Corporate Communication Manager ((Digital) Media management, Corporate Communications, Public Relations, Journalism, Social Sciences, Literature- and Cultural Sciences, Business Management)

FIBAA project manager:

Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on October 26 and 27, 2022 at the HEI's premises in Yogyakarta, Indonesia. At the end of the on-site visit, the panel has given a 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 March 3, 2023. The statement on the report was given up on March 12, 2023. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Islamic Guidance and Counselling programme (Bachelor of Social Science), Islamic Community Development programme (Bachelor of Social Science), Communication Science programme (Bachelor of Communication Science) and Sociology programme (Bachelor of Social Science) offered by Universitas Islam Negeri Sunan Kalijaga fulfil 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 March 22, 2023 and finishing on March 21, 2028. 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 an area where **all programmes** could be further developed: Development of new instruments to reach the goal of the University of becoming more international. For example: provision of more English information on the website, enlarging opportunities of exchange programmes or thinking about the implementation of international classes (where all classes are taught in English) to attract international full time students (see chapter 3.4).

Additionally, for **Communication Science and Sociology**:

- The panel recommends including research ethics in the curricula more explicitly and conveying to students the increasingly strict rules taking place in the international research community (data protection, data sensibility, informed consent for participants in social science research) (see chapter 3.1).
- The panel recommends providing even more opportunities to further acquire knowledge and skills in quantitative research methods and techniques of data analysis (see chapter 3.1).

Additionally, for **Communication Science**:

- The panel recommends thinking about integrating elective courses to offer opportunities for students to specialise even more in their field (for example including the impact of digitalisation and globalisation in the media sector) (see chapter 3.1).
- The panel recommends to take into consideration to also include part-time or external lecturers who are practitioners (e.g. in the media sector) to include even more insight of practical experience (see chapter 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:

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3)

- Counselling for prospective students (see chapter 2.2)
- Interdisciplinary thinking (see chapter 3.1)
- Equality of opportunity (see chapter 3.2)
- Student support by the faculty (see chapter 4.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Career counselling and placement service (see chapter 4.5)
- Information on activities during the academic year (see chapter 5.3)

Additionally for **Islamic Guidance and Counselling and Islamic Community Development**:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Ethical aspects (see chapter 3.1)

Additionally for **Sociology**:

- Positioning of the study programme in the educational market (see chapter 1.3)

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

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Information

Information on the Institution

State Islamic University (Universitas Islam Negeri) Sunan Kalijaga Yogyakarta, also known as UIN Suka, is an autonomous, state-owned University located in Yogyakarta, Indonesia. Established in 1950, UIN Sunan Kalijaga Yogyakarta constitutes one of the oldest Islamic colleges in Indonesia. The initiating phase started from the transformation of the Indonesian Islamic University's (UII) Faculty of Religion into State Islamic College (PTAIN). In 1969, the State Islamic College (PTAIN) changed into a State Islamic Institute (IAIN). Finally, it changed to State Islamic University (UIN) Sunan Kalijaga Yogyakarta as regulated by Presidential Decree Number 50 the Year 2004, dated June 21, 2004.

As a State Islamic religious University under the Ministry of Religion (Kemenag) of the Republic of Indonesia (RI), UIN Sunan Kalijaga is functionally administered by the Ministry of Religion, but technically and academically by the Ministry of Research, Technology and Higher Education (formerly Ministry of Education and Culture) of the Republic of Indonesia.

Currently, UIN Sunan Kalijaga Yogyakarta contains eight faculties and 62 study programmes with a total student population of around 18,000 students. UIN Sunan Kalijaga Yogyakarta is committed to improving the quality of education towards global standards, increasing the quantity and quality of research and innovation, and doing community services. In addition, the University aspires to be among the 500 world-class universities (WCU), which entails a number of consequences, including accelerated planning for the internalisation of study programmes.

Institutional partnerships are carried out with educational institutions abroad, i.e., in the Netherlands, Japan, Canada, Australia, Turkey, Egypt, Jordan, Thailand, Malaysia, and China. In addition, international classes, collaborative research, and double degree programmes are initiated to accelerate the goal achievement. Furthermore, Sunan Kalijaga (SUKA) Global Scholarship is also offered for international students who intend to pursue a Bachelor or Master programme at the University.

UIN Sunan Kalijaga Yogyakarta holds onto the principle that international accreditation and certification serve as the basis for the development of quality management at the University. For this reason, it has implemented both quality assurance systems i.e., Plan, Do, Evaluation, Control, and Act, which is a national policy cycle, and ISO 9001: 2015, which serves as the basis for the academic management system. On October 9, 2009, the quality assurance of UIN Sunan Kalijaga was certified through international assessors from TUV Rheinland, Germany. The University is also AUN-QA certified.

Faculty of Da'wah and Communication (FDK)

The Faculty of Da'wah and Communication (FDK) was established in 1970. The vision of the Faculty of Da'wah and Communication is "Excellent and leading in the study and development of da'wah science for social humanity and a sustainable environment".

The Bachelor programme **Islamic Guidance and Counselling (BIGC)** started at the Da'wah Faculty under the name Guidance and Counselling in 1976. The Bachelor programme **Islamic Community Development (BICD)** started in 1998. It has been accredited A by BAN-PT (National Accreditation Board for Higher Education).

Faculty of Social Sciences and Humanities (FSSH)

In 2005 the Bachelor programmes Sociology (BSP) and Communication Studies (BCS) started in the FSSH. To support the vision and mission of UIN SUKA, FSSH has a vision of “To be an Excellent and leading Faculty in the integration and development of Islamic studies, social sciences and humanities for humanity”. The vision was formulated by various internal and external stakeholders.³

Communication Science (BCS) and **Sociology (BSP)** are two of three study programmes at the Faculty of Social Sciences and Humanities. Both programmes have an A accreditation by BAN-PT (National Accreditation Board for Higher Education). Furthermore, **Sociology (BSP)** got internationally certified by AUN-QA in 2021.

Statistical data

Table 1: Statistical Data: Islamic Guidance and Counselling

| | | | | | | | | |
|--|----------|-----------------|-----------------|-----------------|-------------|----------|----------|-------------|
| # Study Places | | 90 | 100 | 80 | 80 | 80 | 100 | 80 |
| # Applicants | Σ | 1827 | 3308 | 2500 | 3433 | 4524 | 3265 | 3346 |
| | f | 973 | 1698 | 1397 | 1952 | 2412 | 1723 | 1862 |
| | m | 854 | 1610 | 1103 | 1481 | 2112 | 1542 | 1484 |
| Application rate | | 2030,00% | 3308,00% | 3125,00% | 4291,25% | 5655,00% | 3265,00% | 4182,50% |
| # First-Year Student | Σ | 90 | 110 | 88 | 74 | 80 | 100 | 73 |
| | f | 63 | 87 | 65 | 57 | 64 | 73 | 56 |
| | m | 27 | 23 | 23 | 17 | 16 | 27 | 17 |
| Rate of female students | | 0,7 | 0,790909091 | 0,738636364 | 0,77027027 | 0,8 | 0,73 | 0,767123288 |
| # Foreign Students | Σ | 1 | 1 | 0 | 3 | 11 | 2 | 0 |
| | f | 0 | 0 | 0 | 1 | 7 | 1 | 0 |
| | m | 1 | 1 | 0 | 2 | 4 | 1 | 0 |
| Rate of foreign students | | 0,011111111 | 0,009090909 | 0 | 0,040540541 | 0,1375 | 0,02 | 0 |
| Percentage of occupied study places | | 100,00% | 110,00% | 110,00% | 92,50% | 100,00% | 100,00% | 91,25% |
| # Graduates | Σ | 80 | 98 | 75 | 46 | 0 | 0 | 0 |
| | f | 57 | 83 | 62 | 38 | | | |
| | m | 23 | 15 | 13 | 8 | | | |
| Success rate | | 88,89% | 89,09% | 85,23% | 0,00% | 0,00% | 0,00% | 0,00% |
| Dropout rate | | 11,11% | 10,91% | 14,77% | 0,00% | 0,00% | 0,00% | 0,00% |
| Average duration of study | | 4 years 7 month | 4 years 5 month | 4 Years 2 Month | | | | |
| Average grade of final degree | | 3,49 | 3,72 | 3,73 | | | | |

³ See self-evaluation report p. 11

Table 2: Statistical Data: Islamic Community Development

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------|-----------------|-----------------|-----------------|----------|------------|-------------|-------------|
| # Study Places | 87 | 70 | 87 | 80 | 80 | 80 | 80 |
| # Applicants | 428 | 700 | 438 | 894 | 1113 | 1088 | 760 |
| f | 238 | 373 | 239 | 457 | 614 | 561 | 387 |
| m | 180 | 327 | 199 | 437 | 499 | 527 | 373 |
| Application rate | 491.95% | 1000.00% | 503.45% | 1117.50% | 1391.25% | 1360.00% | 950.00% |
| # First-Year Student | 87 | 69 | 87 | 74 | 82 | 79 | 73 |
| f | 47 | 36 | 50 | 37 | 46 | 47 | 39 |
| m | 40 | 33 | 37 | 36 | 34 | 32 | 34 |
| Rate of female students | 0.540229885 | 0.52173913 | 0.574712644 | 0.5 | 0.56097561 | 0.594936709 | 0.534246575 |
| # Foreign Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| f | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| m | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of foreign students | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of occupied study places | 100.00% | 98.57% | 100.00% | 92.50% | 102.50% | 98.75% | 91.25% |
| # Graduates | 68 | 47 | 55 | 12 | 0 | 0 | 0 |
| f | 33 | 17 | 19 | 1 | | | |
| m | 35 | 30 | 31 | 11 | | | |
| Success rate | 78.16% | 68.12% | 63.22% | 0.00% | 0.00% | 0.00% | 0.00% |
| Dropout rate | 21.84% | 31.88% | 36.78% | 0.00% | 0.00% | 0.00% | 0.00% |
| Average duration of study | 4 years 5 month | 4 years 1 month | 4 years 1 month | | | | |
| Average grade of final degree | 3,53 | 3,71 | 3,66 | | | | |

Table 3: Statistical Data: Communication Science

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------|-----------------|-----------------|-----------------|-------------|-------------|-------------|------------|
| # Study Places | 135 | 120 | 155 | 140 | 145 | 155 | 165 |
| # Applicants | 2909 | 3308 | 2790 | 2983 | 2780 | 2411 | 2560 |
| f | 1764 | 1514 | 1497 | 1597 | 1556 | 1117 | 1117 |
| m | 1145 | 1794 | 1293 | 1386 | 1224 | 1294 | 1443 |
| Application rate | 2154.81% | 2756.67% | 1800.00% | 2130.71% | 1917.24% | 1555.48% | 1551.52% |
| # First-Year Student | 132 | 118 | 151 | 137 | 141 | 152 | 163 |
| f | 70 | 70 | 88 | 56 | 70 | 88 | 89 |
| m | 62 | 48 | 63 | 81 | 71 | 64 | 74 |
| Rate of female students | 0.53030303 | 0.593220339 | 0.582781457 | 0.408759124 | 0.496453901 | 0.578947368 | 0.54601227 |
| # Foreign Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| f | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| m | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of foreign students | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of occupied study places | 97.78% | 98.33% | 97.42% | 97.86% | 97.24% | 98.06% | 98.79% |
| # Graduates | 131 | 87 | 83 | 18 | 0 | 0 | 0 |
| f | | | | | | | |
| m | | | | | | | |
| Success rate | 99.24% | 73.73% | 54.97% | 0.00% | 0.00% | 0.00% | 0.00% |
| Dropout rate | 0.76% | 26.27% | 45.03% | 0.00% | 0.00% | 0.00% | 0.00% |
| Average duration of study | 5 years 1 month | 4 years 7 month | 4 Years 6 Month | | | | |
| Average grade of final degree | 3,55 | 3,6 | 3,62 | | | | |

Table 4: Statistical Data: Sociology

| COHORT | | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------|----------|-------------------|------------------|-------------------|-------------|-------------|------------|-------------|
| # Study Places | | 52 | 54 | 65 | 74 | 83 | 79 | 82 |
| # Applicants | Σ | 1350 | 1433 | 1259 | 1457 | 1384 | 920 | 1315 |
| | f | | | | | | | |
| | m | | | | | | | |
| Application rate | | 2596,15% | 2653,70% | 1936,92% | 1968,92% | 1667,47% | 1164,56% | 1603,66% |
| # First-Year Student | Σ | 52 | 54 | 65 | 74 | 83 | 79 | 82 |
| | f | 32 | 37 | 35 | 49 | 48 | 42 | 43 |
| | m | 20 | 17 | 30 | 25 | 35 | 37 | 39 |
| Rate of female students | | 0,615384615 | 0,685185185 | 0,538461538 | 0,662162162 | 0,578313253 | 0,53164557 | 0,524390244 |
| # Foreign Students | Σ | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | f | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | m | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of foreign students | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of occupied study places | | 100,00% | 100,00% | 100,00% | 100,00% | 100,00% | 100,00% | 100,00% |
| # Graduates | Σ | 48 | 40 | 34 | 15 | 0 | 0 | 0 |
| | f | 34 | 14 | 24 | 13 | 0 | 0 | 0 |
| | m | 14 | 26 | 14 | 2 | 0 | 0 | 0 |
| Success rate | | 92,31% | 74,07% | 52,31% | 0,00% | 0,00% | 0,00% | 0,00% |
| Dropout rate | | 7,69% | 25,93% | 47,69% | 0,00% | 0,00% | 0,00% | 0,00% |
| Average duration of study | | 4 years 10 months | 4 years 3 months | 3 years 11 months | | | | |
| Average grade of final degree | | 3,47 | 3,56 | 3,66 | | | | |

Appraisal

The panel notices that many applicants seek the study places. This can be seen as an indicator that the market has a high demand for the alumni of the study programmes. Over the last years, the application numbers have been steady or increased. For all programmes, the number of applicants clearly exceeds the number of places offered. During the assessment, the panel was able to determine that the University admits its students selectively, so that despite the high number of applicants in the study programmes, not all places are allocated for every cohort.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

All study programmes

The graduate profile shall be achieved by developing learning outcomes described in the higher education curriculum referring to the Indonesian National Qualifications Framework (KKNI).

Learning outcomes are derived from the visions and missions of the university, faculty, and programmes. This formulation is then communicated with lecturers, students, alumni, and graduate users to gain insights and their responses and feedback.

The learning outcomes developed consist of main competencies, supporting competencies, and other competencies that every graduate has to master.

The Indonesian National Qualifications Framework (KKNI) is applied as a guideline for the Faculty of Da'wah and Communication and Faculty of Social Sciences and Humanities at UIN Sunan Kalijaga Yogyakarta, through Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework. Based on the level specified in the KKNI, the study programmes are at Level 6 and graduates are expected to be able to apply theory, examine problems and issues related to scientific development, make design solutions with appropriate models, and be able to utilize science and technology in solving technical and procedural problems. Furthermore, referring to the KKNI and graduate profiles, the study programmes have learning outcomes mapped into four categories, namely

1. to know – which includes concepts, theories and principles;
2. to do – namely learning outcomes related to psychomotor;
3. to be – namely learning outcomes related to soft skills that must be possessed; and
4. to live together – namely learning outcomes that include social aspects.

The objectives of each study programme are in accordance with the Republic of Indonesia Law No. 12 of 2012 concerning Higher Education and in accordance with the Indonesian National Qualifications Framework level 6 and National Standards (SN DIKTI).

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

The programme has a vision to become "Excellent in the study and development of Islamic Guidance and Counselling for the Benefit of Humanity". The final target is to produce graduates who have high competitiveness and are able to apply Islamic guidance and counselling knowledge in the wider community.

Graduates become Guidance and Counselling Practitioners, Trainers, and Religion Instructors. The objectives are to

- master the science of Islamic Guidance and Counselling to develop potential and handle individual, family, community and institutional problems;

- master the theory and methods of training;
- be competent in developing self, family, community and institutional potential;
- be able to analyse main concepts, theoretical perspectives, empirical findings;
- master the methodology of da'wah and to be able to perform syiar bil oral, bil hal and bil mal.

Islamic Community Development (BICD) – Bachelor of Social Science

This is an applied social science study programme rooted in Islamic studies, sociology (science of society), and anthropology which is influenced by psychology, communication science and adult learning education (andragogy). The programme has a vision of Excellence and Leading in Community Assessment and Development.

The profile of graduates is divided into five professional fields:

1. **Community Development Officers:** Graduates analyse, assist, and develop models of community intervention to create a religious, just, and prosperous society.
2. **Corporate Social Responsibility Officer**
3. **Policy Analysis:** Graduates analyse social problems and follow-up plans in the form of intervention actions, assistance, and to produce solution policies.
4. **Islamic Philanthropy:** Graduates combine philanthropic/charity activities with sustainable empowerment activities.
5. **Social Entrepreneurs:** Graduates apply community empowerment skills to businesses contributing to community development.

In order to support the achievement of these graduate profiles, the expected learning outcomes are formulated as follows:

- Translating Islamic values into community development practices.
- Identifying community needs.
- Formulating and implementing community empowerment programmes, CSR development, social entrepreneurship, Islamic philanthropy, and social policy analysis.
- Monitoring and evaluating community development programmes.

Communication Science (BCS) – Bachelor of Communication Science

The programme has a vision to "Become a superior and leading study programme in the integration and development of Islamic studies and communication science for civilization". The final target is to produce graduates who have high competitiveness and are able to apply communication science knowledge in the wider community to develop industry in Indonesia.

Graduates work as:

1. **Communication Researcher:** Researcher in the field of Communication in Communication Science and Applied Communication (Economic, Social, Political and Cultural) and interdisciplinary.
2. **Practitioner of Public Relations Officer:** Professional Public Relations practitioner and consultant with public communication skills. Graduates have a managerial spirit and the ability to carry out strategic communication. They establish relationships with stakeholders.

3. **Advertiser Practitioners:** Professional advertising practitioners and consultants do advertising designs; have a creative, innovative and productive spirit; and have managerial and communication skills, for local and global interests.

The learning outcomes:

- Having insight and critical thinking about concepts and ethics about communication, public relations, and advertising in accordance with the development of science, theory, and its application in the current context.
- Fear of God Almighty and being able to demonstrate a religious attitude and respect the diversity of cultures, views, religions, and beliefs, as well as obey the law and respect the original findings of others.
- Mastering the concepts of communication, public relations and advertising in accordance with the development of science, theory, and its application in the current context.
- Mastering the principles of socio-cultural, legal, economic, and political values from local, regional, national and international levels.
- Being able to work individually and in a team and work in the field of public relations and advertising professionally at national and international levels with ethics, work ethic and high fighting spirit in a team.

Sociology (BSP) – Bachelor of Social Science

The programme's vision is "Being superior and leading in the integration and development of Sociology and Islamic studies so as to produce sociologists with Islamic insights." The aim is to be a superior and leading institution in an effort to integrate sociological studies with Islamic values that characterise Indonesian society. The programme also aims to produce graduates who have integrity as a sociologist, who are skilled in understanding the discipline of Sociology in general and pay attention to and preserves Islamic values.

The profiles of graduates are:

1. **Academics:** Graduates apply sociological theories at the level of single or multidisciplinary disciplines. They apply strategic approaches, methods and techniques in carrying out the learning process by using approaches, methods and techniques as well as integrative-interconnective strategies between science, religion and culture. In this case, graduates are prepared to become teachers, lecturers, boarding school caregivers or other forms of teaching for the transfer of knowledge.
2. **Researchers:** Graduates conduct research in the nature of scientific development, innovation and community service.
3. **Practitioners:** Graduates know strategic and practical methods and techniques as Sociology practitioners. They provide solutions to social problems in the context of community development in the social, political and economic domains. In this case, graduates are prepared to become analysts, social consultants, community organisers, and social workers.

Graduates possess the following learning outcomes:

- The ability to think in logic, systematic, and critical ways.
- The ability to explain basic Islamic knowledge.

- Explaining social and historical context of Indonesian society.
- Effective communication in Indonesian, English and Arabic.
- Working effectively and independently in multidisciplinary and multi-cultural teams.
- Fear of God Almighty and ability to show a religious attitude.
- Employing professional, social, and ethical responsibilities.
- Explaining and applying sociological perspectives and theories for problem solving.
- Communicating and transforming sociological concepts and theories for educational purposes.
- Designing and conducting social research using sociological methods.
- Initiating and executing community development programme.
- Developing sociological perspectives with Islamic insights.

Appraisal:

The qualification of all programmes – in relation to the target group, targeted professional field and societal context of the discipline – are convincingly presented. They take into account the requirements of the national qualifications framework of Indonesia and correspond with the aspired level at graduation of bachelor programmes. The qualification objectives mentioned embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* | Objectives of the study programme (Asterisk Criterion) | | | X ⁴ | | |

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

All study programmes

UIN Sunan Kalijaga is committed to strengthening its steps towards becoming a world-class university in the field of Islamic studies. This goal stated in the Master Plan for Development (RIP) of UIN Sunan Kalijaga 2015-2039. This direction becomes the reference for the steps taken by the study programmes to implement this through internationalisation in their various activities. Forms of internationalisation include focusing on facilitating the mobility of the academic community in the teaching and research process, global equivalence and recognition of the learning process in the University, as well as collaborative programmes directed at increasing the mobilisation of teaching staff, researchers and students from and to higher education or research institutions abroad.

The international orientation of the study programmes is reflected in the following:

1. **International certification** from AUN-QA.

⁴ All programmes

2. **Student exchanges** (e.g. in Malaysia)
3. Conducting **field studies, internships, and community engagements** abroad (e.g. Malaysia, Singapore and Thailand).
4. Inviting **guest lecturers** from abroad (e.g. Malaysia, Germany).
5. Lecturers participate in international conferences and research collaborations.
6. Students participate in international competitions.
7. Cooperation with international Universities and organisations.

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

- **International Courses:** Cyber Counseling, BKI Seminar, Research Method, Multicultural Counselling, BKI Career, and Field Experience Practice.
- **International Students Weeks:** Study Comparative and International Conference at several universities in Southeast Asia and other educational institutions.
- **International Forum Discussions:** Conducting comparative studies, conducting Discussion Forums plus International conferences to institutions or universities in Southeast Asian countries such as Malaysia, Singapore and Thailand.
- **International Research Programme Activities:** Integrated in the International Field Experience Practice (PLP-BIGC) and International Community Service activities that have been carried out since 2016.
- **International Conference on Islamic Guidance and Counselling (ICGC)** with speakers from Malaysia and South Africa, and America.

Islamic Community Development (BICD) – Bachelor of Social Science

- **International courses:** Equipping students with international and multicultural issues as well as case studies and international community empowerment issues such as in the "Multiculturalism" course; "Islam, Social Sciences and Humanities".
- The Faculty Da'wah and Communication provides **scholarship** for foreign students.
- Introducing international academic culture by holding **international conferences, international guest lectures and international seminars**, such as IDACON (International Da'wah Conference).

Communication Science (BCS) – Bachelor of Communication Science

- **International courses:** Courses related to Indonesian (local), global and Islamic values to attract foreign students: Prophetic Communication, Anthropology and Brand Management, Tourism Communication, Sport Communication, Empowerment Communication, Strategy and Data Analytics.
- **International Activities, Workshops, Conferences, Seminars:** International Creative Industries Discussions) between lecturers and students, Enjoy Youth Camp, annual International Conference on Social Sciences and Humanities (AICoSH), Short Course in collaboration with the University of Gottingen Germany, and International applied communication science seminars.
- **Membership of the Communication and Cultural Studies Association** (Media, Communication and Cultural Studies Association).
- Lecturers write in journals indexed by WoS and SCOPUS and are speakers at international forums.

Sociology (BSP) – Bachelor of Social Science

- **International courses:** Indonesian Society: Structure and Dynamics, Social Thought in Islam, Sociology of Islamic Boarding Schools, Islamic Boarding Schools, Madrasas and Schools and Islamic Philanthropy.
- Sociology lecturers are active in **international associations:** International Sociological Association (ISA), International Political Science Association (IPSA), Rural Sociological Society (RSS).
- **International Activities, Workshops, Conferences, Seminars:** Enjoy Youth Camp, Annual International Conference on Social Sciences and Humanities (AICoSH), Short Course in collaboration with the University of Gottingen (Germany).

Appraisal:

All study programme designs appropriately take into account the required international aspects that benefit the (employability of the) students. This includes courses with international content, foreign guest lecturers, as well as field studies, internships, and community engagements abroad for the students, and participation of lecturers in international conferences and the University’s membership in international associations.

| | | 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

All study programmes

UIN Sunan Kalijaga is the first State Islamic University (PTAIN) in Indonesia.⁵ The University explains that the development of science at UIN Sunan Kalijaga is universal in nature, as there is no dichotomy between religious sciences (hadara annas) and natural and social sciences (hadara al-'ilmi) in it. For this reason, UIN Sunan Kalijaga strives to be in line with the spirit of integration and interconnection as the trademark of UIN Sunan Kalijaga. So that the responsibility of the academics of UIN Sunan Kalijaga is to respond to the global dynamic changes and the needs of the society to provide maximum benefits to human life (rahmatan lil ' ā lamīn).

POSITIONING IN THE EDUCATIONAL MARKET

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

In universities throughout Indonesia, there are 35 similar study programmes and 85 general counselling study programmes.⁶ The Islamic Guidance and Counselling study programme in the

⁵ See self-evaluation report p. 8 of cluster 2

⁶ Source: ABIGCN

Faculty of Da'wah and Communication at UIN Sunan Kalijaga is ranked seventh out of 90 BIGC study programmes throughout Indonesia in the SINTA ranking.⁷

The programme is one of the oldest study programmes in Indonesia.⁸ According to the University, this implicates being a reference in the development of similar study programmes in Islamic higher education institutions:⁹

- Courses characterising BIGC: BIGC Rehabilitation, Health Counselling, BIGC Careers, BIGC with Special Needs, BIGC Industry and Organizations, Cyber Counselling, BIGC Seminars, Multicultural Counselling, PPL and International Final Projects.
- Centre for comparative studies: Every year the programme organises guest visits from managers, lecturers or students of other universities.
- The study programme is often in the spotlight and becomes a reference when new programmes are produced including:¹⁰
 - a. First Islamic counselling laboratory and clinic providing services to the wider community free of charge.
 - b. The programme is a pioneer in organising international programmes and was the first to launch an international programme.
- The programme became one of the initiators of the establishment of the Association of Islamic Guidance and Counselling Experts (PABKI), which supervises Islamic counsellors from various universities in Indonesia.¹¹
- In order to adapt the curriculum to the market needs, the study programme conducts a curriculum review. Experts review the curriculum and stakeholders, lecturers, student representatives, as well as representatives from partner institutions collaborating in activities with the BIGC study programme are invited.¹²

Islamic Community Development (BICD) – Bachelor of Social Science

In Indonesia, 44 Islamic Community Development programmes exist.¹³ Meanwhile, competitors for similar study programmes include the Sociatrics study programme; Social Development and Welfare programme; Social welfare; and community development. Interest in the BICD study programme has increased in the last four years, with an average of 884 applicants per year.¹⁴

The BICD programme at UIN Sunan Kalijaga is a reference/model for similar study programmes such as UIN Sunan Gunung Djati Bandung (2020), UIN Raden Patah Palembang (2019), UIN Sultan Syarif Kasim Riau (2019), and IAIN Sheikh Nurjati Cirebon (2019).¹⁵

⁷ See self-evaluation report p. 21

⁸ See self-evaluation report p. 21

⁹ See self-evaluation report p. 21

¹⁰ See self-evaluation report p. 21

¹¹ The association was founded in 2017 and declared at the University Hotel belonging to the State Islamic University of Sunan Kalijaga Yogyakarta. The association declaration was organised by the Islamic Guidance and Counselling study programme of UIN Sunan Kalijaga Yogyakarta, in collaboration with the Islamic Guidance and Counselling programme of UIN Sunan Ampel Surabaya and UIN Sunan Gunung Djati Bandung.

¹² Including, KUA, schools/madrasas, hospitals, orphanages, social institutions and rehabilitation homes.

¹³ See self-evaluation report p. 22

¹⁴ See self-evaluation report p. 22

¹⁵ See self-evaluation report p. 22

Within the SINTA rating, BICD is ranked seven out of 44 BICD study programmes throughout Indonesia.

BICD has the A Accreditation at the National Accrediting Agency BAN-PT since 2019 and has accredited an academic journal named “Jurnal Pemberdayaan Masyarakat: Media Pemikir dan Dakwah Pembangunan”. It became one of the leading journals in the field of Islamic Community Development Studies.¹⁶

The advantages of BICD UIN Sunan Kalijaga include

- being the only one in the province of the region of Yogyakarta;
- having a laboratory for simulations and laboratories in the community;
- using the Merdeka Learning-Merdeka Campus curriculum which encourages students to go directly into the community with field studies;
- Community Development Practice (PPM) courses for two semesters; and
- Real Work Lectures (KKN) courses that provide social services to communities in local/national areas or other countries at the ASEAN level.

The difference between the BICD curriculum compared to similar study programmes can be seen from the case studies and community empowerment practices carried out in the Yogyakarta Region, which has a varied community and regional typography.¹⁷

Communication Science (BCS) – Bachelor of Communication Science

The UIN Sunan Kalijaga Communication Studies programme is ranked 15th out of 273 Communication Studies study programmes throughout Indonesia in the SINTA ranking.¹⁸ The scientific journal managed by BCS, Profetik Journal of Communication Science was indexed by Sinta 2 and became one of the leading journals in the field of Communication Science in Indonesia.¹⁹ Application numbers are above 2,500 applicants since 2017, with an average of 140 students being accepted per year.

For curriculum development, BCS conducts tracer study activities to maintain conformity with user needs. This suitability becomes an evaluation in curriculum development to follow market and community trends. In the development of the latest curriculum, BCS students are given the flexibility to get to know the business world and society by internships that can be done in one semester. Communication Science has courses that provide aspects of attention to local industries that distinguish them from similar study programmes: Prophetic Communication, Family Communication, Tourism Communication, Empowerment Communication, Communication Research Applications, Strategy and Data Analytics.

¹⁶ See self-evaluation report p. 22

¹⁷ See self-evaluation report p. 22

¹⁸ See self-evaluation report p. 23

¹⁹ See self-evaluation report p. 23

Sociology (BSP) – Bachelor of Social Science

Based on data from the Association of Indonesian Sociology Study Programmes (APSSI) the number of Sociology study programmes in Indonesia is 82.²⁰ The programme has received an A Accreditation from the National Accrediting Agency BAN-PT since 2017, and has been certified AUN-QA in 2021 – making it the only Sociology study programme certified by AUN-QA in Indonesia.²¹

To find out how the profile of its graduates is in accordance with the user needs, the programme conducts a tracer study every year. This suitability is used as a benchmark for the success of implementing the curriculum. In developing the latest curriculum, the study programme has developed an independent curriculum that provides more flexibility for students to take courses according to their needs, outside and within the institution. The advantage of the BSP curriculum lies in the elective courses that are up-to-date with the times and needs,²² such as youth studies, corruption and environmental issues. This is done to equip students with sociological theories and work practices or internships before graduating.

POSITIONING ON THE JOB MARKET FOR GRADUATES (EMPLOYABILITY)

All study programmes

UIN Sunan Kalijaga's Center for Entrepreneurship and Career Development (CECD) regularly conducts studies on the performance of graduates in the job market. One of the sectors within CECD is the Tracer Study division, where alumni fill in survey questionnaires. The data from this study is then analysed to see the performance of UIN Sunan Kalijaga graduates in the job market.

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

45.5 % of the graduates of 2020 and 2021 work in the respective field and are hired within six months after graduation.²³ Before the end of their study programme, students receive a 'briefing for prospective graduates' to enter the career world. Alumni work as lecturers at public and private universities, guidance and counselling teachers at public and private schools or madrasas, Islamic spiritual guides in hospitals and counsellors in health centres, or managers and mentors in social institutions of orphanages and rehabilitation centres.²⁴

Islamic Community Development (BICD) – Bachelor of Social Science

The 2019 tracer study shows that 89 % of graduates work in the respective field: Ministry of Villages, Development of Disadvantaged Regions, and Transmigration; Ministry of Social Affairs; Village Small Business Entity; Non-Profit Organizations (NGOs); National Agency/Amil Zakat; Regional Head/Village Head (Lurah/Kades), CSR Division in BUMN and Private, and Social-Based Entrepreneurship. Graduates have an average GPA of 3.53 and are hired on average three months after graduation.²⁵

²⁰ See self-evaluation report p. 23

²¹ See self-evaluation report p. 23

²² See self-evaluation report p. 23

²³ See self-evaluation report p. 24

²⁴ See self-evaluation report p. 24

²⁵ See self-evaluation report p. 24

Communication Science (BCS) – Bachelor of Communication Science

The 2021 tracer study shows that 80 % of the graduates of this study programme have a workplace suitability in accordance with the BCS competencies. In addition, the average GPA of graduates is 3.50 and 70 % percent of alumni are getting hired within six months after graduation.²⁶

Sociology (BSP) – Bachelor of Social Science

Based on a tracer study conducted at the end of 2020, 84.6 % of the alumni of the programme are able to get a job in less than six months.²⁷ While the other 15.4 % are hired six to 18 months after their graduation. The majority of the alumni work as teachers, a smaller part become entrepreneurs, and the minority are researchers and consultants.

POSITIONING WITHING THE HEI's OVERALL STRATEGIC CONCEPT

All study programmes

UIN Sunan Kalijaga Yogyakarta puts forward a vision of “being excellent and leading in the integration and development of Islam and science for civilisation”. Accordingly, the University pursues the following missions:

1. Integrating and developing Islamic studies, disciplines, and nationalism in education and teaching.
2. Persevering in conducting multidisciplinary research that is beneficial for academic and societal purposes.
3. Contributing to solve the nation's problems by referring to Islamic science and perception, valuable for civil society.
4. Building trust and developing collaboration with various parties to improve the performance quality of the three pillars of higher education.²⁸

The study programmes implement the core values of the University, namely the integration and interconnection of knowledge. Integration interconnection is a process of integrating universal truth-values in general and Islam in particular in the teaching of general subjects such as philosophy or anthropology.

The **Islamic Guidance and Counselling (BIGC)** study programme's vision and mission is in line with those of the University and has the aim of "Excellence in the study and development of Islamic Guidance and Counselling for the Benefit of Humanity".²⁹ Within UIN Suka, the programme is currently in the top ten regarding the number of applicants.³⁰

In addition, the **Islamic Community Development (BICD)** programme is in line with the University's vision and core values. This includes the value of integration-interconnection of Islam and science for civilization, namely teaching social sciences and Islam for community empowerment. The vision of the programme is to be Superior and Advance in Community Assessment and Development.³¹

²⁶ See self-evaluation report p. 24

²⁷ See self-evaluation report p. 25

²⁸ Tridharma of Higher Education (teaching, research and community service)

²⁹ See self-evaluation report p. 25

³⁰ See self-evaluation report p. 21

³¹ See self-evaluation report p. 26

To support the vision and mission of UIN Suka, the **Communication Science (BCS)** programme has the vision to become an excellent and leading study programme in the integration and development of the university's core values of communication science and Islamic study programmes. The aim is for graduates to have Islamic and global insights.³²

To support the vision and mission of UIN-SUKA, the **Sociology (BSP)** programme has a vision to become an excellent and leading study programme in the integration and development of Sociology and Islamic studies to produce sociologists with Islamic insights.

Appraisal:

The panel is of the opinion that the reasons given for the positioning in the educational market of all study programmes are plausible. UIN Suka has a high number of applicants each year, which shows the great demand for the programmes (see statistical data). In addition, the students confirmed the good reputation of the University during the interviews, and named this as one of the main reasons for taking up their studies at this University. The panel points out the unique profile of the University.

Furthermore, the programmes **Islamic Guidance and Counselling (BIGC)**, **Islamic Community Development (BICD)** and **Sociology (BSP)** stand out in the educational market. The Islamic Guidance and Counselling programme is ranked seventh out of 90 BIGC study programmes throughout Indonesia in the SINTA ranking, BICD is ranked seven out of 44 BICD study programmes throughout Indonesia. Both programmes are often used as a reference when new programmes are produced. The Sociology programme has received an A Accreditation from the National Accrediting Agency BAN-PT since 2017, and has been certified AUN-QA in 2021 – making it the only Sociology study programme certified by AUN-QA in Indonesia. The university has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. UIN Suka conducts tracer studies, which enable the study programmes to gain a systematic insight into the labour market and information about the fields of employment for graduates.

The study programmes are the core of UIN Suka's strategic concept regarding the integration and development of Islam and science for civilization. The objectives of all study programmes are in line with the HEI's and Faculties' mission and strategic planning and sustainably implemented.

³² See self-evaluation report p. 26

| | | 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 | | BIGC, BICD, BSP | BCS | | |
| 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

All study programmes

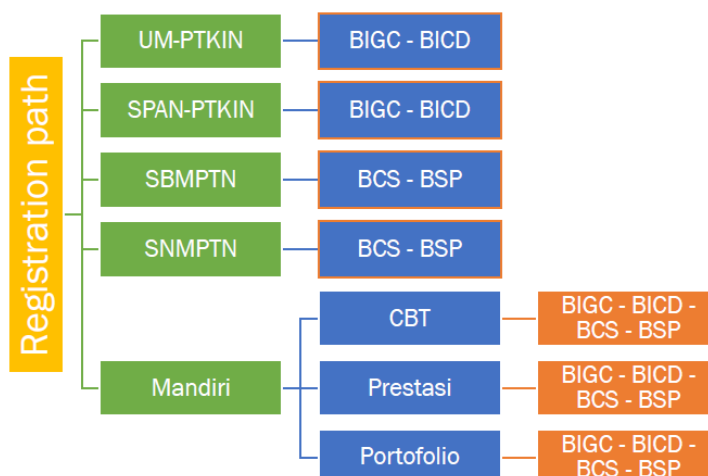
ADMISSION REQUIREMENTS

The implementation of the selection of new student admissions for the Study Program at UIN Sunan Kalijaga Yogyakarta refers to the

1. Regulation of the Minister of Research, Technology, and Higher Education Number 6 of 2020 concerning New Student Admissions for Undergraduate Programs at State Universities,
2. Decree of the Rector of UIN Sunan Kalijaga Yogyakarta Number: 43.2 of 2017. It contains the recruitment and selection system for new student candidates and Equity Principles in the New Student Admission at UIN Sunan Kalijaga,
3. Decree of the Rector of UIN Sunan Kalijaga Yogyakarta Number: 43.5 of 2017 concerning the Policy for Admission of Economically or Physically Underprivileged Students of UIN Sunan Kalijaga Yogyakarta,
4. Decree of the Rector of UIN Sunan Kalijaga Yogyakarta Number: 43.4 of 2017 regarding the Principle of Regional Equity in New Student Admission Policies, UIN Sunan Kalijaga Yogyakarta,
5. Policy for Admission of Students with Disabilities as stated in the Decree of the Rector of UIN Sunan Kalijaga Yogyakarta Number: 43.6 of 2017,
6. Standard Operational Procedures (SOP) for New Student Admission

The admission requirements are implemented in the Study and Examination regulations and the Standard Operation Procedures (SOP). The admission is divided into two groups: (1) The national route is organised by the Ministry of Education, Culture and Higher Education and the Ministry of Religion and (2) the independent route is organised by UIN Sunan Kalijaga.

Figure 1: New Student Registration Paths for BIGC, BICD, BCS and BSP



Independent Path by Sunan Kalijaga Admission Centre (Mandiri Path).³³ There are three types of independent paths for student admission selection, i.e.:

1. Independent-Computer-Based Test (CBT), which is an online-application based test using Android operating system.
2. Independent-Student's achievement, which is non-test student admission selection, is intended for prospective students having Qur'an memorization a minimum of 26 Juz, evidenced by certification or through direct verification. In addition, this path is also intended for prospective students who have special achievements in academics, arts, sports, national religious championship, evidenced by certification issued by trusted institutions.
3. Portfolio, which is prospective student admission selection on the basis of UTBK-SBMPTN score or a 2021 UM-PTKIN score. This path is intended for prospective oversea students who have passed the equivalent of secondary education and prospective students with special needs.³⁴

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science
Islamic Community Development (BICD) – Bachelor of Social Science

- a. **SPAN-PTKIN (National Selection of Academic Achievement of State Islamic Religious Universities)** is prospective students' selection based on academic achievement. The prospective students taking this path are not subject to registration fees.³⁵
- b. **UM-PTKIN (State Islamic Religious College Enrolment Exam)** is carried out through an electronic selection system using a computer network. The prospective students taking this path are subject to registration fees.³⁶

Communication Science (BCS) – Bachelor of Communication Science
Sociology (BSP) – Bachelor of Social Science

- a. **SBMPTN (Joint Selection for Entering State Universities)** is based on UTBK (Computer-Based Exam) results and other criteria that are jointly determined by the state universities.
- b. **SNMPTN (National Selection for State Universities Entrance)** is a national selection pattern based on the results of tracking academic achievements.

COUNSELLING FOR PROSPECTIVE STUDENTS

For the information regarding the selection of new students at UIN Sunan Kalijaga, the Admission Centre provides information services through the website³⁷, social media (Facebook, Instagram, Twitter, Whatsapp), and the helpdesk, which is ready to provide information and services to prospective new students during working hours. Prospective students can also ask questions directly via Email³⁸ or Social Media. A FAQ feature is provided which answers the most frequently

³³ See <https://admisi.uin-suka.ac.id/> (last access on January 10, 2023)

³⁴ The detailed information can be seen at <http://pld.uin-suka.ac.id/p/admisi.html> (last access on January 10, 2023)

³⁵ See <https://www.um-ptkin.ac.id/> (last access on January 10, 2023)

³⁶ See <https://www.span-ptkin.ac.id/> (last access on January 10, 2023)

³⁷ See <https://admisi.uin-suka.ac.id/> (last access on January 10, 2023)

³⁸ bki@uin-suka.ac.id, Pmi@uin-suka.ac.id, komunikasi@uin-suka.ac.id, sosiologi@uin-suka.ac.id

asked questions regarding New Student Admission such as information on registration paths, fees, requirements, etc.

Content related to study programmes – such as profiles of graduates, competencies obtained by prospective students while studying, and the proportion of courses – can be accessed through study programmes' websites³⁹ and through the Student Association of the study programmes. Topics include scholarship opportunities, entry pathways, and registration timelines, as well as tuition fees.

School Visit Service: To promote the University and study programmes, and guide prospective new students (especially regarding new student admissions and selection of study programmes) various upper secondary education institutions are visited.

SELECTION PROCEDURE

The selection process for new student admissions at UIN Sunan Kalijaga is based on national regulatory standards in the new student admission system and the rules set by the University, which are contained in the Standard Operating Procedures (SOP) for Admission of New Students.

Information on each phase of the procedure is presented and accessible online.⁴⁰

Independent Path by Sunan Kalijaga Admission Centre: In the test path, the admission is based on the ranking of test results and quotas. While the admission of non-test prospective students is based on the validation of the files collected and based on the available quota.

Selection of foreign students: After the registration and filing process, the admissions of UIN Sunan Kalijaga hold a judicial session. The decision of the Judisium Team will be stated in the Rector's Decree. Upon arrival in Indonesia, the foreign student concerned must fulfill all administrative requirements set by the University to obtain a Letter of Acceptance (LoA) from the Academic Department.

PROFESSIONAL EXPERIENCE

There is no professional experience required at the time of admission for study programmes at the first educational qualification level.

ENSURING FOREIGN LANGUAGE PROFICIENCY

To make the study programmes and UIN Sunan Kalijaga Yogyakarta international standard, the admission of new students is based on academic ability and must obtain a certificate of passing the English and Arabic tests from the UPT Language Development Centre (PPB). If they have good academic skills but have not passed the English and Arabic exams, then the student is required to

³⁹ BIGC: <http://bki.uin-suka.ac.id/>, BICD: <http://pmi.uin-suka.ac.id/>, BCS: <http://komunikasi.uin-suka.ac.id/>, BSP: <http://sosiologi.uin-suka.ac.id/> (last access on February 1, 2023)

⁴⁰ <https://admisi.uin-suka.ac.id> (last access on January 10, 2023)

take English and Arabic matriculation at the UPT Language Development Centre until they passed it. Furthermore, during the study programmes students are required to have two languages with predetermined standards, namely English and Arabic.

TRANSPARENCY AND DOCUMENTATION OF ADMISSION PROCEDURE AND DECISION

The selection process for new student admissions at UIN Sunan Kalijaga Yogyakarta is based on the principle of clean university government and good university governance, so as to maintain academic, administrative and financial accountability and transparency. The entire process of new student admissions and results are accessible through the official website of UIN Sunan Kalijaga Yogyakarta admission⁴¹ and the official page of UIN Sunan Kalijaga Yogyakarta⁴².

The selection results are determined based on the selection procedure set by the national implementing committee.

- a. **SPAN-PTKIN:** Admission is based on the ranking of report scores and academic achievements. Through the system, the National Committee ranks students based on the scores of the subjects that are tested in the 2021 National Examination (UN), starting from semester 1 (one) to semester 5 (five). Based on the ranking of academic achievements carried out by the National Committee and according to the provisions of school accreditation, students who meet the requirements are allowed to register for SPAN-PTKIN 2021. The selection results are accessible on a schedule determined by the national implementing committee. Participants can check the selection results on the website by entering their registration number.⁴³
- b. **UM-PTKIN:** The test scores are used as the basis for ranking all examinees. Ranking on this path is carried out nationally. Participants who are accepted as prospective students are ranked according to the number of quotas provided in the selected study programme. The complete announcement procedure is submitted on the UM-PTKIN page.⁴⁴
- c. **Independent Path by Sunan Kalijaga Admission Centre:** Presents announcements of participants' selection results online.⁴⁵ The selection results are determined based on the ranking of exam scores and or the judicial board hearing for new student admissions at UIN Sunan Kalijaga Yogyakarta.

Decisions on new student admission is made through the judiciary which is attended by the university leader, deans, and admission officer, by considering the test scores; affirmation of frontier, remote, and underdeveloped areas; persons with disabilities; achievements; and quota of each study programme.

Appraisal:

UIN Suka has clearly regulated the admission requirements for all programmes. The admission requirements for national and international students are defined by state regulations, which are

⁴¹ <http://admisi.uin-suka.ac.id> (last access on January 10, 2023)

⁴² <https://uin-suka.ac.id/en> (last access on January 10, 2023)

⁴³ <https://www.span-ptkin.ac.id/web/site/login> (last access on January 10, 2023)

⁴⁴ <https://www.um-ptkin.ac.id/home/information> (last access on January 10, 2023)

⁴⁵ <https://admisi.uin-suka.ac.id/> on January 10, 2023)

embedded in the University regulation and are therefore in compliance with the requirements of the Indonesian Higher Education Law.

Applicants can directly turn to the Admission Centre for clarification of specific questions, of personal aptitude, of career perspectives etc. Constant availability for prospective students via Mail, Whatsapp, a helpdesk and various Social Media channels is ensured. The HEI reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. Therefore, the University also visits upper secondary education institutions to promote the University and study programmes, and provide guidance for prospective new students.

In terms of the selection procedure, UIN Suka establishes clear transparency, which is also largely state-regulated. Only the Independent Path is an admission procedure of the University. The admission decision is based on transparent criteria and is communicated to the students. Applicants receive a letter if they have not been accepted. In doing so, the government commits to communicating the response, thus it is based on transparent criteria and communicated in writing.

Concerning the assurance of foreign language proficiency, the admission requirements of a language proficiency and placement test in English and Arabic enable students to successfully complete the study programmes.

| | | 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

All study programmes

The Indonesian National Qualifications Framework (KKNI) is applied as a guideline for the study programmes at UIN Sunan Kalijaga Yogyakarta, through Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework. KKNI is a framework for qualifications that can juxtapose, equalize, and integrate between the fields of education and the field of job training and work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors.

Furthermore, the undergraduate qualifications with Level 6 competencies are based on the Regulation of the Minister of Education and Culture No. 3 Year 2020.

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

Semester 1

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| BK0414001 | Morals and Sufism (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414002 | English (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414003 | Da'wah Science (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| USK411005 | Islam and the Social Sciences Humanities (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| USK411004 | Islam and Science (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| NAS410001 | Pancasila (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414005 | Introduction to Psychology (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414004 | Theory of BKI (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| USK411003 | Ulum Al-Quran (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| USK411002 | Ulum Al-Hadith (compulsory) | 2 | | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |

Semester 2

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|--|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| BK0414006 | Arabic (compulsory) | | 2 | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| NAS410003 | Indonesian (compulsory) | | 2 | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414007 | Fiqh of BKi (compulsory) | | 2 | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| NAS410002 | Citizenship (compulsory) | | 2 | | | | | | | 3.2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| USK411001 | Introduction to Islamic Studies (compulsory) | | 4 | | | | | | | 6,4 | 149,3 | 0 | 104,5 | Project Based Learning | Observation Report, Paper Presentation (120') |
| USK411006 | Islam Civilization (compulsory) | | 2 | | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414008 | Psychology of Da'wah (compulsory) | | 3 | | | | | | | 4,8 | 112 | 0 | 78,4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414009 | Counseling Psychology (compulsory) | | 2 | | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414010 | BKi Tafsir (compulsory) | | 2 | | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |

Semester 3

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---------------------------------------|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| BK0414018 | BKi For Family (compulsory) | | | 3 | | | | | | 4,8 | 112 | 0 | 78,4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414011 | Entrepreneurship BKi (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414019 | Science of Philosophy (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414020 | BKi Hadith (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414012 | BKi Communication (compulsory) | | | 3 | | | | | | 4,8 | 112 | 0 | 78,4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414013 | Management BKi (compulsory) | | | 3 | | | | | | 4,8 | 112 | 0 | 78,4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414014 | Research Methodology (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414015 | Social Pathology (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414016 | Developmental Psychology (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414017 | Motivation Theory (compulsory) | | | 2 | | | | | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |

Semester 4

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| BK0414031 | Behavior Changing Analysis (compulsory) | | | | 2 | | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414032 | BKI Assessment (compulsory) | | | | 3 | | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414033 | BKI Children and Adolescents (compulsory) | | | | 2 | | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414034 | BKI Education (compulsory) | | | | 2 | | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414035 | Individual Counseling (compulsory) | | | | 3 | | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414036 | Multicultural Counseling (compulsory) | | | | 2 | | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414038 | BKI Media (compulsory) | | | | 2 | | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414040 | Research Methods of BKI (compulsory) | | | | 2 | | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414039 | Test Technique for Understanding Individuals (compulsory) | | | | 3 | | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414037 | Statistics (compulsory) | | | | 3 | | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |

Semester 5

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|--|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| BK0414031 | BKI with Special Care (compulsory) | | | | | 2 | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414032 | BKI Adults and Elderly (compulsory) | | | | | 2 | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414033 | BKI Industry and Organization (compulsory) | | | | | 3 | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414034 | BKI Group (compulsory) | | | | | 3 | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414035 | BKI Rehabilitation (compulsory) | | | | | 3 | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414036 | Islamic Guidance and Spiritual Treatment (compulsory) | | | | | 2 | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414038 | Evaluation and Supervision of BKI (compulsory) | | | | | 2 | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414040 | Mental Health (compulsory) | | | | | 2 | | | | 3.2 | 37.3 | 44.8 | 44.8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK0414039 | Non-Test Techniques for Understanding Individuals (compulsory) | | | | | 3 | | | | 4.8 | 112 | 0 | 78.4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK0414037 | BKI Seminar (compulsory) | | | | | 2 | | | | 3.2 | 74.66 | 0 | 52.6 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |

Semester 6

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching | Form and Duration of Examinations | |
|-----------|--------------------------------|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--------------------|------------------------------------|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | | |
| BK1414046 | BKI Career (compulsory) | | | | | | | | 2 | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK1414041 | BKI Crisis (compulsory) | | | | | | | | 3 | | 4,8 | 112 | 0 | 78,4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK1425048 | BKI Pesantren (Elective) | | | | | | | | 2 | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK1425049 | BKI Social Person (Elective) | | | | | | | | 2 | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK1414042 | Cyber Counseling (compulsory) | | | | | | | | 3 | | 4,8 | 112 | 0 | 78,4 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK1414043 | Health Counseling (compulsory) | | | | | | | | 2 | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK1425047 | Conflict Management (Elective) | | | | | | | | 2 | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |
| BK1414044 | Micro Counseling (compulsory) | | | | | | | | 4 | | 6,4 | 149,3 | 0 | 104,5 | Project Based Learning | Observation Report, Paper Presentation (120') |
| BK1414045 | Islamic Therapy (compulsory) | | | | | | | | 2 | | 3,2 | 37,3 | 44,8 | 44,8 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test (90') |

Semester 7

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching | Form and Duration of Examinations | |
|-----------|--|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--------------------|--|--|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | | |
| BK1414050 | PPL BKI (Field Practice Experience) (compulsory) | | | | | | | | 5 | | 8 | 0 | 0 | 317,3 | Problem Based Learning and Inquiry, Collaborative Learning, Small Group Discussion | Design Proposal, Research Project (170') |

Semester 8

| Modul No. | Title of Module / Course Unit | Credit Points (SKS)/ Semester | | | | | | | | Convert SKS to ECTS/Semester | Workload/Semester (ECTS) | | | Method of Teaching | Form and Duration of Examinations | |
|-----------|--|-------------------------------|----|-----|----|---|----|-----|------|------------------------------|--------------------------|-----------------------|------------------|--------------------|--|---|
| | | I | II | III | IV | V | VI | VII | VIII | | Hours in Class | Structured Assignment | Hours Self-Study | | | |
| USK412001 | Community Service Program (compulsory) | | | | | | | | 4 | | 6,4 | 0 | 0 | 253,9 | Problem Based Learning, Collaborative Learning and Inquiry, Small Group Discussion | Essay Project (170') |
| USK413006 | Bachelor's Thesis (compulsory) | | | | | | | | 6 | | 10 | 0 | 0 | 380,8 | Consultation with Supervision | Design Proposal, Seminar Paper, Research Project (170') |

Islamic Community Development (BICD) – Bachelor of Social Science

Semester 1

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ECTS | Workload | | | Method of Teaching | Form and Duration of Examinations |
|-----------|---------------------------------------|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M1 | Modul 1 | 22 | | | | | | | | | | | | | |
| USK411001 | INTRODUCTION TO ISLAMIC STUDIES | 4 | | | | | | | | 6,4 | 46,6 | 56 | 56 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| USK411002 | ULUMUL AI-QUR'AN | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| USK411003 | ULUMUL AL-HADIS | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation |
| NAS410001 | PANCASILA | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Self Directed Learning, Contextual Instruction | Paper Presentation |
| USK411005 | ISLAM, SOCIAL SCIENCE, AND HUMANITIES | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| USK411004 | THE LOGIC OF ISLAM AND SCIENCE | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Role Play | Observation Report, Writing Assignment, Paper Writing Assignment |
| PMI414001 | INTRODUCTION TO COMMUNITY DEVELOPMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Multiple Choice Test, Paper Writing Assignment |
| PMI414002 | SOCIAL THEORIES | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Multiple Choice Test, Paper Writing Assignment |
| PMI414003 | ARABIC LANGUAGE | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Multiple Choice Test, Paper |

Semester 2

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M2 | Modul 2 | 20 | | | | | | | | | | | | | |
| PMI414004 | MULTICULTURALISM | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| PMI414005 | VERSE AND HADIST INTERPRETATION ON SOCIAL DEVELOPMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation |
| USK411006 | ISLAMIC CIVILIZATION | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| PMI414006 | DAKWAH SCIENCE | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Writing Assignment, Multiple Choice Test, Paper Presentation |
| PMI414007 | FIQH-USHUL FIGH | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| PMI414008 | SOCIAL PROBLEM ANALYSIS | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Project Based Learning, Case Study, --Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |
| NAS410002 | CIVIC EDUCATION | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation |
| PMI414009 | ENGLISH LANGUAGE | 2 | | | | | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Q & A |

Semester 3

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M3 | Modul 3 | 24 | | | | | | | | | | | | | |
| PMI414010 | THEORIES OF DEVELOPMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |
| PMI414011 | SOCIAL PSYCHOLOGY | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| PMI414012 | POVERTY MITIGATION POLICY | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| PMI414013 | COMPARATIVE DISCOURSE ON MUSLIM COMMUNITY | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Paper Presentation |
| PMI414014 | COMMUNITY DEVELOPMENT MANAGEMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Design Proposal, Research Project, Final Research Report |
| PMI414015 | COMMUNITY DEVELOPMENT METHODOLOGY | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A |
| PMI414016 | FACILITATION TECHNIC | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414017 | COMMUNITY DEVELOPMENT ETHICS | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation |

Semester 4

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M4 | Modul 4 | 24 | | | | | | | | | | | | | |
| PMI414018 | QUALITATIVE RESEARCH METHOD | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| PMI414019 | QUANTITATIVE RESEARCH METHOD | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A |
| PMI414020 | APPLIED PSYCHOLOGY ON COMMUNITY EMPOWERMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414021 | HUMAN RESOURCE DEVELOPMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Microteaching, fieldnote, Q & A |
| PMI414022 | SOCIAL ADVOCACY | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Project Based Learning, Case Study, --Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |
| PMI414023 | SOCIAL ENTREPRENEURSHIP | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| PMI414024 | POPULATION STUDY AND REGIONAL DEVELOPMENT | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Microteaching, fieldnote, Q & A |
| PMI414025 | DOCUMENTATION TECHNOLOGY | 3 | | | | | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |

Semester 5

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|--|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M5 | Modul 5 | | | | | | | | | | | | | | |
| NAS410003 | INDONESIAN LANGUAGE | | | | | 2 | | | | 3,2 | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414026 | SOCIAL MARKETING/BUSINESS PLANNING | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414027 | SOCIAL INNOVATION | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A |
| PMI414028 | COMMUNITY DEVELOPMENT PRACTICE I | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI425029 | INTRODUCTION TO CORPORATE SOCIAL RESPONSIBILITY* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Doing observations and interviews on certain social settings, paper presentation |
| PMI424030 | MANAJEMEN CORPORATE SOCIAL RESPONSIBILITY* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Writing Assignment, Paper Presentation |
| PMI425031 | CONFLICT RESOLUTION* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| PMI425032 | SOCIAL STATISTIC* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI425033 | ADMINISTRATION AND ORGANIZATIONAL ACCOUNTING* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI425034 | INSTITUTIONAL DEVELOPMENT TECHNIQUES* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI425035 | SOCIAL POLICY* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI425036 | TRANSFER TECHNOLOGY AND COMMUNITY DEVELOPMENT* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI425037 | INNOVATIVE LEADERSHIP* | | | | | 3 | | | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |

*elective course

Semester 6

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M6 | Modul 6 | | | | | | | | | | | | | | |
| PMI414038 | SOCIAL MOVEMENT AND DEVELOPMENT | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Microteaching, fieldnote, Q & A |
| PMI414039 | GENDER AND SOCIAL JUSTICE | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Microteaching, fieldnote, Q & A |
| PMI414040 | MONITORING AND EVALUATION OF COMMUNITY DEVELOPMENT PROGRAMS | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414041 | COMMUNITY DEVELOPMENT PRACTICE II | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414042 | COMMUNITY EMPOWERMENT FESTIVAL / EXPO | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| PMI414043 | ISLAMIC PHILANTHROPY | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |

Semester 7

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|-------------------------------|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M7 | Modul 7 | | | | | | | | | | | | | | |
| PMI414044 | SEMINAR AND REPORT WRITING | | | | | | | 3 | | 4,8 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |

Semester 8

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Convert SKS to ETCS | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|--|----------------------------|---|---|---|---|---|---|---|---------------------|----------------|-----------------------|------------------|--|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M8 | Modul 8 | | | | | | | | | | | | | | |
| USK412001 | Community Service Program (compulsory) | | | | | | | | 4 | 6,4 | 0 | 0 | 253,9 | Collaborative Learninging | Essay Project (170') |
| USK413006 | Bachelor's Thesis (compulsory) | | | | | | | | 6 | 9,6 | 0 | 0 | 380,8 | Consultation with Supervision | Design Proposal, Seminar Paper, Research Project (170') |

Communication Science (BCS) – Bachelor of Communication Science

Semester 1

| Modul No. | Title of Module / Course Unit | Credit Points (SKS) per Semester | | | | | | | Workload by Minutes | | | Method of Teaching | Form and Duration of Examinations |
|-----------|--|----------------------------------|----|----|----|----|----|----|---------------------|-----------------------|------------------|--|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M1 | | | | | | | | | | | | | |
| USK411001 | Introduction of Islamic Studies (compulsory) | 4 | | | | | | | 200 | 240 | 240 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| NAS410001 | Pancasila (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction | Writing Assignment, Multiple Choice Test, Paper Presentation |
| NAS410003 | Indonesian language (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Self Directed Learning, Contextual Instruction | Writing Assignment, Multiple Choice Test, Paper Presentation |
| USK411006 | Islamic Civilization (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| USK411002 | Ulumul-Qur'an (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation |
| KOM414001 | Advertising Basics (compulsory) | 3 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Writing Assignment, Paper Presentation, Creativity and Innovation in the production of simple Advertising and |
| KOM414002 | Introduction of Communication Science (compulsory) | 3 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction, active learning | Writing Assignment, Paper Presentatio, Observation Report, Writing Assignment, Paper Presentation |
| KOM414003 | Broadcasting (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction, active learning | Writing Assignment, Paper Presentation, Produce useful TV or Radio Broadcast Programs |

Semester 2

| Modul No. | Title of Module / Course Unit | Credit Points (SKS) per Semester | | | | | | | Workload | | | Method of Teaching | Form and Duration of Examinations |
|-----------|---|----------------------------------|----|----|----|----|----|----|----------------|-----------------------|------------------|--|--|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M2 | | | | | | | | | | | | | |
| NAS410002 | Citizenship (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction | Writing Assignment, Multiple Choice Test, Paper Presentation |
| USK411003 | Ulum Al-Hadith (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction | Writing Assignment, Multiple Choice Test, Paper Presentation |
| KOM414004 | Perspective And Communication Theory (compulsory) | 3 | | | | | | | 150 | 180 | 180 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414005 | Communication Psychology (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414006 | Communication Philosophy And Ethics (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414007 | Interpersonal Communication (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414008 | Mass communication (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414009 | Journalism (compulsory) | 2 | | | | | | | 100 | 120 | 120 | Project Based Learning, Case Study, • Problem Based Learning and Inquiry | Writing Assignment, Paper Presentation, |
| KOM414010 | PR Basics (compulsory) | 3 | | | | | | | 150 | 180 | 180 | Project Based Learning, Case Study, • Problem Based Learning and Inquiry | Writing Assignment, Paper Presentation |

Semester 3

| Modul No. | Title of Module / Course Unit | Credit Points (SKS) per Semester | | | | | | | Workload | | | Method of Teaching | Form and Duration of Examinations |
|-----------|--|----------------------------------|----|----|----|----|----|----|----------------|-----------------------|------------------|--|--|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M3 | | | | | | | | | | | | | |
| USK411004 | Islam and Science (compulsory) | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| USK411005 | Islam and Social Humanities (compulsory) | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414011 | Quantitative Research Methodology (compulsory) | | 4 | | | | | | 200 | 240 | 240 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |
| KOM414012 | Political Communication (compulsory) | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |

| | | | | | | | | | | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|---|--|--|--|--|--|-----|-----|-----|--|---|
| KOM414013 | Communication Technology Development (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414014 | Sociology of Communication (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414015 | Organizational Communication (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM415116 | Visual Communication Design (compulsory for Advertising) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425117 | Advertising Creative Planning (compulsory for Advertising) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425118 | Advertising Media Planning (compulsory for Advertising) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425219 | PR Photography and Documentation (compulsory for Public Relations) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425221 | Media Relations (compulsory for Public Relations) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425220 | PR Management (compulsory for Public Relations) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |

Semester 4

| Modul No. | Title of Module / Course Unit | Credit Points (SKS) per Semester | | | | | | | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations | | | | | |
|-----------|--|----------------------------------|----|----|----|----|----|----|----------------|-----------------------|------------------|--|-----------------------------------|-----|-----|-----|--|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Structured Assignment | Hours Self-Study | | | | | | | |
| M4 | | | | | | | | | | | | | | | | | | |
| KOM414022 | Qualitative Research Methodology (compulsory) | | | | | | | 4 | | | | | | 200 | 240 | 240 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |
| KOM414023 | Mass Media Management & Online Media (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414024 | Prophetic Communication (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414025 | Cross-Cultural and Religious Communication (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM414026 | Strategic Communication (compulsory) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM425127 | New Media Advertising(compulsory for Advertising) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425128 | Copywriting(compulsory for Advertising) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM415129 | Advertising Presentation Techniques(compulsory for Advertising) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM415130 | Client Handling(compulsory for Advertising) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM415131 | Photography And Advertising Production(compulsory for Advertising) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425232 | Cyber PR (compulsory for Public Relations) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425233 | PR Media Production (compulsory for Public Relations) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425234 | Public Speaking and Presentation (compulsory for Public Relations) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation, audio visual production project |
| KOM425235 | PR Writing (compulsory for Public Relations) | | | | | | | 2 | | | | | | 100 | 120 | 120 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Writing Assignment, Paper Presentation |
| KOM415236 | Event of PR (compulsory for Public Relations) | | | | | | | 3 | | | | | | 150 | 180 | 180 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |

Semester 5

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|--|----------------------------|----|----|----|----|----|----|----------------|-----------------------|------------------|--|--|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M5 | | | | | | | | | | | | | |
| KOM414037 | Marketing Communication (compulsory) | | | | | 3 | | | 150 | 180 | 180 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| KOM414038 | Entrepreneurship (compulsory) | | | | 4 | | | | 200 | 240 | 240 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| KOM414039 | Disaster Communication (compulsory) | | | | | 3 | | | 150 | 180 | 180 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| KOM425240 | PR campaign(compulsory for Public Relations) | | | | | 2 | | | 100 | 120 | 120 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| KOM425241 | Media Monitoring(compulsory for Public Relations) | | | | | 2 | | | 100 | 120 | 120 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| KOM425242 | Corporate Social Responsibility(compulsory for Public Relations) | | | | | 3 | | | 150 | 180 | 180 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| KOM425243 | Crisis Management(compulsory for Public Relations) | | | | | 2 | | | 100 | 120 | 120 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Research Project |
| KOM425244 | PR research(compulsory for Public Relations) | | | | | 3 | | | 150 | 180 | 180 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |
| KOM425145 | Consumer behavior(compulsory for Advertising) | | | | | 2 | | | 100 | 120 | 120 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM425146 | Creative Thinking(compulsory for Advertising) | | | | | 2 | | | 100 | 120 | 120 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM425147 | Digital Marketing(compulsory for Advertising) | | | | | 3 | | | 150 | 180 | 180 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM425148 | Strategy and Data Analytics(compulsory for Advertising) | | | | | 2 | | | 100 | 120 | 120 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation |
| KOM425149 | Research and Media Buying(compulsory for Advertising) | | | | | 3 | | | 150 | 180 | 180 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |

Semester 6

| Modul No. | Title of Module / Course Unit | Credit Points (SKS) per Semester | | | | | | | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|--|----------------------------------|----|----|----|----|----|----|----------------|-----------------------|------------------|--|--|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M6 | | | | | | | | | | | | | |
| KOM414050 | Empowerment Communication (compulsory) | | | | | 3 | | | 150 | 180 | 180 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |
| KOM414051 | Communication Research Application (compulsory) | | | | | 6 | | | 300 | 360 | 360 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report |
| KOM414052 | Anthropology And Management Brand (compulsory) | | | | | 3 | | | 150 | 180 | 180 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation |
| KOM414053 | Tourism Communication (compulsory) | | | | | 2 | | | 100 | 120 | 120 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |
| KOM414054 | Sports Communication (compulsory) | | | | | 2 | | | 100 | 120 | 120 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |
| KOM414055 | Family Communication (compulsory) | | | | | 2 | | | 100 | 120 | 120 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |
| KOM425256 | Capita Selecta PR(compulsory for Public Relations) | | | | | 4 | | | 200 | 240 | 240 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |
| KOM425157 | Capita Selecta ADV(compulsory for Advertising) | | | | | 4 | | | 200 | 240 | 240 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Observation Report, Writing Assignment, Paper Presentation |

Semester 7

| Modul No. | Title of Module / Course Unit | Credit Points (SKS) per Semester | | | | | | | Workload | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|-------------------------------|----------------------------------|---|---|---|---|---|---|----------------|-----------------------|------------------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M7 | | | | | | | | | | | | | |
| USK413006 | Bachelor's Thesis | | | | | | | 6 | 300 | 360 | 360 | Project Based Learning, Case Study, Problem Based Learning and inquiry | Research Report, Presentation |
| KOM415058 | Communication Internship | | | | | | | 4 | 200 | 240 | 240 | Project Based Learning, Case Study, Problem Based Learning and inquiry | Observation Report, Paper Presentation |
| USK412001 | Communication Social Service | | | | | | | 4 | 200 | 240 | 240 | Project Based Learning, Case Study, Problem Based Learning and inquiry | Observation Report, Paper Presentation |

Students choose between two specialisations: Advertising or Public Relations.

Sociology (BSP) – Bachelor of Social Science

Semester 1

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|---|---|---|---|---|---|---|-------------------|-----------------------|------------------|--|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Hours in Class | structured assignment | Hours Self-Study | | |
| M 1.1 | Ulum al-Qur'an (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment Multiple Choice Test Paper Presentation (120') |
| M 1.2 | Introduction to Islamic Studies (Compulsory) | 4 | | | | | | | | 46,6 | 56 | 56 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation (120') |
| M 1.3 | Pancasila (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation (120') |
| M 1.4 | Indonesian Language (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Self Directed Learning, Contextual Instruction | Paper Presentation (120') |
| M 1.5 | Islam, Social Science and Humanity (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation (120') |
| M 1.6 | Introduction to sociology (Compulsory) | 3 | | | | | | | | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 1.7 | Islamic Civilization (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation (120') |
| M 1.8 | Social Research Methodology (Compulsory) | 3 | | | | | | | | 35 | 42 | 42 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal Research (150') |

Semester 2

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|---|---|---|---|---|---|---|-------------------|-----------------------|------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Hours in Class | structured assignment | Hours Self-Study | | |
| M 2.1 | Ulum al-Hadits (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation (120') |
| M 2.2 | Citizenship (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation (120') |
| M 2.3 | Islam and Science (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Case Study | Writing Assignment, Multiple Choice Test, Paper Presentation (120') |
| M 2.4 | Phylosophy of Science (Compulsory) | 2 | | | | | | | | 23,3 | 28 | 28 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Writing Assignment, Multiple Choice Test, Paper Presentation (120') |
| M 2.5 | Classical Sociological Theory (Compulsory) | 3 | | | | | | | | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 2.6 | Qualitative Research Method (Compulsory) | 3 | | | | | | | | 35 | 42 | 42 | Project Based Learning, Case Study, •Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report (300') |
| M 2.7 | Indonesian Society: Structure and Dynamics (Compulsory) | 3 | | | | | | | | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation (120') |
| M 2.8 | Social Thought in Islam (Compulsory) | 3 | | | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A (150) |

Semester 3

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|----|----|----|----|----|----|----|-------------------|-----------------------|------------------|--|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | structured assignment | Hours Self-Study | | |
| M 3.1 | Quantitative Research Method (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report (300') |
| M 3.2 | Modern Sociological Theory (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 3.3 | Social Psychology (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 3.4 | Rural and Urban Sociology (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Writing Assignment, Paper Presentation (120') |
| M 3.5 | Qualitative data analysis (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report (300') |
| M 3.6 | Sociology of Religion (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A (120') |
| M 3.7 | Sociology of Economics (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 3.8 | Social Anthropology (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction | Writing Assignment, Paper Presentation (120') |

Semester 4

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|----|----|----|----|----|----|----|-------------------|-----------------------|------------------|--|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | structured assignment | Hours Self-Study | | |
| M 4.1 | Contemporary Sociological Theory (compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Role Play, Case Study, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 4.2 | Sociology of Ibn Khaldun (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A (120') |
| M 4.3 | Sociology of Communication (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 4.4 | Sociology of Pesantren (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Microteaching, fieldnote, Q & A (300') |
| M 4.5 | Quantitative Data Analysis (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Project Based Learning, Case Study, Problem Based Learning and Inquiry | Design Proposal, Research Project, Final Research Report (300') |
| M 4.6 | Sociology of development (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Design Proposal, Report of Research Project (300') |
| M 4.7 | Sociology of Family (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Q & A (120') |
| M 4.8 | Sociology of Politics (Compulsory) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |

Semester 5

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|----|----|----|----|----|----|----|-------------------|-----------------------|-------------|--|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Structured Assignment | Hours Self. | | |
| M 5.1 | Youth Sociology (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 5.2 | Sociology of Law (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 5.3 | Socio-religious Movements (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A (120') |
| M 5.4 | Gender Analysis (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 5.5 | Socio-preneurship (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Doing observations and interviews on certain social settings, paper presentation (300') |
| M 5.6 | Social Demographic (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Writing Assignment, Paper Presentation (120') |
| M 5.7 | Labour and Industry (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 5.8 | Conflict and Social Reconciliation (Elective) | | | 3 | | | | | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |

Semester 6

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|----|----|----|----|----|----|----|-------------------|-----------------------|------------------|--|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M 6.1 | Proposal Seminar | | | | | | | 3 | | 35 | 42 | 42 | Contextual Instruction | Design Proposal, Research Project (300') |
| M 6.2 | Sociology of Education (Elective) | | | | | | | 3 | | 35 | 42 | 42 | Small Group Discussion, Contextual Instruction, Project Based Learning, Case Study | Fieldnote, Q & A (120') |
| M 6.3 | Sociology of Disasters (Elective) | | | | | | | 3 | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 6.4 | Cultural Studies (Elective) | | | | | | | 3 | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 6.5 | Social Planning (Elective) | | | | | | | 3 | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 6.6 | Organization and Social Networking (Elective) | | | | | | | 3 | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 6.7 | Green Sociology (Elective) | | | | | | | 3 | | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |

Semester 7

| Modul No. | Title of Module / Course Unit | Credit Points per Semester (SKS) | | | | | | | | Workload/semester | | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations |
|-----------|---|----------------------------------|----|----|----|----|----|----|----|-------------------|-----------------------|------------------|---|---|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Structured Assignment | Hours Self-Study | | |
| M 7.1 | Community Service Program (KKN) | | | | | | | | 4 | 46,6 | 56 | 56 | Project Based Learning, Case Study, •Problem Based Learning and Inquiry | Report Program, Q & A (120') |
| M 7.2 | Sociology of Tourism (Elective) | | | | | | | | 3 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 7.3 | Islamic Philanthropy (Elective) | | | | | | | | 3 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A (120') |
| M 7.4 | Social Research Practice (Elective) | | | | | | | | 3 | 119 | 0 | 0 | Project Based Learning, Case Study, •Problem Based Learning and Inquiry | Design Proposal, Report of Research Project (300') |
| M 7.5 | Community Development (Elective) | | | | | | | | 3 | 35 | 42 | 42 | Case Study, Problem Based Learning and Inquiry, Contextual Instruction | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 7.6 | Media and Social Change (Elective) | | | | | | | | 3 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 7.7 | Pesantren, Madrasah and School (Elective) | | | | | | | | 3 | 35 | 42 | 42 | Small Group Discussion, Case Study | Writing Assignment, Q & A (120') |
| M 7.8 | Corruption and Patrimonialisme (Elective) | | | | | | | | 3 | 35 | 42 | 42 | Small Group Discussion, Case Study | Observation Report, Writing Assignment, Paper Presentation (120') |
| M 7.9 | Bachelor's Thesis | | | | | | | | 6 | 119 | 0 | 0 | Consultation with supervisor | Thesis Presentation, Q & A (120') |

RATIONALE FOR DEGREE AND PROGRAMME NAME

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

The name of the study programme is based on Regulation of the Ministry of Research and Technology of Higher Education Number 59 Year 2018. According to the regulation, the programme name is the Islamic Guidance and Counselling Study Program with a degree of Bachelor of Social Science (S.Sos).

Islamic Community Development (BICD) – Bachelor of Social Science

The study programme name is based on the Regulation of Minister of Religion No. 33 Year 2016, The degree is Bachelor of Social Science (S.Sos).

Communication Science (BCS) – Bachelor of Communication Science

The programme name and degree are in accordance with the Nomenclature of Psychology, Communication, Computer, and Landscape Study Programs by the Directorate General of Higher Education, Ministry of National Education. No. 1030/D/T/2010. The degree is Bachelor of Communication Science (S.I.Kom).

Sociology (BSP) – Bachelor of Social Science

The nomenclature of study programmes in Indonesia is regulated by the Ministry of Research and Technology through Decree of the Minister of Research and Technology of Higher Education No. 257/M/KPT/2017. The degree is Bachelor of Social Science (S.Sos).

INTEGRATION OF THEORY AND PRACTICE

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

Courses are divided into theoretical courses (6 %), theoretical and practical courses (25 %), and field practice (69 %).

| Learning Outcomes | Courses | Integration Process | Skill |
|---|--|---|--|
| Organising Islamic Guidance and Counselling for individual, family, community, and institution | Micro Counselling, Group Counselling, Individual Counselling, Field Experience Practice, Real Work Lecture | Students apply theoretical content to practice counselling in the community | Individual and group counselling skills in individual and group settings |
| Mastering assessment theories to understand the counselee's problems from the physical, psychological, and spiritual aspects. | Non-Test Assessment, Test Assessment | After receiving theoretical content, students conduct assessments and develop assessment tools. | Problem diagnosis |
| Internalising the spirit of independence, struggle, and entrepreneurship in Islamic Guidance and Counselling. | Entrepreneur | After receiving theoretical content, students create a business design and put it into practice by creating an online shop. | Entrepreneurship skills, Leadership, Team work |
| Utilizing media technologies in providing Islamic Guidance and Counselling services. | Cybercounselling, BIGC Media | After receiving theoretical content, students practice counselling services through technology | Operating technology, analysing counselling issues with technology |

Islamic Community Development (BICD) – Bachelor of Social Science

The lecture material includes 70 % theory and 30 % practice, which combines classroom learning, fieldwork, and practice.⁴⁶

| Learning Outcomes | Courses | Integration Process | Skill |
|---|--|--|---------------------------------|
| Understanding global and national policies regarding corporate social responsibility. Programme planning, management, implementation, and monitoring of empowerment programme evaluation in CSR scheme | CSR Management, Introduction to CSR | After receiving theoretical content, students practice it in the community, groups, NGOs, etc. | CSR OFFICER Skills |
| Composing policy papers, policy briefs, and policy memos as instruments in implementing social policies | Social Policy | | Policy Analyst Skills |
| Understanding the difference between the concepts of social entrepreneurship and business entrepreneurship | Social Entrepreneurship, Social Business Planning | | Social Entrepreneur Skills |
| Understanding the advocacy environment. Solving society problems at the individual, group, community/ organisational level by using a Psychological Science approach. | Social Advocacy, Applied Psychology of Community Empowerment | | Community Empowerment Skills |
| Implementing and developing the concept of Islamic Philanthropy as a solution to social problems in Indonesian society. | Islamic Philanthropic | | Philanthropic management skills |

⁴⁶ See self-evaluation report p. 62

Communication Science (BCS) – Bachelor of Communication Science

| Learning Outcomes | Courses | Integration Process | Skill |
|--|---|---|---|
| Working in the field of public relations and advertising professionally at national and international levels with high ethics, work ethic and fighting spirit in a team. | Client Handling, PR Media Production, Public Speaking and Presentation, Media Relations, PR Management, Mass Media & Online Media Management, Event of PR, Entrepreneurship, PR Campaign, Media Monitoring, CSR, Digital Marketing, Advertising Presentation Techniques | After receiving theoretical content, students practice it in the community, groups, PR and Advertising institutions | Practitioner competency development, Consultant competency development |
| Having insight and critical thinking about concepts and ethics of communication, public relations, and advertising in accordance with the development of science, theory, and its application in the contemporary context. | Qualitative Research Methods, Quantitative Research Methods, Communication Research Applications, PR Research, Creative Thinking, Strategy and Data Analytics, Research and Media Buying | Students participate in research (basics and conducting research) and practical courses. | Research skills in the field of Communication Studies, both Applied Communication (Economic, Social, Political, Cultural) and interdisciplinary |

Sociology (BSP) – Bachelor of Social Science

| Learning Outcomes | Courses | Integration Process | Skill |
|--|---|--|---|
| Explaining and applying various perspectives and theories of Sociology to develop society. | Development Sociology, Economic Sociology, Sociology of Disasters, Community Development, Gender Analysis. | After receiving theoretical content, students practice it in the community, groups, NGOs, etc. | Advocacy and community empowerment skills, social analysis skills |
| Designing and conducting social research using Sociology methods. | Social Research Methodology, Qualitative Research Methods, Quantitative Research Methods, Qualitative and Quantitative Data Analysis, Social Research Practice. | Students participate in research (basics and conducting research) and practical courses. | Social research skills |
| Working effectively and independently in multidisciplinary and multi-cultural teams. | Entrepreneurship Sociology | After receiving theoretical content, students create practice plans, practice sociopreneurship and Islamic philanthropy with the community | Entrepreneurship skills, team work skills |

| | | | |
|--|--|--|--|
| | | and display the results of their practice (Sociopreneurship Festival). | |
|--|--|--|--|

INTERDISCIPLINARY THINKING

All study programmes

Interdisciplinary thinking at UIN Sunan Kalijaga is carried out systematically through an integrative-interconnective scientific study model.⁴⁷ The integration-interconnection paradigm provides a methodological scheme to integrate traditional Islamic disciplines and modern social and natural sciences.

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

The content of interdisciplinary thinking is included in several courses. For example, the Theory course, which contains the conceptual basics of the psychology perspective the form of counselling, the pedagogy perspective the guidance process, and the application of Islamic values in intervention. Other interdisciplinary courses are

- Communication,
- Entrepreneurship,
- Medi,
- Conflict Management,
- Islam and Humanities,
- Fqih,
- Tafsir,
- Management,
- Research Methodology,
- Multicultural Counselling,
- Cyber Counselling,
- Hadith,
- Assessment,
- Micro Counselling,
- Experience Field Practice, and
- Real Work Lecture.

Islamic Community Development (BICD) – Bachelor of Social Science

Courses which provide interdisciplinary thinking are

- Introduction to CSR,
- CSR Management,
- Social Innovation,
- Population and Territorial Studies (Officer / CEO CSR),
- Social Advocacy,
- Conflict Resolution,

⁴⁷ See self-evaluation report p. 35ff of cluster 2

- Applied Psychology Community Empowerment,
- Technology Transfer for Community Empowerment (Community Empowerer),
- Social Policy,
- Gender and Social Justice,
- Poverty Reduction Policy,
- Analysis of Social Problems,
- Monitoring and Evaluation of Community Development (Policy Analyst),
- Social Entrepreneurship,
- Organisational Administration and Accounting,
- Social Business Planning,
- Community Empowerment Festival/Expo (Social Entrepreneur),
- Islamic Philanthropy,
- Human Resource Development,
- Institutional Development Techniques, and
- Comparative Studies of Muslim Society (Philanthropy Manager).

Communication Science (BCS) – Bachelor of Communication Science

The skill of interdisciplinary thinking is implemented in courses including:

- Prophetic Communication,
- Cross-Cultural and Religious Communication,
- Entrepreneurship,
- Family Communication,
- Empowerment Communication,
- Sport Communication,
- Disaster Communication, Tourism Communication,
- Communication Psychology, and
- Communication Sociology.

These courses cover an interdisciplinary field, which urges students to integrate and develop a communication perspective with Islamic studies and other scientific developments.

Sociology (BSP) – Bachelor of Social Science

The aspect of interdisciplinary thinking is implemented in courses including:

- Sociology of Pesantrens,
- Islamic Philanthropy,
- Social Thought in Islam,
- Pesantren, Madrasa, and School, and
- Ibn Khaldun Sociology.

These courses cover an interdisciplinary field, which emphasises the students to integrate and develop the perspective of Sociology with Islamic Studies. These courses are given after the students complete Islamic courses and Sociological theories.

ETHICAL ASPECTS

All study programmes

The study programmes believe that ethics is a very important aspect in academic and non-academic life. For this reason, policies, regulations, and organisations that oversee ethical aspects have been documented and realized.⁴⁸ This ethical aspect is implemented in teaching, research and community service.

Teaching in any subject must be developed in the spirit of integration and interconnection between disciplines, and for the context of UIN Sunan Kalijaga, it must be added in the spirit of integration of universal truth values in general and Islam.

The programmes ensure that students and graduates adhere to ethical aspects.

The integration of theory and practice as described requires the application of interdisciplinary ethics. The implementation of Islamic values, the rule of law, and morality in speaking and acting is a benefit when compared to other universities.

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

The field of guidance and counselling has a strong ethical aspect, which is formulated into a counselling code of ethics, which will always be a reference for the academic community to carry out the learning process. The Morals and Sufism, and Fiqh courses provide an ethical perspective from the point of view of Islamic values. The Multicultural Counselling and BIGC for Special Needs courses provide students with a perspective on diversity and disability as the basis of behaviour.

Islamic Community Development (BICD) – Bachelor of Social Science

The code of ethics for the academic community made by the University is applied in the study programme. The code of ethics regulates the ethics of social interaction in the academic community and ethics in the academic world, such as plagiarism. Courses, which provide ethics codes and conduct thinking include: Introduction to CSR, CSR Management, Social Innovation, Social Advocacy, Conflict Resolution, Applied Psychology Community Empowerment.

Communication Science (BCS) – Bachelor of Communication Science

The ethical aspects include Public Relations Ethics and Advertising and Legal Ethics. With this aspect, students are expected to be able to apply professional ethics when they become PR practitioners and Advertising Practitioners, as well as in conducting research in the field of Public Relations and Advertising.

⁴⁸ Rectoral Decree Number 151.1 of 2018


Sociology (BSP) – Bachelor of Social Science

The code of ethics for the academic community made by the University is applied in the study programme. The code of ethics regulates the ethics of social interaction in the academic community and ethics in the academic world, such as plagiarism.

METHODS AND SCIENTIFIC PRACTICE


Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

In the first and second semester, students learn a basic understanding of theory in general and the relationship between counselling science and Islamic studies. In the third and fourth semesters, there are courses to receive research abilities. In the third semester students take the courses Methodology (introduction), Philosophy of Science, and Management. In the fourth semester, the courses Behaviour Change Assessment, Assessment, Individual Understanding Test, and Statistics. In the fifth and sixth semester students work on a research proposal, Non-Test Individual Understanding, and Micro Counselling and collect thesis data in the end of their studies.

| Semester | Courses | | Semester | Courses |
|----------|-----------------------------------|--|---|--------------|
| III | Research Methodology (compulsory) |  | V | BIGC Seminar |
| IV | Research Methodology (compulsory) | | VIII | Final Thesis |
| | Statistics | | | |
| | | | <ul style="list-style-type: none"> . Planning the research proposal . Conducting research related to the issue of Islamic counseling in society . Writing reports in the field of counseling | |

Islamic Community Development (BICD) – Bachelor of Social Science

Students in the study programme take courses that support the student's skill in conducting research:

| Semester | Course | | Semester | Course |
|----------|--|---|--|---|
| III | Community Development Methodology (compulsory) |  | VII | Seminar and Report Writing (compulsory) |
| IV | Qualitative Research Methods (compulsory) | | <ul style="list-style-type: none"> • Planning the research proposal • Conducting social research in the community/ groups • Writing reports | |
| | Quantitative Research Methods (compulsory) | | | |

Communication Science (BCS) – Bachelor of Communication Science

The study programme aims to ensure that its graduates have a good methodological ability and research practice. Several courses focus on developing research skills: Besides methodology courses, the study programme also provides research practice courses (PR and Advertising). Therefore, students are expected to be able to map out phenomena and areas of study from each scientific scope.

| Semester | Courses | | | | |
|---|---|------------------|-------------|---|--|
| I | Quantitative Research Methods (compulsory) | | | | |
| IV | Qualitative Research Methods (compulsory) | | | | |
| V | <table border="1"> <thead> <tr> <th>Public Relations</th> <th>Advertising</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Media Monitoring PR Research </td> <td> <ul style="list-style-type: none"> Strategy and Data Analytics Research and Media Buying </td> </tr> </tbody> </table> | Public Relations | Advertising | <ul style="list-style-type: none"> Media Monitoring PR Research | <ul style="list-style-type: none"> Strategy and Data Analytics Research and Media Buying |
| Public Relations | Advertising | | | | |
| <ul style="list-style-type: none"> Media Monitoring PR Research | <ul style="list-style-type: none"> Strategy and Data Analytics Research and Media Buying | | | | |
| IV | Research Communication Application (compulsory) | | | | |



| Semester | Courses |
|----------|--|
| VII | Seminar and Report Writing (compulsory) |
| | <ul style="list-style-type: none"> Planning the research proposal Conducting social research in the community/ groups Writing reports |

Sociology (BSP) – Bachelor of Social Science

The study programme aims for graduates to be able to master social research methods and practices, as shown in the following chart:

| Semester | Courses |
|----------|--|
| I | Social Research Methodology (compulsory) |
| II | Qualitative Research Methods, Quantitative Research Methods (Compulsory) |
| III | Qualitative Data Analysis (Compulsory) |
| IV | Quantitative Data Analysis (Compulsory) |



| Semester | Courses |
|----------|---|
| VII | Social Research Practice (SRP). (compulsory) |
| | <ul style="list-style-type: none"> Planning the research proposal Conducting social research in the community / groups Writing reports |

EXAMINATION AND FINAL THESIS

All study programmes

Assessment of learning outcomes by lecturers in the study programme environment is carried out continuously to monitor the process, progress, and improvement of learning outcomes in the form of quizzes, assignments, mid-semester exams, and end-of-semester exams. In carrying out the assessment of learning outcomes, it is necessary to pay attention to the principles that have been regulated in the curriculum. Lecturers can carry out various kinds of assessment techniques in a complementary manner in accordance with the competencies assessed and the peculiarities of each course. Freedom to use assessment techniques should be in accordance with the objectives and standards that have been set in the Semester Lesson Plan (RPS). In general, the study programmes use the following main techniques in assessment:

1. The test can be in the form of a written test, an oral test, and a practice test or performance test;
2. Assignment assessments are given for structured assignments and unstructured independent activities, and can be in the form of laboratory practice, homework, portfolios, projects, and/or products;

3. Portfolio is a collection of documents and student works in a particular field which is compiled to find out the interests, progress of achievement, and creativity of students;
4. Projects are assignments given to students within a certain period of time, project assessments are carried out on preparation, implementation, and results.

Examination and Final Thesis guideline is regulated in the Academic Guideline of UIN Sunan Kalijaga. This guideline applies to all study programmes of the University.

The final grade component consists of Mid Semester Examination (MSE) scores, Final Semester Examination (FSE) UTS scores, and assignment scores as well as other grades such as attendance, which amount is in accordance with the study contract agreed upon by the lecturer and student. A minimum FSE score of 30 % and a minimum MSE score of 20 % and an assignment score of 40 %.

After completing a minimum of 100 SKS credits, which include research methods courses, students may start their final project/thesis. The students first write a research proposal which is presented in a 'proposal seminar'. The purpose of this seminar is to obtain constructive criticism and suggestions from fellow students and their supervisors. Students must complete their final project (thesis) within one year (two semesters). A thesis defense is carried out with a short presentation of results and following questions.

Appraisal:

The panel is of the considered opinion that the curricula of all programmes cover the contents and topics that have been set for the achievement of the qualification objectives and are logically linked to each other. Therefore, the Bachelor degree and programme names correspond to the respective contents of the curricula and their established programme objectives. The panel **recommends** for the **Communication Science** programme thinking about integrating elective courses to offer opportunities for students to specialise even more in their field (for example including the impact of digitalisation and globalisation in the media sector).

The degree and programme names correspond to the contents of the curriculum and the programme objectives. The respective ministries determine both.

Theoretical questions are, where possible, explained by means of practical examples. Students apply theoretical knowledge in counselling in the community, by creating a business design and putting it into practice by creating an online shop, conducting research, and in creating practice plans or practicing sociopreneurship and Islamic philanthropy with the community.

The study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. All programmes use the integration-interconnection paradigm, which provides a methodological scheme to integrate traditional Islamic disciplines and modern social and natural sciences. The interdisciplinary thinking and focus is highlighted and clearly integrated for all study programmes in different courses. Particularly the courses that introduce to students the theoretical basis of social research and then lead them to conduct social

research in the local community, provide students with encompassing transdisciplinary skills that assuredly prepare university graduates for their jobs.

Ethical implications are appropriately communicated in the study programmes **Communication Science** and **Sociology**. Ethical aspects in research are included in the learning objectives and specified in the learning outcomes. However, the panel **recommends** including research ethics in the curricula more explicitly and conveying to students the increasingly strict rules taking place in the international research community (data protection, data sensibility, informed consent for participants in social science research). This is not considered a critical issue but rather as a cordial suggestion that could contribute to the future development and further betterment of the study programmes.

In the programmes **Islamic Guidance and Counselling** and **Islamic Community Development**, the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. Both programmes provide a clear ethical perspective from the point of view of Islamic values and focusing on the development of the well-being of the community. For example, the Multicultural Counselling and courses about special needs provide students with the perspective on diversity and disability as the basis of behaviour and humanity.

Regarding methods and scientific practice, students acquire methodological competences and are enabled to do scientific work on the required Bachelor level. In the course of their studies, all study programmes offer several courses on the acquisition of methodological and scientific skills (e.g. qualitative and quantitative Research Courses, Community Development Methodology, Strategy and Data Analytics). The examples of Bachelor theses received for review confirm the positive impression of the panel, and show that students prove, especially in their thesis, their ability to do scientific work. There are guidelines regarding the thesis that students receive. The panel appreciates the already done integration of courses with qualitative and quantitative methods. Still, the panel **recommends** providing even more opportunities to further acquire knowledge and skills in quantitative research methods and techniques of data analysis in **Communication Science** and **Sociology**.

All study programmes use several types of examinations (from written, oral to practical tests), which are suitable in format and content to determine the intended learning outcomes. The requirements are in accordance with the desired qualification level.

| | 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 | | BIGC, BICD | BCS, BSP | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | X | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | X | | |

3.2 Structure

| | |
|--|--|
| Projected study time | 8 semesters |
| Number of Credit Points (CP) | BIGC: 146 SKS credits BICD: 146 SKS credits BCS: 146 SKS credits BSP: 146 SKS credits |
| Workload per CP | 170 minutes (60 minutes independent study, 60 minutes assignment, 50 minutes contact hours) |
| Number of courses | BIGC: 69 courses BICD: 56 courses BCS: 69 courses BSP: 69 courses |
| Time required for processing the final thesis and awarded CP | 6 months, 6 SKS credits |

All study programmes

Students are required to take

- National compulsory courses,
- University compulsory courses,
- study programme compulsory courses and
- elective/optional courses.

The study programmes are completed within eight semesters with a maximum time limit of fourteen semesters. During the study period, students may take a maximum of two semesters off.

The semester lasts 16 weeks, including the mid-semester exam/assessment and the end-semester exam/assessment. One year consists of two semesters: Odd Semester (Semester Ganjil) (1 September – 31 January) and Even Semester (Semester Genap) (1 February – 31 August). In addition

to these two semesters, each Faculty can hold an Intermediate Semester at the end of an even semester with certain terms and conditions.⁴⁹

STUDY AND EXAM REGULATIONS

All study programmes

The study and exam regulations at UIN Sunan Kalijaga are derived from the Regulation of the Minister and Culture number 3 of 2020 concerning National Higher Education Standards related to the standard of the learning process, which among others regulates the student's workload. UIN Sunan Kalijaga further elaborates the regulation through Rector decree number 1.462 in 2018 and number 85.4 in 2021. All study programmes operate according to the decree.⁵⁰

Learning Objectives are guided by the Manual for the Assessment Process. Learning objectives for all courses are stated in the Curriculum Handbook, Semester Lesson Plans (RPS), and Learning Contracts. Assessment methods include:

- assignments given by lecturers on certain topics,
- quizzes to detect readiness and understanding of learning objectives,
- work reports that must be submitted after carrying out a series of activities or work practicums,
- initial and final tests at the beginning and end of class to measure students' understanding as a result of learning,
- seminars where students present their learning on certain topics and discuss them with other students,
- skills assessment,
- practice exam, and
- mid-term and final exams.

There are two types of exams: Exams in the middle of the semester (Mid Exam Ujian Tengah Semester, UTS) and exams at the end of the semester (Final exam Ujian Akhir Semester, UAS). The schedule for both exams is predetermined at the start of the academic year through the decision of the rector concerning the academic calendar of the University. In addition to that, the University also has detailed regulation of examinations, including the grading system, minimum requirement for the student to be able to join the exam, the length of time of each exam, and all other technical aspects.

FEASIBILITY OF STUDY WORKLOAD

The study programmes use a weighted instrument based on the Indonesian credit system. 1 SKS credit consists of 150 minutes per week (50 minutes of face-to-face lectures, 50 minutes of structured academic activities, 50 minutes of self-study activities). 1 SKS = 150 minutes x 14 weeks = 2,100 minutes (35 hours) - 1 ECTS = 25 hours. Therefore, the credit equivalent is $35 / 25 = 1.4$ ECTS credits.⁵¹

⁴⁹ See self-evaluation report p. 41 of cluster 2

⁵⁰ See self-evaluation report p. 54

⁵¹ See self-evaluation report p. 43 of cluster 2

Determination of student credit load is regulated in the university academic guidelines of UIN Sunan Kalijaga Yogyakarta. New students (semester one and two) have the number of credits referring to the course package of each department/study programme. For the following semesters, the credit load for each student per semester depends on his or her Grade Point Average (GPA) value:

Table 5: Credit load per semester regarding GPA

| | |
|---------------------|----------------|
| GPA: 3.00 and above | maximum 24 SKS |
| GPA: 2.50-2.99 | maximum 22 SKS |
| GPA: 2.00-2.49 | maximum 20 SKS |
| GPA: 1.50-1.99 | maximum 18 SKS |
| GPA: Up to 1.50 | maximum 16 SKS |

EQUALITY OF OPPORTUNITY

All study programmes

All study programmes are committed to supporting and implementing the policy of UIN Sunan Kalijaga to become an inclusive University, which means that the University respects, accepts, and accommodates all the different needs of campus residents, including students with disabilities.

The main principle of UIN Sunan Kalijaga in student admission is equity, which does not discriminate against religion, race, gender, social position, physical condition, politics, and economic strata of students.⁵² Student admission is also based on the principle of equitable distribution of students' areas of origin and fairness of access to education for certain areas. This means, students from all parts of Indonesia study at UIN Sunan Kalijaga.

The policy is manifested in various affirmative steps aimed at increasing campus accessibility for all groups, both from the physical, academic and social aspects. Affirmative steps given by UIN Sunan Kalijaga to ensure equality through

1. gender equality between women and men means that both have the same opportunity to become students at UIN Sunan Kalijaga. This issue is overseen by the Center for Gender Studies, which continues to supervise and monitor.
2. The existence of the Disable Service Center (PLD), which is a unit at the University that facilitates the process of physical, academic and social accessibility of students with disabilities. PLD now also functions as a unit that coordinates services and assistance for students with disabilities, although each faculty and unit, both academic support units and administrative service units, regulates technical issues related to these services.

Both the Center for Gender Studies and the Center for Disability Services develop guidelines related to gender accessibility and disability in the entire academic process, periodically provide

⁵² See self-evaluation report p. 44 of cluster 2

socialization and workshops on related issues, monitor and evaluate the implementation process, and update manuals according to input from field implementation.

UIN Sunan Kalijaga has declared itself as one of the inclusive campuses with integrative - interconnectivity core values, dedicative-innovative, and inclusive-continuous improvement. UIN Sunan Kalijaga states that it became the first inclusive campus within the National Islamic Religious Higher Education.⁵³ Efforts to realize inclusive campuses have been conducted since 2007 with the establishment of a Disabled Service Centre (PLD). This commitment is further realized with practical policies that lead to the creation of physical and non-physical accessibility and efforts to systematise affirmative policies on governance and organisational structure of UIN. Efforts to improve the disabled-friendly service in expanding the accessibility of the students with special needs, ushered State Islamic University Sunan Kalijaga at the Inclusive Education Awards award from the Minister of Education and Culture of Indonesia in 2013 in Denpasar Bali.⁵⁴ Currently, there are more than 70 disabled students enrolled as State Islamic University students.

UIN Sunan Kalijaga is supportive of economically disadvantaged students. Among Indonesian universities, UIN Sunan Kalijaga is known as the 'people's campus' for its affordable tuition fees and various scholarship opportunities for students with outstanding academic qualifications.⁵⁵

UIN Sunan Kalijaga generally has official documents explaining the code of ethics implemented in the University (Senate Resolution No. 2, 2011), including protection against sexual harassment (the decision of the Directorate General of Islamic Education No. 5494, 2019 and the Rector Decision No. 187.2, 2020) as well as the Rectoral Decree Number 5 of 2017 concerning Entry Requirements.⁵⁶

There are disadvantages compensation for students with disabilities. It is stated on curriculum modification published by PLD (Disabel Service Center) on pages 73-170.

Appraisal:

The programme structure supports the implementation of the curricula and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on an estimated student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. In line with the experiences of the panel members, they **recommend** slightly that it may be beneficial for the students to take a fewer number of courses but at the same time enlarge and deepen the content (and SKS) of the courses. This might streamline the content toward the learning objective. Thereby, students would be able to get deeper into the subject. The panel suggests thinking about merging the existent courses, e.g. with two instructors co-teaching and being jointly responsible for the course.

⁵³ See self-evaluation report p. 69 of cluster 5

⁵⁴ See self-evaluation report p. 69 of cluster 5

⁵⁵ See self-evaluation report p. 44 of cluster 2

⁵⁶ UIN Sunan Kalijaga complies with Law number 2 of 2012, Government Regulation number 4 of 2014, and Regulation of the Minister of Higher Education and Research number 126 of 2016.

There are legally binding study and exam regulations. The study programmes are designed so that students can study for a certain time at other higher education institutions or do internships without any extension of their overall study time.

In the opinion of the panel, the structure of the programmes is overall comprehensible and appears appropriate to enable the students to achieve the intended goals of the programmes in the designated time. The lecturers and study advisors ensure support in academic and general matters. The statistical data show that the average study duration is on average four years or even slightly less than four years.

With regard to equality of opportunity, the panel is particularly impressed with the UIN Suka's Disabled Service Centre. The panel was able to see for itself that UIN Suka is very proactive with regard to disabled students and supports them well on an individual level. Both in the form of personal/individual teaching and coaching as well as in relation to special teaching material adapted to the individual's situation. The panel would also like to praise the use of sign language interpreters who support the deaf students in their studies. Furthermore, during the on-site assessment, the panel learned that the Disabled Service Centre write recommendation letters to support the job search and keep track of their alumni. Not only is the support of the staff members very high, but also among the volunteer students, who (for example) learn sign language and act as interpreters. Overall, the inclusion of students with disabilities is outstanding.

With regard to gender equality, the panel would also like to positively note that a large number of female students are studying in the study programmes and women hold a considerable number of positions as professor, teacher or Dean.

| | 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) | | | X | | |
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | X | | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 Equality of opportunity | X | | | | |

3.3 Didactical concept

All study programmes

The logic and plausibility of didactic concepts are oriented towards the curricula of the study programmes. Teaching materials and methods are designed and used to support the achievement of the learning objectives. This is determined in each study plan. The learning process of the study programmes as a whole uses an active learning strategy that places lecturers as facilitators and students as learning subjects which requires students to learn creatively and independently.

Learning does not only take place in the classroom, but is developed with learning models outside the classroom by utilising all learning resources in the surrounding environment.

This has been regulated in the guidelines that exist in the scope of the University and the Faculty, such as; (1) Academic Guidelines, (2) Curriculum, (3) Guidelines for Writing Final Projects, and (4) Guidelines for exam SOPs, and (5) Guidelines for PPL and KKN. Furthermore, the scope of the learning process in the study programmes include pre-lecture activities, preparation of lectures, implementation of lectures, and evaluation of lectures.

The instruments used are print media, electronic media and an E-Learning Model. The learning method used in the study programmes is student-centred learning (SCL) (e.g. group discussions, problem-based learning). Furthermore, the University and Faculties also provide relevant training to ensure that all lecturers are competent in applying didactic methods and using instruments to improve the achievement of the intended learning objectives.

Based on the learning outcomes of graduates referring to the KKNI, the minimum criteria for the depth and breadth of learning material – or also known as learning content standards for undergraduate students – is that graduates have at least a deep mastery of the theoretical concepts of specific areas of knowledge and skills in general and the theoretical concepts of specific sections in that knowledge and skills. The depth and vastness level of the learning material is cumulative and/or integrative as outlined in the study material structured within the courses.

Furthermore, during the learning process, the students get Semester Lesson Plans (RPS). RPS is a learning programme document designed to produce graduates who have the skills conforming to the specified Graduate Learning Outcomes (CPL). With the RPS students are able to trace their relevance and conformity with the curriculum concept. RPS is determined and developed independently by the lecturers and developed within an expertise group in a specific science in the study programme. The course outline from the RPS is presented to students at the beginning of the lecture meeting. Finally, the RPS is reviewed and adjusted regularly to the development of science. Semester Lesson Plan (RPS) contains at least:

1. Name of study programme, name and course code, semester, credits, name of the teaching lecturer;
2. Graduate learning outcomes imposed to courses;
3. Planned final skills at each learning stage to meet graduate learning outcomes;
4. Study materials related to the capabilities achieved;
5. Learning methods;
6. The time provided to achieve the skills in every learning stage;
7. Student learning experience embodied in the tasks description that students must do for one semester;
8. Criteria, indicators, and assessment weights; and
9. List of references used (accessible via E-Learning).

GUEST LECTURERS

To support the achievement of learning outcomes, guest lecturers from different universities, institutes and different public and private sectors are invited to deliver seminars, workshops or to join the classes to share their work experience with the students. This includes also international experts, for example from the USA, Thailand, Japan, Germany or Malaysia. This includes also practitioners.

Appraisal:

The teaching methods are adapted to the qualification level of the Bachelor study programmes. The panel welcomes the variety of teaching and learning methods, such as practical exercises and projects in which students can apply theoretical knowledge and which encourage them to take an active role in the learning process.

During the assessment, the panel also had the opportunity to view different exemplary course materials on site and concluded that the course materials correspond to the teaching approach used and the respective qualification level of the course for which it is intended.

National and international guest lecturers are invited to contribute to the qualification process of the students with their special experiences and give them an understanding of current topics. Experts come from different countries, like USA, Japan or Germany. The panel welcomes the invitation of practitioners as there are no part-time lecturers teaching in the programmes.

| | 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

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

The curriculum contains international and intercultural content which is reflected in several courses including

- Multicultural Counselling,
- Cyber Counselling and
- Field Experience Practice.

Field Experience Practice is carried out in Indonesia and foreign countries such as Malaysia and Thailand. There are collaboration between the study programme and several institutions including the Al-Jenderami Selangor Foundation of Malaysia, the Counseling Section of UPM (Universitas Putra Malaysia) and MAINS (Majlis Agama Islam Negeri Sembilan) Seremban Malaysia. In addition, there are “Programs International Students Weeks”, which is held twice every year with destination countries Malaysia, Singapore and Thailand.

Islamic Community Development (BICD) – Bachelor of Social Science

International aspects and intercultural aspects are outlined in several courses in form of content and reference sources. The courses

- Multiculturalism,
- Islam, Social Sciences and Humanities,
- Gender and Social Justice

examine various cultures as well as issues of national and international community empowerment.

Students are encouraged to take part in international activities, including student exchanges, the international Community Service Programme, international seminars, and international competitions.

Communication Science (BCS) – Bachelor of Communication Science

Intercultural aspects are implemented in the courses of

- Cross-Cultural and Religious Communication,
- International Communication and
- Anthropology and Brand Management.

The courses emphasise students to understand various cultures and religions, as well as developing cross-cultural and religious communication skills.

The study programme collaborates with the Moga Study Center (Moslems and Global Affairs) and the International Office (IO) to organise Short Courses and Enjoy Camps where students can interact with foreign students from other universities. Both programmes use English as language of instruction. Students are also independently involved in student exchange programmes organised by institutions outside the institution.

Sociology (BSP) – Bachelor of Social Science

While the intercultural aspect is implemented in the courses Sociology of Religion, Sociology of Culture, Youth Sociology and Tourism Sociology, students develop an understanding of various cultures and religions, and learn cross-cultural communication skills in Indonesia.

In addition, this study programme collaborates with the MoGa Study Center (Moslems and Global Affairs) and the International Office (IO) to organise Short Courses and Enjoy Camps. Students are independently involved in student exchange programs organised by institutions outside the University.

INTERNATIONALITY OF THE STUDENT BODY AND FACULTY

All study programmes

In principle, the study programmes currently have no or few international students at this time, but the University has made various efforts to increase the international outlook of the programmes through active participation in various international activities. The programmes have established a set of policies regarding inbound and outbound programmes. Students and lecturers actively

participate in international conferences, student exchange programmes, international short courses, and internships abroad. According to UIN Suka, policies regarding the internationalisation of study programmes have been established and implemented for several years.

The following are some of the main internationalisation activities carried out:

1. Assigning lecturers in outbound staff programmes in various countries, such as Malaysia, Singapore, and Thailand, for capacity building and networking.
2. Establishing cooperation with universities, associations, and international publishers. Those collaborations are manifested in inbound student programmes, visiting lecturers, and outbound programme staff. The outputs of such outbound programmes are for lecturers and staff, joint research and publications, and capacity building (see for more information chapter 4.3).
3. At the University level, there is an annual SGS (Suka Global Scholarship) programme, which includes scholarship opportunities for international students.

The study programme **Islamic Guidance and Counselling** collaborates with the Centre for Developing Cooperation and International Affairs^{57,58} According to the statistical data, currently 13 foreign students are enrolled in the study programme.⁵⁹ They are from Malaysia and Thailand.⁶⁰ The study programme carries out several activities for foreign students, which include Indonesian language training, counselling for foreign students, and introduction to Indonesian culture. Foreign students are also involved in the activities of the study programme, for example being assistant counsellors at the Islamic Counselling Clinic (KKI).

Some of the teaching staff of the programme have international experience. For example, some lecturers are graduates of universities abroad.⁶¹ They participate in seminars on an international scale, are speakers at international events, take part in international conferences, conduct research and international publications and are members in international organisations⁶². The Faculty of Da'wah and Communication holds an international conference (IDACON) every year. These experiences then feed into the learning dimensions and content, providing students with global insights and networks.

FOREIGN LANGUAGE CONTENTS

All study programmes

In the first year of their studies, students take Arabic (first semester) and English (second semester) classes organised by the Language Training Centre of the University. Courses consist of 14 meetings. In addition, to improve foreign language competences, students can also join the Foreign

⁵⁷ Special body formed to deal with matters related to international programmes including the recruitment of foreign students.

⁵⁸ See self-evaluation report p. 70

⁵⁹ Students enrolled in 2019, 2020 and 2021.

⁶⁰ See self-evaluation report p. 70

⁶¹ For example: McGill Canada University (Canada), Monash University (Australia), and Tilburg University (Netherlands).

⁶² For example: international association Board of Foundations Globethics.net in Geneva (Switzerland), International Sociology Association (ISA) and International Political Science Association (IPSA)

Language Study and Development Student Activity Unit of UIN Sunan Kalijaga. Students can choose English, Arabic, and French.

To measure foreign language mastery, students must be able to show a TOEC certificate with a minimum score of 400 or an IKLA certificate with a minimum score of 400.

Foreign language content is further implemented in courses that use English, Arabic or a mix of Indonesian and English as the language of instruction:

Table 6: Courses per study programme with the language of instruction Arabic, English or Indonesian and English

| Study Programme | Language of instruction: Arabic | Language of instruction: English | Language of instruction: Indonesian and English |
|-----------------|---------------------------------|---|--|
| BIGC | Ulumul Qur'an, Ulumul Hadith | - | MKU and UIN's |
| BICD | Ulumul Hadith | - | Multiculturalism, Gender and Social Justice |
| BCS | Ulumul Qur'an, Ulumul Hadith | - | Intercultural Communication, Pancasila, Citizenship, Introduction to Islamic Studies, Introduction to Sociology, Islam, Social Sciences and Humanities, Islamic Civilization |
| BSP | Ulumul Qur'an, Ulumul Hadith | Political Sociology, Conflict and Social Integration, Sociology of Islamic Boarding Schools | Pancasila, Citizenship, Introduction to Islamic Studies, Introduction to Sociology, Islam, Social Sciences and Humanities, Islamic Civilization, Social Research Methodology |

Appraisal:

International contents are an integral part of the curriculum. 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 international composition of the student body corresponds to the programme concept that focuses on the Indonesian job market. The initial measures taken to promote the international outlook are goal-oriented. Still, the panel **recommends** to develop new instruments to reach the goal of the University becoming more international. For example provision of more English information on the website, enlarging opportunities of exchange programmes or thinking about the implementation of international classes (where all classes are taught in English) to attract international full time students.

The members of the faculty often have international experiences, for example, through accomplishing a doctorate degree abroad or taking part in international conferences and research collaborations.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

| | | 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 | | |
| 3.4.3 | Internationality of faculty | | | X | | |
| 3.4.4 | Foreign language contents | | | X | | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

Critical thinking skills are used and developed as students look across disciplinary boundaries to consider different points of view and compare and contrast concepts across related disciplines. Students are equipped with communication skills through learning activities. They learn communication and conflict resolution skills, including leadership skills. These abilities are obtained by students from English, Arabic, Indonesian, communication, and conflict management courses. Communication skills are implemented when compiling reports, written and oral exams according to courses, as well as writing a thesis.

Islamic Community Development (BICD) – Bachelor of Social Science

Community empowerment skills ranging from planning, implementation to programme evaluation are implemented in the Community Development Practice (PPM) course.

In the Documentation Technology course and Community Empowerment Technology Transfer students get skills in the field of information and technology in the form of supporting tools for documentation of community empowerment activities. For example, making da'wah content in the form of videos through social media. Students are directed to have public speaking skills through digital content. In addition, there are social entrepreneurship courses equipping students with social entrepreneurship skills. Skills for dealing with and resolving conflicts in the community are learned through Conflict Resolution courses. In addition to the curriculum, students are actively involved in soft skills improvement activities such as graphic design skills or food processing skills at the Study Programme Laboratory.

Communication Science (BCS) – Bachelor of Communication Science

This multidisciplinary competency and skill aspect is implemented in the study programme's scientific characterisation of courses, such as, prophetic communication, cross-cultural and religious communication. These courses equip students to understand communication in the context of culture and religion. Apart from the curriculum, students are actively involved in activities in several Communication Science Laboratories.

Sociology (BSP) – Bachelor of Social Science

Students develop multidisciplinary competency and skills in the Social-Entrepreneurship course. This course equips students with the ability to build networks, entrepreneurship, communication

skills, hone team work skills, and manage activities. Apart from the curriculum, students are actively involved in social activities at the Sociology Laboratory.

Appraisal:

UIN Suka offers students various opportunities through courses and laboratories to acquire communication and public speaking skills, or entrepreneurship skills as well as teamwork skills. As part of the curricula and didactical measures, students gain support in public speaking or conflict management skills through group work. 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)

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

Students are equipped with skills for employment/employability by the Faculty of Da'wah and Communication (FDK) in the form of a graduation briefing by alumni. The purpose of the briefing is to provide information and descriptions for students regarding activities after graduating including working in government agencies or private institutions, entrepreneurship, and continuing education at the Master's level.

In their work, alumni of the study programme can put in practice their knowledge of counselling acquired in lectures, as well as counselling practices carried out inside and outside the classroom.

Islamic Community Development (BICD) – Bachelor of Social Science

Alumni of the study programme stated, the knowledge provided by the study programme was sufficient to equip them for their work life, especially in the field of community development inside and outside the classroom.⁶³

To improve the work skills of the students, lecture assignments in the form of case studies, field trips, hands-on practice of making community development programmes/campaigns that were applied to villages/partners were held. The goal is to practice and apply community development. In addition, the students gain skills as a community facilitator initiated by the laboratory. Students create products with economic value to teach the manufacturing to village communities.

Communication Science (BCS) – Bachelor of Communication Science

At the faculty level, FISHUM ensures employability by making a graduation briefing work programme four times a year by inviting speakers from alumni. At the study programme level, Communication Science has practical content in several courses and the internship programmes (Kuliah Kerja Communication).

⁶³ See self-evaluation report p. 76

Sociology (BSP) – Bachelor of Social Science

Students receive a Graduation Briefing by resource persons/experts from outside the institution such as entrepreneurs, researchers, community development practitioners, and academics within and outside the faculty.

Through the sociology laboratory, students learn skills such as English language training, public speaking, graphic design and video editing.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice (see also chapter 3.1) during the community service and through the promotion of multidisciplinary competences and skills (see chapter 3.5) – runs as a common thread of the study programmes.

| | 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

In accordance with the guidelines for the national accreditation of Universities, lecturers consist of three categories: Permanent lecturers, non-permanent lecturers, and extraordinary lecturers. Permanent and non-permanent lecturers teach full time at UIN Suka. Lecturers of the study programmes have to carry out the Tridharma of Higher Education, namely conducting education, research, and establishing community service programmes.

Table 7: Permanent and Non-Permanent Lecturers of BIGC, BICD, BCS and BSP

| Position | BIGC | BICD | BCS | BSP |
|---------------|-----------|-----------|------------------|-----------|
| Permanent | 20 | 15 | 20 ⁶⁴ | 17 |
| Non-permanent | 4 | 0 | 0 | 0 |
| Total | 24 | 15 | 20 | 17 |

ACADEMIC AND DIDACTICAL QUALIFICATION

All study programmes

Law No. 14 of 2005 concerning Teachers and Lecturers regulates: (1) Lecturers need a minimum academic qualification of a master's degree and (2) pedagogic competences (teaching experience of minimum two years, academic position of at least an expert assistant, and passing the lecturer certification).

Ensuring the quality of academic programme implementation, the University monitors and evaluates the performance of lecturers by compiling work plans with the mechanism of Employee Performance Targets (SKP) and Lecturer Performance Load Plans (RBKD) and also evaluating employee performance through Employee Performance Achievements (CKP), Reports Lecturer Performance Expenses (LBKD), as well as Remuneration Performance Unit (SKR).

To ensure the readiness and quality of lecturers in delivering lectures, each lecturer must have four competencies, namely professional, pedagogical, social and interpersonal competencies. The Centre for Teaching Staff Development (CTSD) at the University level, conducts a two-day intensive training for new lecturers. The training participants are given an explanation regarding the curriculum map adopted by UIN Sunan Kalijaga to meet the profile of graduates from each study programme. The participants are also introduced to Student Active Learning as a learning method that has been implemented, in which the students are the main actors while the lecturers act as facilitators. Furthermore, the participants are also guided in making correct, rational, comprehensive Semester Learning Plans corresponding to learning outcomes targeted at certain subjects that will be taught to students. Participants who are declared to have passed this training will be given a certificate that is also a requirement for new lecturers to apply for an available promotion from Teaching Staff to Instructor.

⁶⁴ Additionally 15 permanent lecturers of Civil Servants from other study programmes teach in this programme.

In addition, UIN Sunan Kalijaga encourages faculty to actively engage in a variety of professional workshops, meetings, and conferences worldwide, which could benefit them in their teaching and research capabilities.

PRACTICAL BUSINESS EXPERIENCE

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

Apart from teaching and conducting research, nine lecturers have practical business experience. They are for example

- speakers at various events at an institution or other university,
- administrators in associations in accordance with scientific disciplines, or
- administrators in religious organisations such as NU, Muhammadiyah and MUI.

Islamic Community Development (BICD) – Bachelor of Social Science

Four lecturers of the study programme have business experience in the field of

- disability assistance,
- community development based on mosques and majlis taklim,
- community empowerment in Gunungkidul through the guidance of the women's taklim assembly,
- religious activities around DIY, Bantul and Gunungkidul, and
- community activities for socialisation and public education about covid 19 (to break the chain of transmission and reduce the negative impact).

They are members of organisations such as the

- Community Empowerment Institute for Tamanmartani Village, Kalasan Sleman,
- BAZNAS DIY Working area, and
- Indonesian Social Development Association (APSI).

Communication Science (BCS) – Bachelor of Communication Science

Besides being active in research, lecturers are also active as

- speakers at various events,
- media consultants in national companies,
- tourism village branding consultants, or
- have expertise in the field of digital media literacy.

As an example of scientific development is the Digital Young UMKM or the Digital Literacy Programme and Branding Tourism Village. Overall, 20 lecturers have practical experience.

Sociology (BSP) – Bachelor of Social Science

Lecturers of the Sociology programme have experience as

- consultants,
- writers,
- researchers,
- team leaders,
- speakers,

- resource persons, and
- in community development.

Several lecturers serve as administrators and members of the two largest Islamic organisations in Indonesia (Muhammadiyah and Nahdlatul Ulama). Overall, 15 lecturers have practical experience.

INTERNAL COOPERATION

All study programmes

As regulated in Law no. 12 of 2012 concerning Higher Education, all programmes must refer to the Tri Dharma of Higher Education: Teaching, research, and community service. This also applies for the internal cooperation within the study programmes.

Education and Teaching Cooperation: At least two lecturers (e.g. senior and junior lecturers) carry out team teaching.

Research Collaboration: Lecturers conduct joint research to integrate and interconnect sciences as the integrative-interconnective model (integration and development of Islamic and scientific studies) developed at UIN Suka.

Community Service Cooperation: In accordance with the dharma of community service, providing education and teaching the community as well as cooperating with various parties is a form of community service. The aim is the contribution to provide solutions to various community problems. Permanent lecturers (together with other lecturers) as well as lecturers with students carry out the collaboration.

During the assessment, the panel learned that in the beginning of each semester lecturers meet to discuss the last and next semester.

STUDENT SUPPORT

All study programmes

The programmes facilitate the student guidance process by assigning Academic Supervisors. Each student has an Academic Advisor who can be a consultant for students on academic matters, such as consulting on course selection through the Academic Information System, Field Work Practice consultation, Final Project Title Consultation. Academic advising instructors may also monitor student performance on a regular basis per semester. Hence, Academic Advisors can call and motivate students recorded in the system experiencing a decrease in their Grade Point Average. The guidance process usually begins with class meetings attended by all students who are mentored. In addition, academic supervisors provide time outside of working hours using personal communication media (WhatsApp, SMS, and telephone). Each lecturer sets the general policy of the guidance process outside of working hours flexibly.

Table 8: Student support by the faculty

| Activity | | |
|--|---|--|
| Internal | National | International |
| Socialization of new student learning, academic assistance by Academic Advisory Lecturers, final project guidance assistance (thesis) by Thesis Advisory Lecturers, scholarships, academic and non-academic achievement rewards, talent-interest training, training in reading and writing the Qur'an, involvement in joint-research, involvement in community service, career guidance, foreign language courses, services for students with disabilities, national and international seminars, facilitation of non-academic activities, facilitation of co-curricular and extra-curricular activities. | Scholarships, finance, facilities & infrastructure, seminars, student exchanges, research, community service. | International seminars, academic visiting, student exchanges, scholarships to study abroad |

The faculty conducts regular monitoring and evaluation of every activity held at the beginning and end of the semester in lecture preparation activities and post-lecture evaluation of courses. Through the UIN Academic Information System (Sistem Informasi Akademik-SIA), the Faculty can monitor student activities.

The faculty actively encourages and supports students to participate in various types and levels of competition. In addition, international activities are also available and supported, such as outbound, student exchange, and academic visiting. Students can also join student organisations

Appraisal:

The structure and number of teaching staff corresponds with the programmes' requirements. A list of all lecturers and of the University's full-time staff in general shows the availability of the required capacity to implement the programmes. According to the CVs, the academic ability of the teaching staff is in line with the requirements of the programmes for teaching. The teaching staff of all programmes consists of an adequate number of full-time employees, guarantying 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. Furthermore, the pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The Centre for Teaching Staff Development (CTSD) conducts didactical trainings for teachers at the University level. During the interviews, the faculty staff confirmed that measures for further qualification of the faculty members such as trainings for didactical methods take place.

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

For the **Communication Science (BCS) – Bachelor of Communication Science**, the panel considers it important that students meet lecturers with practical experience from the media and the communication industry, who can guide the students. While full-time lecturers of the study programme have different professional backgrounds (including marketing officer, journalist, or media analyst), the panel **recommends** to take into consideration to also include part-time or

external lecturers who are practitioners (e.g. in the media sector) to include even more insight of practical experience.

The faculty members cooperate with each other in the fields of teaching, research, and community service for tuning the modules/courses towards the overall qualification objectives. A meeting of lecturers in a study programme takes place in the beginning of the semester.

From the panel's point of view, the student support by the faculty is noteworthy. As affirmed by students during the on-site visit, the counselling of students by teaching staff is fully satisfying. Student support is an integral part of the services provided by the faculty.

| | | 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

All study programmes

A Head of Study Programme reports to the Dean and is responsible for the study programmes. One study programme involves a Head of the Programme, Secretary, and lecturers of the study programme.⁶⁵ In addition, the Chair and Secretary of the study programme also have the duties and authority to:

- carry out lecture scheduling for all lecturers in the study programme;
- select lecturers for the courses offered each semester;
- carry out academic monitoring and evaluation related to the implementation of the lecture;
- coordinate with lecturers regarding curriculum implementation, making lesson plans; availability of teaching materials, and learning evaluation processes;
- coordinate with the Head of the Laboratory to carry out practicum activities to support the students' competence outside of the courses offered;

⁶⁵ The explanation regarding the study programmes is based on the Ministry of Religion of the Republic of Indonesia Regulation Number 46 of 2017 (Second Amendment to PMA Number 26 of 2013) concerning the Organisation and Work Procedure of UIN Sunan Kalijaga Yogyakarta.

- coordinate the implementation of fieldwork practice activities;
- coordinate community service activities by study programme lecturers;
- organise supporting activities for other study programmes.

Table 9: Overview duties and authorities

| Elements of the Study Program | Duties |
|------------------------------------|--|
| The Head of the Study Program | Leading and implementing study programs based on the Dean's policy |
| The Secretary of the Study Program | Assist the Head of the Study Program in general administration duties, finance, personnel, and reporting |
| Lecturers of the Study Program | Carry out the education, research, and community service |

Source: PMA RI Number 46 of 2017

Administrative staff handle all students' needs related to administrative services. Both students' and lecturers' needs related to administration are also handled with a clear provision of administrative mechanism.

Administrative staff take care of various administrative processes including

- class scheduling,
- class division,
- Mid-Semester Examination (UTS),
- Final Semester Examination (UAS), and
- general lectures.

Information systems, websites, and social media, such as Instagram, Facebook, and YouTube, also support academic study programmes. The University provides opportunities for increasing professional competence to all administrative staff to provide excellent service to lecturers and students. For example, administrative staff can attend English language or capacity building courses, participate in government training, and there is a scholarship for staff to pursue a Master's or doctoral degree.

During the on-site visit, the panel learned that the staff members have opportunities for professional development, such as participating in

- IT trainings,
- language classes,
- training for research skills and tools (like Zotero or Mendeley) (e.g. for librarians), and
- library conferences (e.g. November 2022 in Thailand).

To support the teaching and learning process, the study programmes have been equipped with policies, such as: (1) 2014 Statutes, (2) University Academic Guidelines, (3) Faculty Academic Guidelines, (5) Learning Procedures, (5) Student Rules, (6). Code of Ethics and Code of Ethics for Lecturers.

The faculty of Social Sciences and Humanities has 20 administrative staff members.

Appraisal:

In the discussions with the study programmes' management, the panel gained the impression that the study programmes are very well organised and that the overall programme organisation ensures effective and efficient management.

During the on-site visit, the panel learned that the administrative staff acts as a service provider for students and faculty. The administrative staff was perceived as very committed and dedicated. The students and lecturers confirmed this. The HEI offers the administrative staff opportunities for continuous professional development, such as IT trainings, language classes or training for research skills and tools.

| | 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

Cooperation cover the fields of

- **education** (i.e. student exchange and academic visits at national and international universities and Integrative PLP-KKN (Introduction of Education Field-Community Service Programme);
- **research**, and
- **community service**.

MOU are signed between the parties

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

Students take part in International Field Experience (PLP-BKI), International Community Service and research to fulfil students' final assignments.

Students improve their English abilities, get academic and cultural teaching and learning opportunities in foreign countries and have the opportunity to do teaching training certificates at cooperation partners.

Cooperation partners are

- PABKI (Perkumpulan Ahli Bimbingan & Konseling Islam)⁶⁶,
- MAINS (Majlis Agama Islam Negeri Sembilan) (Malaysia)⁶⁷,
- Bahagian Kounseling UPM (Universiti Putra Malaysia) (Malaysia)⁶⁸, and
- Al Jenderami Foundation Selangor Malaysia (Malaysia)⁶⁹

Islamic Community Development (BICD) – Bachelor of Social Science

Cooperation with national and international universities include joint seminars on relevant topics, research collaboration and publications for lecturers, consultation on scholarships for further study, research topics and lectures relevant to the development of the international academic world.

Examples of cooperation utilized by the Faculty and students of BICD:

- Kyoto University (Japan),
- Forest Trust Tentative Collaboration,
- Jamoah Imam Muhammad Ibnu Saud Establishment of Arabic Language Training Centre,
- Arab Republic of Egypt System Development and Arabic Teachers,
- American Institute For Foreign Study (AIFIS),
- Sadra International Institute,
- Embassy of the Islamic Republic of Iran (EIRI),
- USAID Pendidikan,
- Academics without Borders Canada (AWBC),
- University of Washington School of Law (USA),
- Universitas Teknologi Malaysia (UTM) (Malaysia), and
- PT. TUV Rheinland Indonesia (TRID).

Communication Science (BCS) – Bachelor of Communication Science

Cooperation exists i.e. with the following universities, institutes and organisations:

- Universiti Teknologi Malaysia (Malaysia),
- Sofia University (Bulgaria),
- Tokyo Technology University (Japan),
- George August University (Germany),
- UPN Veteran Yogyakarta (Indonesia),
- Universitas Andalas (Indonesia),
- Persatuan Perusahaan Periklanan Indonesia (P3I),
- Universitas Islam Indonesia (Indonesia),
- University Sousse Tunisia (Tunisia),
- Universitas Ahmad Dahlan (Indonesia),
- Asosiasi Ilmu Komunikasi Perguruan Tinggi Islam (ASIKOPTI), and
- AIFIS American Institute for Indonesian Studies (AIFIS)

⁶⁶ Scientific development of Islamic Guidance and Counseling for lecturers and students.

⁶⁷ Scientific Development with Islamic Counseling Internship for students.

⁶⁸ Scientific Development with Islamic Counseling Internship for students.

⁶⁹ Scientific Development and Cultural Enrichment for students.

Sociology (BSP) – Bachelor of Social Science

The programme collaborates with several higher education institutions in student exchange, lecturers and collaborative research with universities such as

- Yogyakarta State University (Indonesia),
- Malang State University (Indonesia), and
- IAIN Kediri (Indonesia).

COOPERATION WITH BUSINESS ENTERPRISES AND OTHER ORGANISATIONS

Islamic Guidance and Counselling (BIGC) – Bachelor of Social Science

The programme cooperates with PT. Syncore Indonesia. MOU are signed between the parties.

The programme also cooperates with institutions in Malaysia for internships, research and community service.⁷⁰

Islamic Community Development (BICD) – Bachelor of Social Science

The collaborations can support the profile of graduates in the fields of community empowerment, CSR, policy analysts, philanthropy managers and social entrepreneurship. MOU are signed between the parties.

Examples of collaborations:

- Regional Development Bank DI Yogyakarta Education,
- Jogo Kali Jogo Student internship and fish sanctuary ,
- Training Institute for Journalism Bernas Jogja Education and Writing,
- Regional Indonesian Broadcasting Commission for Healthy Broadcast Literacy ,
- PKH (Family of Hope Program) Jetis Education and Internship,
- Cattle Livestock Group Andhini Lestari Student Internship, and
- IRE Research, Teaching, and Community Empowerment.

Communication Science (BCS) – Bachelor of Communication Science

The programme collaborates with various business institutions to improve student skills. MOU are signed between the parties.

Examples of collaborating institutions:

- PT Omah Teknologi Indonesia,
- PT Redwhite Communications Solutions,
- Callas Shop Yogyakarta,
- Chipsaku Yogyakarta,
- Donat Unyil Yogyakarta,
- Lempeng GK, and
- Mate Project Yogyakarta.

Sociology (BSP) – Bachelor of Social Science

Examples of collaborating institutions:

- ATLANTIS PRESS,

⁷⁰ See self-evaluation report p. 90

- Indonesian Broadcasting Commission,
- Tirtohargo Village, Kretek District, Bantul Regency,
- Guwosari Village, Pajangan District, Bantul Regency, and
- IRAKOESNO COMMUNICATION.

MOU are signed between the parties.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as business enterprises and other institutions relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented (MOUs). The cooperation is actively pursued through national and international cooperation and has an impact on the conception and implementation of the study programmes. The activities in education, research and community service contribute to the development of the students' qualification and skills.

| | 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

All study programmes

The standard of facilities and infrastructure to support the learning process has been regulated in the Regulation of the Minister of Research, Technology and Higher Education number 44 of 2015 article 31, including: furniture, educational equipment, educational media, electronic books-repository, technology and information facilities, instrumentation experiments, sports facilities, art facilities, public facilities, consumables, maintenance-safety-security facilities.

The available academic support facilities are equipped with air conditioning in each room, LCD, glass blackboard, table and chairs, and Wi-Fi.

The facilities include

- classrooms with IT-based learning media (ten per programme),
- micro teaching room,
- libraries with reading rooms,
- laboratories,
- sports venues,
- Campus Service Centre,

- Language and Culture Centre,
- University Club House,
- University Press,
- Play Group,
- Guest House,
- Training Centre,
- spaces for the arts,
- student activity unit rooms,
- prayer rooms,
- Computer Centre,
- consultant rooms,
- college leadership rooms,
- lecturer rooms,
- Research Centres,
- health building (health poly),
- Theatrical Classes,
- Student Centres,
- Multipurpose Buildings, and
- administrative rooms.

In addition, facilities and infrastructure for students with special needs include labeling in braille and information in the form of sound, ramps for wheelchair users, guiding blocks on roads or corridors in the campus environment, campus maps/plans or buildings in the form of maps/embossed plans, toilets or bathrooms for wheelchair users.

Synchronous online teaching is carried out through applications such as Zoom Meeting, Google Meet, Webex, Microsoft Teams, and Skype. Asynchronous online learning is done through e-learning at UIN Suka, Google Classroom, Kahoot, Quizizz, Youtube, Google Drive, and other learning applications.

The students learning progress is also supported by computer platforms, attendance machine platforms, integrated laboratory equipment, integrated information system equipment, polyclinic equipment, multimedia centre equipment, psychology laboratories, language laboratories, and a library service system with the Electric Library Information Management System (ELIMS), with the RFID (Radio Frequency Identify) coding system.

ACCESS TO LITERATURE

The UPT Library of UIN Sunan Kalijaga implements an automation system in their circulation, fines, member card checking, and statistics using a Local area Network (LAN) equipped with an Online Public Access Catalog (OPAC). The main library is a four-floor building located east of the campus and is accessible online⁷¹. The service hour of the library starts at 8 a.m. and ends at 7 p.m..

⁷¹ <http://lib.uin-suka.ac.id/> (last access on January 24, 2023)

Other services are also provided, including computer training, information desk services, photocopying services, references, final papers, theses, dissertations, serial clippings, and services on selected papers/articles downloaded from the internet. To carry out this task, the library is supported by 45 personnel, consisting of the Head of the library, two coordinators, eight sub coordinators, and 34 staff members. The books are coded and fully managed through a database and search system so that students can easily find the book they want.

Students can access literature owned by the UIN Sunan Kalijaga library through a digital service system by accessing the site <http://digilib.uin-suka.ac.id>. Students get access to journals and databases such as the Cambridge University Press, Taylor&Francis, EBSCO, Library Oxford, jstore, Emerald, Sage, or ISJD (Indonesian Scientific Journal Database).⁷² In addition to textbooks and journals, students can also access published final assignments.⁷³

The UIN Suka library provides special digital content for students with disabilities under the name 'Books for the Blind'. Students with disabilities can access books in the library directly or online.

Appraisal:

In the opinion of the panel, the number and size of the classrooms as well as the equipment of all learning facilities correspond to the described needs of the study programmes. Classrooms used are equipped with cameras and whiteboards. Access to the internet via wireless LAN is free of charge. Disabled students have barrier-free access to the teaching rooms.

Access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured by UIN Suka. The students confirmed during the interview that the literature required for the study programmes is available in the library and that the access to the literature and journals as well as to digital media is ensured, for instance by using online library resources. The students also confirmed during the interview that the literature required for the study programmes can be accessed online and is sufficient for their needs. Furthermore, the UIN Suka library provides special digital content for students with disabilities under the name 'Books for the Blind'.

| | 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 | | |

⁷² <https://lib.uin-suka.ac.id/database-e-journal/> (last access on January 24, 2023)

⁷³ The total collections include 157.022 books, 3.832 final assignments, and 12.206 references, and 26 e-journal sites.

4.4 Additional services

All study programmes

At the University level, UIN Sunan Kalijaga has formed the Centre for Entrepreneurship and Career Development (CENDI). CENDI has three divisions: job fairs, career counselling, and tracer studies. The job fair is held once a year for all students of UIN Sunan Kalijaga and outside UIN Sunan Kalijaga. A number of institutions and companies, both government and private institutions, are invited to this event to promote their companies/institutions.

For Career Preparation, CENDI has carried out several activities to ensure that its students get placement in the job market. The activities are carried out regularly and are the following:

1. Career counselling: Two psychologists offer career counselling services for students twice a week. Students can apply online for the career consultation. In addition, there are also workshops related to careers.
2. Career Preparation: career preparations are carried out three days before students graduate. The purpose of this activity is to introduce students to the technical aspects of job search, such as improving Curriculum Vitae, Cover Letters, and preparation for Interviews and Assessment Tests.
3. Provision of Alumni Candidates: The faculty and CENDI (Center for Entrepreneurship and Career Development) organise the debriefing of prospective alumni. Prospective graduates are prepared to assert themselves in the community and gain insights into the world of work, whether as employees in the public and private sectors or as entrepreneurs.
4. Volunteer or Agent of Change Deployment Programme: Students are allowed to have a practical experience through their willingness to become a volunteer team assigned to help the faculty carry out community service activities, for example, by fostering micro and small enterprises under the control of the Business Incubation Center in collaboration with the Sharia Pegadaian.

Career counselling guidance services are facilitated through the website, which provides the latest information regarding job vacancies.⁷⁴ During the on-site visit, the panel learned that information about events and open positions in companies are also provided on Instagram.

Guidance services are carried out in the form of academic guidance, task guidance, and guidance related to lecture issues (also for students with special needs).

ALUMNI ACTIVITIES

To strengthen the role of alumni, various activities are being carried out: Improving the updating of the alumni tracer survey data, tracer system with ITC/software and formation of associations/alumni. The alumni organisation seeks to advance study programmes both academic and non-academic. Activities in the form of donations of funds, donations of facilities, study programme development activities such as curriculum development, network development and provision of facilities. Alumni also participate in the academic development of the departments:

1. Some alumni become guest lecturers.

⁷⁴ <https://tarbiyah.uin-suka.ac.id/id/page/prodi/1300-Informasi-Lowongan> (last access on January 23, 2023)

2. Alumni provide input on improving the competence of graduates, including filling out tracer study questionnaires and alumni gathering activities.
3. Alumni provide information about job vacancies.
4. Some alumni become partners in student activities such as PLP-KKN activities.

Alumni of the Faculty of Social Sciences and Humanities have a forum to share various problems and experiences through an alumni organisation called IKA-FISHUM (Alumni Family Association-Faculty of Social Sciences and Humanities).

The alumni of Islamic Community Development (BICD) are grouped in three associations: The Sunan Kalijaga Alumni Family Association (IKASUKA), IKAFDAS (Sunan Kalijaga Da'wah Faculty Alumni Family Association), and PMI IKA (Islamic Community Development Study Program Alumni Association).

Appraisal:

Through the University's own Career Service Centre, career counselling and placement services are offered on an individual basis and are offered weekly. In addition, job fairs are organised on a regular basis to help students find their way into the labour market. During the on-site visit, the panel was able to visit the Center for Entrepreneurship and Career Development (CENDI) and was convinced that sufficient staff is available for the study programmes' purpose.

In addition, an alumni organisation has been set up with the aim of developing an alumni network. The panel would like to note positively that the alumni surveys conducted annually are not only freely accessible to everyone, but are also published and collected in the form of a book and can be freely viewed.

| | | 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)

All study programmes

UIN Sunan Kalijaga is a governmental work unit, so that the state guarantees its sustainability. According to the Ministry of Finance Regulation, UIN Sunan Kalijaga is included in the category of work units that implement the Financial Management of Public Service Agencies (PK-BLU). Based on article 14 of Governmental Regulation number 23 of 2005, the sources of funds are divided into three, namely:

1. Government funds sourced from the governmental State Budget (APBN).

2. The funds generated by UIN SUKA from educational services, and work contracts with the community and other institutions (student tuition fees, asset rentals, and businesses owned by UIN SUKA, which the business development center manages).
3. Scholarship funds⁷⁵.
4. Funds sourced from the community in the form of grants obtained from the community or other bodies (CSR, Waqf, Foundation, Alghazali).

Appraisal:

UIN Suka is financed by the state. The programmes are also financed by tuition fees, which cover the running costs. Within the limits of a review process and with regard to financial stability of the University in recent years, the panel concludes that financial stability is ensured for each current programme cycle and the entire accreditation period.

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

⁷⁵ from SUKA Endowment, UPZ FEBI, Bidikmisi Scholarship, DIKPORA Scholarship, Bank Indonesia Scholarship, PLN Laziz Scholarship, Religious Study Program Scholarship, Tahfidz Qur'an Scholarship, Bank Negara Indonesia, Achievement and academic scholarships, Regional Development Bank Scholarships, PT. Djarum, Bank Syariah Mandiri Scholarship, UIN Sunan Kalijaga Yogyakarta, including the destination universities for scholarship recipients from the Indonesian Endowment Fund for Education (LPDP) for master and doctoral programmes

5. Quality assurance and documentation

All study programmes

UIN Sunan Kalijaga has a quality assurance system that extends from the University to the faculties to the degree programmes through the internal quality assurance system regulated by the Statutes of the UIN Sunan Kalijaga (Articles 72-74 of 2014) and implemented by the Quality Assurance Agency (LPM), which contains provisions for general, academic and non-academic supervision. LPM is a technical support element within UIN Sunan Kalijaga in improving the lecturers' and students' academic quality (statute articles 200-203). The working mechanism of quality assurance in all study programs uses a work mechanism based on ISO 9001:2015.

The parties running the Quality Assurance system are university leaders, faculties/graduate programmes, study programmes and related units. The persons in charge at the UIN Sunan Kalijaga level is the senate, the Chancellor, the Vice Chancellor, the Dean/Director of the Postgraduate Program, Professors and Lecturers representing the faculties. The Quality Assurance Institute is an agency appointed by the decision of the Chancellor who has the task and responsibility of formulating the university's quality policy. At the Faculty level, quality policy is carried out by the Faculty Senate, Faculty leaders, Faculty Quality System Controllers (PSMF) and Study Programme quality system controllers. The Quality Assurance Agency has auditors and assessors who carry out the process of monitoring, evaluating and auditing. Current LPM Organisational Structure (2020-2024) consists of the chairman, secretary, and four Centers, namely the Head of the Center for Academic Quality Standards Development, the Head of the Audit and Quality Control Center, the Head of the Accreditation and Certification Center, and the Head of the Center for Information Analysis, International Publications and Ratings.

The programmes apply 29 quality standards in the management of the study programmes, which are equipped with main and additional performance indicators. The quality standards are transformed into quality objectives, which elaborate in detail the main and additional objectives of the performance indicators.

The quality standards consist of three groups of standard, namely the Education Quality Standards, Research Quality Standards, and the Community Service Quality Standards. Each quality standard is further subdivided into eight standards.⁷⁶

⁷⁶ 1. Education Quality Standards, consisting of: Graduate Competency Standards, Learning Content Standards, Learning Process Standards, Learning Assessment Standards, Lecturers and Education Personnel Standards, Learning Facilities and Infrastructure Standards, Learning Management Standards, Learning Financing Standards;
2. Research Quality Standards, consisting of: Research Results Standards, Research Content Standards, Research Process Standards, Research Assessment Standards, Research Standards, Research Facilities and Infrastructure Standards, Research Management Standards, Research Financing Standards;
3. Community Service Quality Standards, consisting of Service Result Standards, Service Content Standards, Service Process Standards, Service Assessment Standards, Service Implementation Standards, Service Facilities and Infrastructure Standards, Service Management Standards, Service Financing Standards;
4. Additional Quality Standards consist of: Standard Vision, Mission, Goals and Targets, Governance Standards, Governance and Cooperation, Student Standards, Financial Standards, Facilities and Infrastructure.

UIN Sunan Kalijaga implemented the Quality Assurance Mechanism through:

1. **Setting (Plan):** This is an activity to prepare standards of UIN Sunan Kalijaga, namely standard-setting activities consisting of quality standards of UIN Sunan Kalijaga;
2. **Implementation (Do):** There are standard fulfilment activities consisting of quality standard of UIN Sunan Kalijaga;
3. **Evaluation (Check):** Implementation of UIN Sunan Kalijaga Standards, namely comparison of activities between the outputs of activities to meet UIN Sunan Kalijaga Standards with UIN Sunan Kalijaga Standards that consist of SN UIN Sunan Kalijaga and UIN Sunan Kalijaga Standards set by universities. These activities include auditing, monitoring, evaluation and survey.
4. **Corrective Action (Act):** This activity is corrective action as an analysis of the causes of the UIN Sunan Kalijaga Standards consisting of the SN UIN Sunan Kalijaga and UIN Sunan Kalijaga Standards Determined by Tertiary Education Institutions that were not achieved for corrective action; and
5. **Improvement (P):** UIN Sunan Kalijaga Standards, namely activities to improve the UIN Sunan Kalijaga Standards so that they are more elevated than the predetermined UIN Sunan Kalijaga Standards.

The working mechanism includes monitoring and evaluation of all standards each semester, internal quality audits, follow-up audits and submission to management review meetings. In addition, there is annual surveillance by the TUV Rheinland (Germany) certification body. In the context of improvement as part of the requirements for "ACT" in ISO 9001: 2015.

The quality assurance agency documents the entire work process in a dashboard application system.⁷⁷

EVALUATION BY STUDENTS

Overall, student assessment is carried out using the written rules and procedures contained in the survey assessment guidelines; the results are communicated to the students and translated into a follow-up plan by the programmes. In addition, evaluation results are used to measure the achievement of the leading performance indicators for the student quality standards and are published. All survey indicators are carried out, reviewed, and evaluated periodically to control the implementation of this survey. This survey guide has been reviewed and adapted to the requirements of national and international accreditation and documented in the quality assurance information system of UIN Sunan Kalijaga.

Students' evaluations are carried out in two evaluations, namely evaluating lecturers' performance and evaluating the study programme's implementation. The preparation and review process for the evaluation survey guidelines various involved parties, with the core team consisting of the LPM Leader and the Instrument Team. This instrument team involved lecturers from the Psychology study Programme, Faculty of Social Sciences and Humanities, UIN Sunan Kalijaga Yogyakarta. In addition, the study programmes are involved in validating the instrument. In terms of evaluating

⁷⁷ <https://lpm.uin-suka.ac.id/> (last access on February 1, 2023)

the implementation of study programmes, students evaluate human resources, finance, facilities and infrastructure, education, research, community service, and external instruments and achievements of the tri dharma. Evaluation for the implementation of the study programme is carried out through a service satisfaction survey for Lecturers, Education Personnel, and Students.

Student satisfaction surveys are conducted regularly according to the following scheme: A survey of students at the end of each semester and the conduct of learning evaluations. Students complete online surveys before the end of the lecture and at the beginning of the next semester. Furthermore, the quality controller of the study programme processes the survey data from the student into a report. The faculty's quality controller coordinates all reports to be submitted to the faculty and the Head of the study programmes. The survey results are evaluated and responded to by the Head of the study programmes. Furthermore, the Quality Assurance Agency, together with the study programme quality controller, monitors the follow-up by the study programme. All evidence of survey guidelines, study programme survey reports, minutes of meetings, and follow-up plans by study programmes can be accessed on the website. Therefore, students and stakeholders can access all evaluation results on the website.

EVALUATION BY FACULTY

The level of lecturer satisfaction with the services of UIN Sunan Kalijaga includes the following aspects:

1. Governance, and Cooperation;
2. Human Resources;
3. Finance, Facilities, and Infrastructure;
4. Education;
5. Research;
6. Community service.

The ICM score is calculated using the weighted average score of the individual service elements. Overall, lecturers and education staff evaluations use the written rules and procedures contained in the survey evaluation guidelines.⁷⁸ The results are communicated to lecturers and education staff and are used as follow-up materials by the study programme. In addition, evaluation results are used and published to measure the achievement of key performance indicators and the additional implementation of academic quality standards.

Similar to the evaluation of study programme performance by students, UIN Sunan Kalijaga, through the Quality Assurance Agency, issued regulations related to evaluating study programmes conducted by lecturers and education staff in the form of survey guidelines. Lecturers carry out performance evaluations and teaching staff in relation to the implementation of quality standards in study programmes, especially in relation to standards in training and programme management. In terms of evaluating the implementation of the study programmes, lecturers and education staff evaluate human resources, finance, facilities and infrastructure, education, research, community service, and the outcomes and achievements of the tri dharma.

⁷⁸ The measurement of the satisfaction index of the academic community refers to the Guidelines for Preparation of the Community Satisfaction Index (IKM) Ministry of PAN Regulation No. 25 of 2004.

Satisfaction surveys for lecturers and education staff are carried out regularly with the following survey schedule: Lecturers twice a year as a login requirement for evaluating lecturer performance load (BKD). For educational staff, twice a year as a requirement for Wi-Fi login.

Lecturers fill out online surveys through the website provided by UIN Sunan Kalijaga. Furthermore, the study programme's quality controller processes survey data into reports. The faculty's quality controller coordinates all reports to be submitted to the faculty and Head of the study programme. The result of the survey are evaluated and responded to by the Head of the study programme in management review meetings. In addition, the Quality Assurance Agency, together with the study programme's quality controller, monitors the follow-up by the study programme. All evidence of survey guidelines, study programme survey reports, minutes of meetings, and follow-up plans by study programmes can be accessed on the website. All evaluation results can be accessed by lecturers, education staff, students, and stakeholders.

EXTERNAL EVALUATION

User satisfaction is assessed through surveys and questionnaires filled out by alumni, graduate users and collaboration partners in a google form.

- a. Aspects used to assess user satisfaction include ethics, expertise in science (primary competence), foreign language skills, information technology, communication skills, cooperation, and self-development. The mechanism for implementing the user satisfaction survey starts with the person in charge of the survey who is in charge of contacting the alumni personally, then sending a google form via email, which the alumni will deliver to the superiors where they work. Next, the supervisor himself will fill out the user satisfaction form and submit it directly to the linked google form page. Thus, automatically, the user satisfaction survey results have been recorded in the google form results, and the results can be immediately known. Data analysis of user satisfaction survey results is carried out by identifying each aspect of all data entered. The subsequent analysis is to calculate the user satisfaction score.
- b. The availability of valid evidence regarding measuring graduate user satisfaction which is carried out consistently can be seen on the google form, which continuously updates the number of users who have filled out user satisfaction forms. This evidence can be accessed by interested parties to see the satisfaction of graduate users, especially those related to the assessment aspect. In the user satisfaction survey form, a follow-up column is also provided to be filled in by the user to provide input to improve aspects of graduates that are considered unfavourable.

PROGRAMME DESCRIPTION

All study programmes have documented and published the contents of the study programme, curriculum, and exam scheme, including lesson plans for each semester and exam regulations. Information on the study programme is also explained in detail. The information system is updated and accessible to all stakeholders in order to comply with the principles of transparency in the management of the study programmes.

UIN Sunan Kalijaga provides information system services for all academic, research, and community services of all study programmes. There are at least three central information systems used by the study programmes:

First, information about the study programmes is available on the study programme's website. This website contains the following:

1. Graduate profile
2. Curriculum
3. Summary of the programme aims and intended learning outcomes
4. Outline of the course structure
5. Matrix with the programme learning outcomes achieved through the courses
6. Set of course specifications.

Second, the academic information system of UIN Sunan Kalijaga. This academic information system provides information on management, curriculum, and exam schemes that can be accessed by study programmes, lecturers, and students.⁷⁹

Third, the quality assurance system at lpm.uin-suka.ac.id. Its services include the study programme's accreditation information systems, online monitoring and evaluation applications, online audit applications, and accreditation information systems. Data filled in by the study programmes are evidence for the implementation of the quality assurance cycle. This system also provides survey applications for lecturers, students, alumni, graduate users, and cooperation partners. In addition, internal quality audit application services, monitoring, and evaluation are available. For student services, a certificate of programme accreditation is also available in this service.

INFORMATION ON ACTIVITIES DURING THE ACADEMIC YEAR

UIN Sunan Kalijaga regularly publishes the latest news and information regarding the study programmes, both quantitatively and qualitatively. Press relations and network communications are actively established. Activities of the study programmes are distributed on various platforms such as letters, e-mail, WhatsApp Groups, study programmes' websites or social media such as Instagram and Facebook. All these platforms always provide the latest information about the activities and achievements of the study programmes. In addition to these media, programme activities are planned, implemented and reviewed in meetings with lecturers, teachers and student representatives.

⁷⁹ This includes Semester Study Plans and exam schemes. New Student Data Recap System, Student Profile Data, Registration System (Intranet), Registration File Check System (Intranet), Payment/Withdrawal/Renewal/Deletion System (Intranet), Student Identity Card Printing System, Alumni Card Printing System, Personal Data System Students, Academic Information System (SIA), Lecture Attendance System, Practical Lecture System, community service (KKN), Final Project/Munaqosyah System, Lecturer Performance Index System, Lecturer Performance System, Lecturer Workload Plan System, Lecturer Performance Load System, Scholarships and Activities System, Scholarship & Activities Judiciary System, Library User Education System, ICT Training and Certification System, Language Training and Certification System, Practicum Management System, Laboratory Management System, Graduation System, Graduation Judiciary System, Alumni/Tracer Study System/ Legalization, Research System, Community Service System.

Relations with the mass media and news networks are also carried out to ensure that information is well disseminated. UIN Sunan Kalijaga also provides a summary of an academic year's activities in an annual report. The study programmes assign a staff member to manage the programmes' information in cooperation with the IT centre.

Appraisal:

In the opinion of the panel team, a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the results of the evaluations of students, alumni, lecturers and third parties as well as graduate employment with the help of the tracer studies conducted. Responsibilities are clearly defined.

Evaluations by the students, by the faculty, by alumni and employers are carried out on a regular basis and in accordance with a prescribed procedure. This is handled strictly by the University, for instance, students must participate in the evaluations in order to be able to view their grades. The participants and third parties are informed about the results and measures through published reports.

In terms of the programme description, UIN Suka suitably documents and publishes them on several platforms to provide students and lecturers with all relevant and required information online.

To inform about the activities during the academic year, the University regularly publishes updated news and information about the study programmes on its websites. In addition, press relations and network communication are actively maintained. UIN Sunan Kalijaga offers an overview of its annual academic activities in its annual report.

| | | 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 Sunan Kalijaga Yogyakarta

- Bachelor programme:**
1. Islamic Guidance and Counselling (S.Sos)
 2. Islamic Community Development (S.Sos)
 3. Communication Science (S.I.Kom)
 4. Sociology (S.Sos)

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1 | Objectives | | | | | |
| 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 | | BIGC, BICD, BSP | BCS | | |
| 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 | | | | | |
| 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 | | | | | |
| 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 | | BIGC, BICD | BCS, BSP | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | | X | | |
| 3.2 | Structure | | | | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | | X | | |
| 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 | | |
| 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 | | |
| 4. | Academic environment and framework conditions | | | | | |
| 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 | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| (Asterisk Criterion for cooperation programmes) | | | | | |
| 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 | | |
| 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 | | |
| 5 Quality assurance and documentation | | | | | |
| 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 | | | |