Decision of the FIBAA Accreditation and Certification Committee

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/096, Cluster 2
Higher Education Institution:	Universitas Islam Negeri Sunan Kalijaga
Location:	Yogyakarta, Central Java, Indonesia
Study Programme:	Islamic Religious Education (Bachelor of Education (S.Pd))
	Arabic Language Education (Bachelor of Education (S.Pd))
	Religious Studies (Bachelor of Religion (S.Ag))
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, Indonesia

Bachelor programme:
1. Islamic Religious Education
2. Arabic Language Education
3. Religious Studies

Qualification awarded on completion:
1. Bachelor of Education: Sarjana Pendidikan (S.Pd)
2. Bachelor of Education: Sarjana Pendidikan (S.Pd)
3. Bachelor of Religion: Sarjana Agama (S.Ag)

General information on the study programmes

Brief description of the study programmes:

Islamic Religious Education (IRE) (S.Pd)
Islamic Religious Education is a four-year undergraduate programme designed to prepare students for careers as Islamic Religious Education teachers in schools/madrasas and to work as entrepreneurs in the education sector.

Arabic Language Education (ALE) (S.Pd)
The four-year undergraduate programme aims to train knowledgeable scholars of Arabic Language Education who have careers as Arabic teachers, researchers, freelance translators, and edupreneurs in the Arabic language field.

Religious Studies (RS) (S.Ag)
Religious Studies is a four-year undergraduate programme designed to prepare students for careers in Islamic universities in Indonesia, researchers, national agencies, religious organisations, and interfaith activists.

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 Religious Education – 4 years 247 ECTS credits, 147 SKS[1] credits
Arabic Language Education – 4 years 242 ECTS credits, 144 SKS credits
Religious Studies – 4 years 242 ECTS credits, 144 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:
For all programmes: No

Scope (planned number of parallel classes) and enrolment capacity:
Islamic Religious Education: 120
Arabic Language Education: 100
Religious Studies: 100

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[1] *SKS: Satuan Kredit Semester (semester credit unit)*

Programme cycle starts in:

For all programmes: August

Initial start of the programme:

Islamic Religious Education: 1961

Arabic Language Education: 1961

Religious Studies: 1960

Type of accreditation:

For all programmes: Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programmes Islamic Religious Education (S.Pd), Arabic Language Education (S.Pd) and Religious Studies (S.Ag) 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 panel[2]. The HEI has agreed with the chosen experts. The panel consisted of:

Buenyamin Avci
Ferdinand Porsche Gymnasium Zuffenhausen, Germany
Teacher of English and Islamic Religious Education
Responsibly involved in Teacher Education (Refrendariat) (Education, Islamic Religious Education, English Education)

Prof. Dr. Merdan Guenes
University of Osnabrueck, Germany
Professor of Islamic Mysticism, Philosophy and Doctrine
(Systematic theology of Islam, Islamic law, Islamic Religious Education, Islamic history of ideas)

Prof. Dr. Sebastian Maisel
University of Leipzig, Germany
Professor of Arabic Linguistics and Translation Studies
(Arabic language, Translatology (interpreting, translating German-English-Arabic), Didactics of the Arabic language, Kurdish language and culture, Yazidis, minorities in the Middle East)

Ass. Professor Dr. Tolkah
State Islamic University of Walisongo, Semarang, Indonesia
Vice Dean on general administration, planning, and finance, Faculty of Sharia and Law
(Islamic studies, especially on Islamic Law)

Rabia Uenal
University of Tuebingen, Germany
Student of English, Islamic Religious Education (B. Ed.)

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 18 – 20, 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.

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[2] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 21, 2023. The statement on the report was given up on March 3, 2023. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Islamic Religious Education programme (Bachelor of Education), the Arabic Language Education programme (Bachelor of Education) and Religious Studies programme (Bachelor of Religion) offered by Universitas Islam Negeri Sunan Kalijaga fulfils 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 the programmes could be further developed:

The panel recommends that the study programmes should take further measures to attract more international students (see chapter 3.4).

For **Religious Studies**, the panel additionally recommends to provide more opportunities for the students to practice their English skills (see chapter 3.4).

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 the programmes exceeds the quality requirements:
- Counselling for prospective students (see chapter 2.2)
- Ethical aspects (see chapter 3.1)
- Equality of opportunity (see chapter 3.2)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4)
- Career counselling and placement service (see chapter 4.5)
- Information on activities during the academic year (see chapter 5.3)

Additional for Religious Studies:
- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme on the job market for graduates („Employability") (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., 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, including the Islamic Religious Education (IRE) Study Programme. Before the AUN-QA international certification, UIN Sunan Kalijaga has also implemented the ISO (International Standardization Organization) 9001:2015 Quality Assurance System, ISO 21001, from TUV Rheinland Germany since 2007.

Islamic Religious Education (IRE) is a programme at the Faculty of Tarbiyah and Education at UIN Sunan Kalijaga. It has been accredited A (highest accreditation) by the official Indonesian

accreditation agency, National Accreditation Board for Higher Education, for three consecutive periods (2010, 2015, 2020). In addition, IRE is the first study programme at UIN Sunan Kalijaga to obtain international certification from AUN-QA. In 2020, there were 8,800 applicants, making it the most popular programme at UIN Sunan Kalijaga and having the third highest number of applicants nationally.[3]

The Bachelor of **Arabic Language Education (ALE)** is also a programme at the Faculty of Tarbiyah and Education at the UIN Sunan Kalijaga and is accredited with an A rating.

Religious Studies (RS) is a programme at the Ushuluddin (Islamic Theology) Faculty, which is concerned with studying socio-religious issues. The study programme was established in the context of the diversity of religions and cultures in Indonesia and received an A accreditation from the National Accreditation Board for Higher Education since 2015.

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[3] *See self-evaluation report p. 7.*

Statistical data[4]

Table 1: Statistical Data: Islamic Religious Education

		1. 2016-2017	2. 2017/2018	3. 2018/2019	4. 2019/2020	5. 2020/2021	6. 2021/2022
# Study Places		140	140	120	140	120	100
# Applicants	∑	6918	6724	5661	6399	8885	7979
	f	3243	3510	3113	4365	4544	4317
	m	3675	3214	2548	2034	4341	3662
Application rate		4941,43%	4802,86%	4717,50%	4570,71%	7404,17%	7979,00%
# First-Year Student	∑	140	139	118	140	112	88
	f	81	83	70	82	61	56
	m	59	56	48	58	39	32
Rate of female students		0,578571429	0,597122302	0,593220339	0,585714286	0,544642857	0,636363636
# Foreign Students	∑	3	2	0	0	0	0
	f	3	2	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0,021428571	0,014388489	0	0	0	0
Percentage of occupied study places		100,00%	99,29%	98,33%	100,00%	93,33%	88,00%
# Graduates	∑	124	104	68	0	0	0
	f	70	60	38	0	0	0
	m	54	44	30	0	0	0
Success rate		88,57%	74,82%	57,63%	0,00%	0,00%	0,00%
Dropout rate		11,43%	25,18%	42,37%	0,00%	0,00%	0,00%
Average duration of study		4 years	4 years	4			
Average grade of final degree		3,68	3,73	3,75			

Table 2: Statistical Data: Arabic Language Education

		1. Cohort 2016/2017	2. Cohort 2017/2018	3. Cohort 2018/2019	4. Cohort 2019/2020	5. Cohort 2020/2021	6. Cohort 2021/2022
# Study Places		75	100	100	100	80	80
# Applicants	∑	1970	1505	1882	2157	1879	1541
	f	1084	903	1129	1295	1127	925
	m	886	602	753	862	752	616
Application rate		2626,67%	1505,00%	1882,00%	2157,00%	2348,75%	1926,25%
# First-Year Student	∑	55	92	82	92	66	78
	f	35	73	52	58	36	42
	m	20	19	30	34	30	36
Rate of female students		0,636363636	0,793478261	0,634146341	0,630434783	0,545454545	0,538461538
# Foreign Students	∑	1	0	0	0	0	3
	f	0	0	0	0	0	0
	m	1	0	0	0	0	3
Rate of foreign students		0,018181818	0	0	0	0	0,038461538
Percentage of occupied study places		73,33%	92,00%	82,00%	92,00%	82,50%	97,50%
# Graduates	∑	40	63	31	0	0	0
	f	28	51	27	0	0	0
	m	12	12	4	0	0	0
Success rate		72,73%	68,48%	37,80%	0,00%	0,00%	0,00%
Dropout rate		27,27%	31,52%	62,20%	0,00%	0,00%	0,00%
Average duration of study		3,5 years	3,5 years	3,5 years			
Average grade of final degree		3,7	3,7	3,7			

[4] Undergraduate students have a maximum study time of seven years or 14 semesters. This has to be taken into consideration, looking at the success and dropout rate.

Table 3: Statistical Data: Religious Studies

		1. Cohort 2017/2018	2. Cohort 2018/2019	3. Cohort 2019/2020	4. Cohort 2020/2021	5. Cohort 2021/2022
# Study Places		80	90	80	120	96
# Applicants	∑	191	272	439	316	285
	f	83	125	207	153	137
	m	108	147	232	163	148
Application rate		238,75%	302,22%	548,75%	263,33%	296,88%
	∑	46	72	73	54	80
	f	22	25	29	22	34
	m	24	47	44	32	46
Rate of female students		0,47826087	0,347222222	0,397260274	0,407407407	0,425
# Foreign Students	∑	0	0	0	0	3
	f	0	0	0	0	0
	m	0	0	0	0	3
Rate of foreign students		0	0	0	0	0,0375
Percentage of occupied study places		57,50%	80,00%	91,25%	45,00%	83,33%
# Graduates	∑	16	0	0	0	0
	f	3				
	m	13				
Success rate		34,78%	0,00%	0,00%	0,00%	0,00%
Dropout rate		65,22%	100,00%	100,00%	100,00%	100,00%
Average duration of study		3 years and 8 months				
Average grade of final degree		3,60				

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). Other references defining the objectives include the

- needs of graduate users,
- 'Merdeka Belajar-Kampus Merdeka' Curriculum (MBKM), and
- integrative-interconnective model (integration and development of Islamic and scientific studies) as a feature of the scientific model of UIN Sunan Kalijaga.

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. Furthermore, they shall adjust to the scientific characteristics of each study programme.
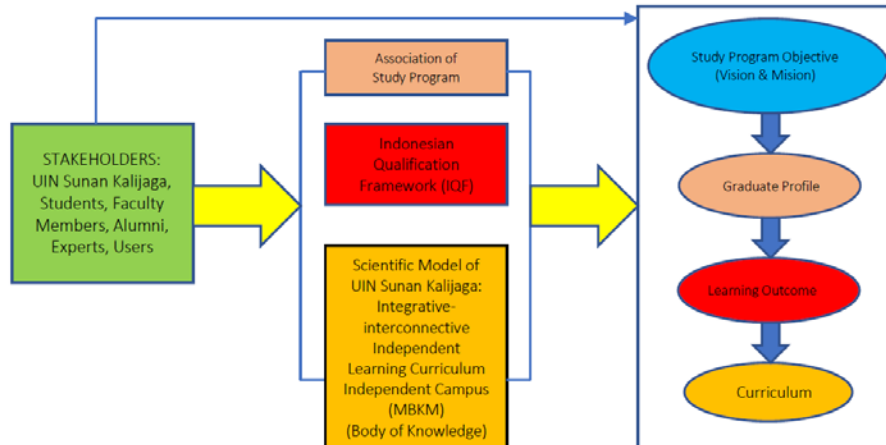
The Indonesian National Qualifications Framework (KKNI) is applied as a guideline for the Faculty of Economics and Islamic Business Study Programmes at UIN Sunan Kalijaga Yogyakarta, through Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework. Based on 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.

Islamic Religious Education (IRE) – Bachelor of Education

In line with the vision of the Faculty of Tarbiyah and Education graduates are supposed to master the integration and development of Islamic scholarship and education.

Because of the agreement of the Indonesian IRE Study Programme Association (IISPA/PPPAI), the main goal of the study programme is to educate Islamic Religious Education Teacher for schools/madrasas. An additional goal is to train creative and innovative edupreneurs based on results of a survey of alumni. The survey results show that many graduates work as entrepreneurs in the education sector, such as: the owner of a Children's Education Park (CEP)[5].

Based on the two profiles, learning outcomes are determined as shown in the following:

Aspect	Description
Attitude	1. Able to express faith in God by showing a religious attitude and upholding human values in carrying out duties based on religion, morals, and ethics. 2. Able to act as a good citizen, love the homeland, be contributively, and appreciative of socio-cultural diversity, religion, and opinion. 3. Have sincerity, commitment, and sincerity to develop the attitudes, values, and abilities of students.
General Skills	4. Able to apply logical, critical, systematic, and innovative thinking in the context of the development of science and technology. Attentive to human values in accordance with the field of Islamic Education. Responsibility for the achievement of work, quality, measurable, supervising, and evaluating the completion of work. 5. Able to make appropriate decisions in the context of problem solving in the field of IRE based on the results of analysis of information and data.
Knowledge	Mastering the science of: 6. IRE (Aqidah-Akhlak, Al-Qur'an-Hadith, Fiqh, and Islamic Cultural History) at Schools/Madrasas. 7. Pedagogic as an effective tool in IRE learning at schools/madrasas. 8. Integration-interconnection of IRE at schools/madrasas with other sciences. 9. Edupreneurship in the field of IRE at schools/madrasas. 10. Mastering the right instruments for IRE assessment at schools/madrasas.
Specific Skills	11. Teaching the theories and concepts of the Qur'an hadith, aqidah akhlaq, fiqh, and the history of Islamic culture at schools/madrasas comprehensively. 12. Demonstrate IRE teaching practice by applying pedagogic science as a tool in effective teaching. 13. Using the right instrument in the assessment of the Qur'an hadith, aqidah akhlaq, fiqh, and the history of Islamic culture at schools/madrasas.

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[5] An institution that organizes recitation activities for children, developers of Islamic religious learning technology, sharia convection entrepreneurs, motivators in the IRE field, and even culinary entrepreneurs with cultivate religious values.

| | 14. Integrating and interconnecting IRE science with other sciences in realizing a moderate IRE. |
| | 15. Designing entrepreneurship in the fields of al-Qur'an hadith, aqidah akhlaq, fiqh, and the history of Islamic culture in schools/madrasas. |

Arabic Language Education (ALE) – Bachelor of Education

The programme has four missions, namely:

1. Organizing professional, competitive and integrative Arabic language education.
2. Conducting studies as well as research and development in the field of Arabic language education.
3. Cooperating with various parties and providing services in the field of learning Arabic.
4. Developing Arabic language education that is relevant to the latest developments and demands.

Graduates become Arabic language teachers, Arabic researchers and edupreneurs in the Arabic language field. The objectives are to

- train professional and competitive Arabic language teachers and educators;
- train scholars in the field of Arabic language studies who can fulfill professional qualifications as researchers in the field of Arabic language and Islamic education;
- prepare students with excellent academic skills so they can pursue postgraduate studies;
- prepare students to be independent entrepreneurs in the field of Arabic language education;
- produce graduates who have competitive qualifications to work in government and non-government institutions.

The learning outcomes are shown in the following table:

Aspects	Description
Attitude	1. Able to express faith in God through religious attitudes and uphold human values in carrying out duties based on religion, morals, and ethics. 2. Able to act as a good citizen, love the homeland, be contributively, and appreciative of socio-cultural diversity, religion, and opinion. 3. Able to show honesty, independence, responsibility, mutual cooperation, and persistence in academic and social life.
General Skills	4. Adaptive to the new work environment and able to work in a team. 5. Able to apply logical, critical, systematic, and innovative thinking in the development and study of science and technology in the field of ALE in a humanistic manner and compile a scientific description of research results in the form of a thesis. 6. Able to make data-based strategic decisions in providing solutions to problems in the field of Arabic language education.
Knowledge	7. Mastering the theoretical and practical concepts of ulum al-lughah al-Arabiyah, maharatuha, wa Tsaqafatuha in depth. 8. Mastering pedagogical theories and applying them in teaching Arabic. 9. Mastering Islamic disciplines and modern sciences within the framework of an integrative-interconnective scientific paradigm.

	10. Mastering Indonesian civic knowledge and national insight adequately and consistently. 11. Having knowledge and methodological abilities in doing research in the field of Arabic language education comprehensively. 12. Understanding the basics of entrepreneurship in order to capture business opportunities in the field of Arabic language education well
Specific Skills	13. Able to design, organize, and evaluate Arabic language learning programmes. 14. Able to create ICT-based digital contents to support Arabic language learning and creating business opportunities.

Attitude and general skills aspects are based on Level 6 quality in the Indonesian National Qualifications Framework and National Higher Education Standards.[6] Meanwhile, the knowledge and skill-specific aspects are based on the agreement between the Association of Indonesian Arabic Language Education Study Programmes and the Indonesian Arabic Language Teacher Association.

Religious Studies (RS) – Bachelor of Religion
The study programme was established in the context of the diversity of religions and cultures in Indonesia. Therefore, part of its main goal is to play a role in increasing interfaith harmony by providing academic studies on diversity. The vision is to be prominent in the field of religious studies by integrating and developing traditional disciplines of ushuluddin (Islamic theology) with modern social sciences and humanities.

The qualification objectives are based on the standards stated by Indonesian Qualification Framework, regulations of the Ministry of Religious Affair, the vision and mission of UIN Sunan Kalijaga and aspirations of stakeholders including national religious leaders and association.

The study programme is designed to train and educate
1. **Academics**: Religious scholars proficient in the study of religions and the ability to take part in addressing socio-religious issues.
2. **Research assistants**: Religious Studies, Inter-Religious Harmony, and specific practical fields of Applied Religious Studies Department.
3. **Practitioners**: Religious Social, Peace, and Community Development, as well as in specific fields of Applied Religious Studies Department.[7]

Aspects	Description
Attitude	1. Able to express faith in God by showing a religious attitude and upholding human values in carrying out duties based on religion, morals, and ethics. 2. Able to act as a good citizen, love the homeland, be contributively, and appreciative of socio-cultural diversity, religion, and opinion. 3. Abiding law and discipline in social and state life and internalizing academic values, norms, and ethics, showing a responsible attitude towards work in their

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[6] This level is similar to level 6 of the European Qualifications Framework (EQF)

[7] Become a socio-religious practitioner either based on community organisations, companies (Corporate Social Responsibility - CSR), or the government, and be able to contribute to a harmonious, civilized, socio-religious life with progressive value.

	field of expertise independently, and internalising the spirit of independence, struggle, and entrepreneurship.
General Skills	4. Able to adapt to a new work environment and work in a team. 5. Able to apply logical, critical, systematic, and innovative thinking in developing science and technology within the framework of Islamic values in accordance with the field of RS and being responsible for the achievement of work results, quality, measurability, supervising, and evaluating the completion of work carried out. 6. Able to compile a research report on religious studies in the form of a thesis. Able to provide data to ensure the validity of the study and prevent plagiarism; able to examine the implications of the application of science and technology from the perspective of religious studies; able to apply scientific methods and ethics in an effort to provide solutions to issues in religious studies. 7. Able to make right decisions based on available data to solve socio-religious problems.
Knowledge	8. Mastering key concepts, philosophies, methods, and scientific principles in religious studies. 9. Comprehensive understanding of various approaches, theories and methodologies in the study of religions. 10. Academic proficiency by mastering the studies of Christianity, Catholicism, Hinduism, Buddhism, Confucianism, Japanese Religions, New Religious Movements, Psychology of Religion, Sociology of Religion, Philosophy of Religion, Anthropology of Religion, Phenomenology of Religion, Theology, religious symbolism, the characteristics of religious minorities, as well as a comparative study of the concepts and practices of spirituality in various religious traditions. 11. Academic proficiency regarding the characteristics of inter-religious relations in pluralistic societies.
Special Skills	12. Able to formulate tolerant and moderate Islamic messages as well as engaging in mediation activities and resolution of socio-religious conflicts. 13. Able to facilitate cooperation between religious institutions, religious communities, and conduct religious research. 14. Skilled in mediating and resolving conflicts related to socio-religious conflicts in a multi-religious society. 15. Able to promote religion as a positive force to achieve a peaceful, progressive and just civilization.

The qualification objectives are periodically reviewed and redesigned by taking into account the (1) market/user demands; (2) scientific development; (3) technological development; and (4) changes in the socio-cultural conditions of the community.

Appraisal:

The qualification of all programmes – in relation to the target group, targeted professional field and societal context of the discipline – are convincingly explained. They take into account the

requirements of the national qualifications framework of Indonesia and correspond with the aspired level at graduation.

The qualification objectives mentioned embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. During the interviews, the panel also learned from students and alumni that graduates have good chances on the labour market.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X[8]		

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.
2. **Student exchanges** (e.g. in Malaysia)
3. Conducting **field studies, teaching internships**, and **community engagements** abroad (e.g. Malaysia and Thailand).
4. **English information** on study programme websites.
5. Inviting **guest lecturers** from abroad (e.g. Germany, India, Middle East) and organisation of international seminars/webinars and joint-conferences.

Islamic Religious Education (IRE) – Bachelor of Education
- Curriculum: Courses that accommodate diversity – which is in line with the concept of rahmatan lil'alamiin. These courses include moral education, inclusive education, multicultural education, religious moderation.
- International class: English and Arabic as languages of instruction. Students who take this class are selected based on academic skills and language proficiency in the admission process.

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[8] All programmes

- Providing scholarships for foreign students through the 'Global Suka Scholarship 2021'.[9]

Arabic Language Education (ALE) – Bachelor of Education
- International class: English and Arabic as languages of instruction. Students who take this class are selected based on academic skills and language proficiency in the admission process.
- Cooperation with campuses, associations and educational institutions abroad in the fields of education, research and community service.[10]

Religious Studies (RS) – Bachelor of Religion
- Curriculum: The international orientation is reflected in the curricular content that encourages students to study the dynamics of global religions.
- Lecturers and students are members of international associations of religious studies such as American Academy of Religion, Ibn 'Arabi Society (based in UK and USA), Eckhart Society (UK), Fellowship of Reconciliation (USA), Association for Asian Studies, The International Association for the History of Religions.

Appraisal:

All three study programme designs appropriately take into account the required international aspects that benefit the (employability of the) students. This includes foreign guest lecturers, as well as field studies, teaching internships, and community engagements abroad for the students and information available in English on study programme websites. Additionally, international classes for IRE and ALE are in place with English and Arabic as languages of instruction.

	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.[11] 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 lamn).

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[9] See https://io.uin-suka.ac.id/id/page/prodi/2275-Suka-Global-Scholarship-2021 (last access on January 11, 2023)
[10] See https://linktr.ee/pbauinsuka (last access on January 11, 2023)
[11] See self-evaluation report p. 8

POSITIONING IN THE EDUCATIONAL MARKET

Islamic Religious Education (IRE) – Bachelor of Education
The study programme has a strategic position based on the following considerations:[12]
1. It is a pioneer study programme in Indonesia, which has produced qualified IRE teachers throughout Indonesia.
2. It became a scientific reference for Islamic Religious Education in Indonesia.
3. It became a reference for study programme governance, especially related to the latest policies from the Ministry of Education and Culture of the Republic of Indonesia. Regarding the latest policy on the Independent Learning curriculum, the IRE is a reference for the implementation of this curriculum.
4. The Head of the IRE at UIN Sunan Kalijaga is the Chair of the Association of the Indonesian IRE Study Programme Association.
5. It has the highest application rate at UIN Sunan Kalijaga and at the national level (Ministry of Religion of the Republic of Indonesia). In 2020, the number of applications reached 8,850, while the number of available study places was 120.
6. Institutionally, the IRE was nationally accredited A for several periods[13] with the highest score at UIN Sunan Kalijaga (379), and was certified by AUN-QA (ASEAN University Network-Quality Assurance).

Arabic Language Education (ALE) – Bachelor of Education
The ALE is one of the oldest study programmes offering Arabic teacher training in Indonesia.[14] The University states that the study programme has the following advantages:[15]
1. Located in Yogyakarta, the centre of education in Indonesia.
2. The curriculum and infrastructure are designed concordant with the inclusiveness values upheld by UIN Sunan Kalijaga.
3. In line with UIN Sunan Kalijaga's integration-interconnection paradigm, students participate in courses enabling them to study Arabic language education from various approaches derived from social and natural sciences. Such courses include Islam and Science, Islam and Humanities, and Multicultural Education.
4. A professor in the field of translation studies teaches in the study programme.

Religious Studies (RS) – Bachelor of Religion
Religious Studies, formerly known as Perbandingan Agama (Comparative Religious Studies) was established based on the decree of the Ministry of Religious Affairs, number 43, 1960. The decree was issued on 9 August 1960, making RS the first study programme to study religions academically in Indonesia.[16] As the oldest study programme in this field, RS has a good national reputation. In 2015, the study programme received accreditation A with a score of 36.5.[17] Furthermore, RS is known for its unique approach to the study of religion based on the integration-interconnection paradigm developed by UIN Sunan Kalijaga. In addition, this study programme is the pioneer of a

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[12] See self-evaluation report p. 18
[13] 2005, 2010, 2015, 2020
[14] See self-evaluation report p. 18
[15] See self-evaluation report p. 18f
[16] See self-evaluation report p. 19
[17] The Indonesian Higher Education National Accreditation Board (BAN-PT) issued the accreditation.

national association of religious studies, known as ASAI (Asosiasi Studi Agama Indonesia).[18] In order to strengthen the position of RS in the educational market, the curriculum is periodically reviewed, including feedback from various stakeholders (students, graduates, employers, experts, etc).

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 Religious Education (IRE) – Bachelor of Education
The results of the latest tracer study show that on average, alumni of the IRE study programme are hired six months after graduation.[19] Meanwhile, a survey conducted on graduate employers (2020) revealed that graduates of the study programme at UIN Sunan Kalijaga have desirable qualities for the job market: Inclusiveness, religious moderation, and acceptance of all students regardless of their economic, cultural, ethical, and even religious background. Most importantly, alumni of this study programme are appreciated as teachers, who have patience in helping students to solve problems. Often, IRE students work during their studies as teachers in schools, private tutors, educational consultants, or learning technology experts and continue to pursue careers in these fields after graduation.

Arabic Language Education (ALE) – Bachelor of Education
Graduates of this study programme have job opportunities in various formal and non-formal educational institutions. In addition, they work in international educational institutions, especially those that use Arabic as the language of instruction. The graduates have careers as Hajj advisors, researchers, freelance translators, and edupreneurs in the Arabic language field. Some students have worked in formal and non-formal educational institutions before graduating.

Religious Studies (RS) – Bachelor of Religion
As the oldest study programme in the field of religious studies, many RS alumni have careers as academics at Islamic universities in Indonesia, as well as independent researchers, officials in various national agencies, leader of religious organizations, and interfaith activists.[20] According to the results of a tracer study from 2021 to 2019, graduates are hired within one year after graduation. 89 % of the alumni work in fields that match the graduate profile, namely religious educators (teachers and lecturers), researchers, and religious leaders. The curriculum is regularly redesigned according to the tracer study results provided by CEDC.

POSITIONING WITHING THE HEI's OVERALL STRATEGIC CONCEPT

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[18] See https://studiagama.or.id/berita/ (last access on January 11, 2023)
[19] See self-evaluation report p. 19
[20] See self-evaluation report p. 20

<u>**All study programmes**</u>

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.[21]

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 curriculum of the **Islamic Religious Education** programme is designed to accommodate diversity, as present in Indonesia such as ethnicity, language, culture, and religion. In line with the University's vision, the **Arabic Language Education** programme is determined to be prominent and excellent in Arabic language education based on the integration of Islam and science. The **Religious Studies** programme is in line with the Strategic Plan of the Faculty of Ushuluddin and Islamic Thought 2020-2024 based on integrating and developing Islamic theological sciences (ushul al-din) with social humanities.

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, who named this as one of the main reasons for taking up their studies at this University.

In order to strengthen the position of **Religious Studies**, the University examined the educational market through feedback from various stakeholders (students, graduates, employers, experts, etc).

Within the framework of positioning in the labour market, the panel assesses the demand in the local market as high. 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.

In **Religious Education** the University analysed the job market for graduates through a tracer study and the curriculum is regularly redesigned according to the results provided by CEDC.

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[21] Tridharma of Higher Education (teaching, research and community service)

In addition, the study programmes are convincingly integrated into 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 - especially with regard to the integration of Islamic ethical values, which the panel praises (see appraisal in chapter 3.1).

		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		RS	IRE, ALE		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")		RS	IRE, ALE		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

<u>All study programmes</u>

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).

Admission procedures of the Bachelor programmes adhere to the regulation of the Indonesian government, which consists of three paths of students' enrolment conducted nationally and simultaneously, i.e.:

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.[22]
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.[23]
c. **Independent Path by Sunan Kalijaga Admission Centre (Mandiri Path)**.[24] Meanwhile, there are three types of independent path 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

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[22] See https://www.um-ptkin.ac.id (last access on January 10, 2023)
[23] See https://www.span-ptkin.ac.id (last access on January 10, 2023)
[24] See https://admisi.uin-suka.ac.id/ (last access on January 10, 2023)

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.[25]

COUNSELLING FOR PROSPECTIVE STUDENTS

For the information regarding the selection of new students at UIN Sunan Kalijaga, the Admission Center provides information services through the website[26], 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 Email[27] or Social Media[28]. A FAQ[29] feature is provided which answers the most frequently 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' websites[30] 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.[31]

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[25] The detailed information can be seen at http://pld.uin-suka.ac.id/p/admisi.html (last access on January 10, 2023)
[26] See https://admisi.uin-suka.ac.id/ (last access on January 10, 2023)
[27] admisi@uin-suka.ac.id), pai@uin-suka.ac.id, saa@uin-suka.ac.id
[28] IRE: https://instagram.com/prodipaiuinsuka/; ALE: https://linktr.ee/pbauinsuka; RS: https://instagram.com/saauinsuka/
[29] See https://admisi.uin-suka.ac.id/faq (last access on January 10, 2023)
[30] IRE: http://pai.uin-suka.ac.id; ALE: https://pba.uin-suka.ac.id/ ; RS: http://saa.uin-suka.ac.id (last access on January 10, 2023)
[31] https://admisi.uin-suka.ac.id (last access on January 10, 2023)

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 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.

During the on-site visit, the panel learned that students need a TOEFL score of 500 to participate in the international classes of IRE and ALE.

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 admission[32] and the official page of UIN Sunan Kalijaga Yogyakarta[33].

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

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[32] http://admisi.uin-suka.ac.id (last access on January 10, 2023)
[33] https://uin-suka.ac.id/en (last access on January 10, 2023)

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.[34]

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.[35]

c. **Independent Path by Sunan Kalijaga Admission Centre**: Presents announcements of participants' selection results online.[36] 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.

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 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 Center 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.

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[34] https://www.span-ptkin.ac.id/web/site/login (last access on January 10, 2023)
[35] https://www.um-ptkin.ac.id/home/information (last access on January 10, 2023)
[36] https://admisi.uin-suka.ac.id (last access on January 10, 2023)

		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.

Islamic Religious Education (IRE) – Bachelor of Education

Table 4: Curriculum of Islamic Religious Education

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	Modul 1	20								1000	2400			20/159
NAS410001	Pancasila	2								100	240	L/T/S	Project Essay/Presentation	
NAS410002	Citizenship	2								100	240	L/T/S	Project Essay/Presentation	
NAS410003	Indonesian	2								100	240	L/T/S	Project Essay/Presentation	
PAI414001	Educational Science	4								200	480	L/T/S	Project Essay/Presentation	
USK411001	Introduction to Islamic Studies	4								200	480	L/T/S	Project Essay/Presentation	
USK411002	Ulum al Qur'an	2								100	240	L/T/S	Project Essay/Presentation	
USK411003	Ulum al Hadith	2								100	240	L/T/S	Project Essay/Presentation	
USK411006	Islamic Civilization	2								100	240	L/T/S	Project Essay/Presentation	

Code	Name												
M2	**Modul 2**	22						80	70				22/159
PAI414002	Science phylosophy	2						200	240	L/T/S	Project Essay/Presentation		
PAI414003	Inclusive Education	3						300	360	L/T/S	Project Essay/Presentation		
PAI414004	Basic Psychology	2						200	240	L/T/S	Project Essay/Presentation		
PAI414005	History of Islam	7						700	840	L/T/S	Project Essay/Presentation		
PAI414006	Fiqh 1	4						400	480	L/T/S	Project Essay/Presentation		
USK411004	Islam and Science	2						200	240	L/T/S	Project Essay/Presentation		
USK411005	Islam and Social Sciences Humanities	2						200	240	L/T/S	Project Essay/Presentation		
M3	**Modul 3**		24										24/159
PAI414007	Islamic Education Philosophy		3					300	360	L/T/S	Project Essay/Presentation		
PAI414008	Fiqh 2		4					400	480	L/T/S	Project Essay/Presentation		
PAI414009	Arabic language		2					200	240	L/T/S	Project Essay/Presentation		
PAI414011	Educational Psychology		4					400	480	L/T/S	Project Essay/Presentation		
PAI414012	Living Al-Quran Hadith		6					600	720	L/T/S	Project Essay/Presentation		
PAI414013	Educational Communication		3					300	360	L/T/S	Project Essay/Presentation		
PAI414024	Entrepreneurship Education		2					200	240	L/T/S	Project Essay/Presentation		
M4	**Modul 4**			23									23/159
PAI414010	Developmental Psychology of Students			2				200	240	L/T/S	Project Essay/Presentation		
PAI414014	Curriculum Development			5				500	600	L/T/S	Project Essay/Presentation		
PAI414016	Aqidah Akhlaq 1			4				400	480	L/T/S	Project Essay/Presentation		
PAI414017	Multicultural Education and Religious Moderation			4				400	480	L/T/S	Project Essay/Presentation		
PAI415015	Education administration			2				200	240	L/T/S	Seminar Paper		
PAI415018	English			4				400	480	L/T/S	Project Essay/Presentation		
PAI415025	Anthropology-Sociology of Education			2				200	240	L/T/S	Project Essay/Presentation		

		S1	S2	S3	S4	S5	S6	S7	S8					/159
M5	**Modul 5**					**28**								**28/159**
PAI414019	PAI Learning Strategy					6				600	720	L/T/S	Project Essay/Presentation	
PAI414020	Aqidah Akhlaq 2					4				400	480	L/T/S	Project Essay/Presentation	
PAI414021	Student Counseling Guidance					3				300	360	L/T/S	Project Essay/Presentation	
PAI414022	Quantitative Research Methodology					4				400	480	L/T/S	Seminar Paper	
PAI425023	Current issues in education*					2				200	240	L/T/S	Project Essay/Presentation	
PAI425026	Independent Project*					4				400	480	L/T/S	Project Essay/Presentation	
PAI425027	Soft Skill Education*					2				200	240	L/T/S	Project Essay/Presentation	
PAI425028	Digital Information Literacy*					3				300	360	L/T/S	Project Essay/Presentation	
M6	**Modul 6**						**28**							**28/159**
PAI414029	Qualitative Research Methodology						4			400	480	L/T/S	Seminar Paper	
PAI414030	PPL (Micro Teaching)						2			200	240	L/T/S	Project Essay/Presentation	
PAI414031	PAI Learning Evaluation						4			400	480	L/T/S	Project Essay/Presentation	
PAI414032	Media Literacy and PAI learning technology						4			400	480	L/T/S	Project Essay/Presentation	
PAI415033	Educational Business Practice						6			600	720	L/T/S	Project Essay/Presentation	
PAI425034	Qiratul Kutub*						2			200	240	L/T/S	Project Essay/Presentation	
PAI425035	Professional Development*						2			200	240	L/T/S	Project Essay/Presentation	
PAI425036	Big Data Literacy*						4			400	480	L/T/S	Project Essay/Presentation	
M7	**Modul 7**							**8**						**8/159**
USK412002	Integrative PLP-KKN							8		800	1360	L/T/S	Project Essay/Presentation	
M8	**Modul 8**								**6**					**6/159**
USK413006	Thesis								6	600	1020	L/T/S	**Dissertation**	
C	**Seminar Proposal**													**0/159**
	total	20	22	24	23	28	28	8	6	7950	19080			

L:	Lecture
S:	Seminar
T:	Tutorial

*elective course

Students are required to take

- three courses (6 SKS credits) of national characteristics,
- six courses (14 SKS credits) that characterise the University,
- 17 courses (87 SKS credits) as main courses of the study programme,
- nine supporting courses (30 SKS credits) and
- five elective courses (10 SKS credits).

Arabic Language Education (ALE) – Bachelor of Education

Table 5: Curriculum of Arabic Language Education

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
Semester 1		**20**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**231**	**280**			**20 / 144**
M1	**Modul 1**													
NAS410003	Bahasa Indonesia (Indonesian Language)	2								23	28	L	Exam Paper (90 Min)	
M2	**Modul 2**													
PBA415003	Dasar-dasar Pendidikan dan Pembelajaran (Fundamentals in Education and Learning)	2								23	28	L	Exam Paper (90 Min)	
M3	**Modul 3**													
PBA414001	Ilm al-Ashwat (Phonology)	2								23	28	L	Exam Paper (90 Min)	
M4	**Modul 4**													
PBA414002	Ilm al-Manthiq (Logics)	2								23	28	L	Exam Paper (90 Min)	
M5	**Modul 5**													
NAS410002	Kewarganegaraan (Citizenship)	2								23	28	L	Exam Paper (90 Min)	
M6	**Modul 6**													
NAS410001	Pancasila	2								23	28	L	Exam Paper (90 Min)	
M7	**Modul 7**													
USK411003	Ulum Al-Hadis (Hadith sciences)	2								23	28	L	Exam Paper (90 Min)	
M8	**Modul 8**													
USK411002	Ulum Al-Qur'an (Quranic sciences)	2								23	28	L	Exam Paper (90 Min)	
M9	**Modul 9**													
USK411001	Pengantar Studi Islam (Introduction to Islamic Studies)	4								47	56	L	Exam Paper (120 Min)	
Semester 2		**0**	**20**	**0**	**0**	**0**	**0**	**0**	**0**	**231**	**280**			**20 / 144**
M10	**Modul 10**													
PBA414005	Al-Imla' (Basic Writing)		2							23	28	L	Exam Paper (90 Min)	
M11	**Modul 11**													
PBA414006	Al-Nahw al-Nadzoriy (Theoritical Grammar)		2							23	28	L	Exam Paper (90 Min)	
M12	**Modul 12**													
PBA415008	Filsafat Ilmu (Philosophy of Science)		2							23	28	L	Exam Paper (90 Min)	
M13	**Modul 13**													
USK411005	Islam dan Ilmu Sosial Humaniora (Islam and Socio-Humanity Sciences)		2							23	28	L	Exam Paper (90 Min)	
M14	**Modul 14**													
USK411004	Islam dan Sains (Islam and Sciences)		2							23	28	L	Exam Paper (90 Min)	
M15	**Modul 15**													
USK411006	Peradaban Islam (Islamic Civilization)		2							23	28	L	Exam Paper (90 Min)	
M16	**Modul 16**													
PBA415007	Psikologi Pendidikan (Educational Psychology)		2							23	28	L	Exam Paper (90 Min)	
M17	**Modul 17**													
PBA414004	Al-Istima' (Listening)		6							70	84	L	Exam Paper (120 Min)	

Semester 3		0	0	24	0	0	0	0	0	280	336			**24 / 144**
M18	**Modul 18**													
PBA414011	Al-Khath (Arabic Caligraphy)			2						23	28	L	Exam Paper (90 Min)	
M19	**Modul 19**													
PBA415015	Perencanaan Pembelajaran Bahasa Arab (Arabic Learning Plan)			2						23	28	L	Exam Paper (90 Min)	
M20	**Modul 20**													
PBA415014	Telaah Kurikulum dan Materi Bahasa Arab MI/MTs/MA (Analysis of Curriculum and Arabic Materials for Elementary and Secondary Schools)			2						23	28	L	Exam Paper (90 Min)	
M21	**Modul 21**													
PBA414012	Al-Nahw al-Wadzifiy (Fuctional Grammar)			4						47	56	L	Exam Paper (120 Min)	
M22	**Modul 22**													
PBA414010	Al-Qira'ah al-Asasiyah (Basic Reading)			4						47	56	L	Exam Paper (120 Min)	
M23	**Modul 23**													
PBA414013	Al-Sharf (Morphology)			4						47	56	L	Exam Paper (120 Min)	
M24	**Modul 24**													
PBA414009	Al-Kalam (Speaking)			6						70	84	T	Oral Exam (120 Min)	

Semester 4		0	0	0	24	0	0	0	0	280	336			**24 / 145**
M25	**Modul 25**													
PBA415021	Desain Grafis dan Multimedia Editing (Graphic Design and Multimedia Editing)				2					23	28	L	Project Assigment	
M26	**Modul 26**													
PBA415022	Penulisan Bahan Ajar Bahasa Arab (Writing Arabic Learning Materials)				2					23	28	L	Project Assigment	
M27	**Modul 27**													
PBA414016	Al-Khithabah wa al-Munadzarah (Arabic Speech and Debate)				4					47	56	L	Oral Exam (120 Min)	
M28	**Modul 28**													
PBA414017	Al-Muthala'ah (Advance Reading)				4					47	56	L	Exam Paper (120 Min)	
M29	**Modul 29**													
PBA414018	Al-Tarjamah min al-Arabiyah ila al-Indunisiyah (Arabic-Indonesian Translation)				4					47	56	L	Project Translation	
M30	**Modul 30**													
PBA414019	Ilm al-Lughah al-Tathbiqiy (Applied Linguistics)				4					47	56	L	Exam Paper (120 Min)	
M31	**Modul 31**													
PBA415020	Metode dan Strategi Pembelajaran Bahasa Arab (Method and Strategy in Arabic Learning)				4					47	56	L	Presentation	

		0	0	0	0	24	0	0	0	280	336			24 / 144
	Semester 5													
M32	**Modul 32**													
PBA414025	Al-Tarjamah min al-Indunisiyah ila al-Arabiyah (Indonesian-Arabic Translation)					2				23	28	L	Project Translation	
M33	**Modul 33**													
PBA414024	Al-Balaghah wa al-Nushush al-Adabiyah (Arabic Stylistics and Literature Texts)					4				47	56	L	Exam Paper (120 Min)	
M34	**Modul 34**													
PBA414023	Al-Insya' al-Tahririy (Free Composition)					4				47	56	L	Exam Paper (120 Min)	
M35	**Modul 35**													
PBA415027	Evaluasi Pembelajaran Bahasa Arab (Arabic Learning Evaluation)					4				47	56	L	Exam Paper (120 Min)	
M36	**Modul 36**													
PBA415026	Inovasi Media Pembelajaran Bahasa Arab (Innovative media for Arabic Learning)					4				47	56	L	Project Media	
M37	**Modul 37**													
PBA415028	Statistika Pendidikan (Educational Statistics)					4				47	56	L	Exam Paper (120 Min)	
M38	**Modul 38**													
PBA425029	Manajemen Pendidikan* (Educational Management)					2				23	28	L	Exam Paper (90 Min)	

		0	0	0	0	0	24	0	0	280	336			24 / 144
	Semester 6													
M39	**Modul 39**													
PBA415038	Micro Teaching						2			23	28	L	Peer Teaching practice	
M40	**Modul 40**													
PBA414030	Al-Kitabah al-Akadimiyah (Academic Writing)						4			47	56	L	Exam Paper (120 Min)	
M41	**Modul 41**													
PBA415035	Metode Penelitian Pendidikan Bahasa Arab (Rasearch Method for Arabic Language Education)						4			47	56	L/S	Project Essay	
M42	**Modul 42**													
PBA424033	Al-Arabiyah Li al-Aghradl al-Khashah* (Arabic for Specific Purposes)						2			23	28	L	Exam Paper (120 Min)	
M43	**Modul 43**													
PBA424032	Al-Arabiyah al-Mu'ashirah* (Contemporary Arabic)						2			23	28	L	Project Essay	
M44	**Modul 44**													
PBA425036	Edupreneurship*						2			23	28	L	Presentation	
M45	**Modul 45**													
PBA424031	Ilm al-Dalalah* (Semantics)						2			23	28	L	Exam Paper (90 Min)	
M46	**Modul 46**													
PBA424034	Seminar Bahasa Arab* (Seminar on Arabic Language)						2			23	28	L/T/S	Presentation	
M47	**Modul 47**													
PBA425037	English for Academic Purposes*						4			47	56	L	Exam Paper (120 Min)	

		0	0	0	0	0	0	10	0	12	245			10 / 144
	Semester 7													
M48	**Modul 48**													
PBA414040	Seminar Proposal Tugas Akhir (Thesis proposal seminar)							1		12	14	L/T/S	Project Essay	
M49	**Modul 49**													
PBA414039	Ujian Komprehensif (Comprrehensive Exam)							1		0	26	T/S	Project Essay	
M50	**Modul 50**													
USK412002	PLP-KKN Integratif (Integrated Teaching Practice and Community Services)							8		0	205	T/S	Project Essay	

	Semester 8	0	0	0	0	0	0	0	6	0	154			6 / 144
M51	Modul 51													
USK413006	Skripsi Berbahasa Arab (Arabic thesis)								6	0	154	T/S	Thesis	

total		20	20	24	24	24	24	10	6	1594	2303	

L:	Lecture
S:	Seminar
T:	Tutorial

Religious Studies (RS) – Bachelor of Religion

Table 6: Curriculum of Religious Studies

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	Modul 1	20								230	560			20/144
SAA414001	Akhlaq-Tasawuf	2								23	56	L	mid semester and final semester exams (2x 60 min)	
NAS410003	Indonesian Language	2								23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414002	General Philosophy	2								23	56	L	mid semester and final semester exams (2x 60 min)	
NAS410001	Pancasila	2								23	56	L	mid semester and final semester exams (2x 60 min)	
USK411006	Islamic Civilization	2								23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414003	Tauhid	2								23	56	L	mid semester and final semester exams (2x 60 min)	
USK411003	Ulum al-Hadith	2								23	56	L	mid semester and final semester exams (2x 60 min)	
USK411002	Ulum al-Qur'an	2								23	56	L	mid semester and final semester exams (2x 60 min)	
USK411001	Introduction to Islamic Studies	4								47	112	L	mid semester and final semester exams (2x 60 min)	

Code	Course	S1	S2						Contact	Workload	Type	Exam	Total
M2	**Modul 2**	**20**							**230**	**560**			**20/144**
NAS410002	Citizenship	2							23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414004	Research Methodology	2							23	56	L/P	Proposal of Research	
SAA414005	Introduction to Sociology-Anthropology	2							23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414006	Thematic Tafsir-Hadith	2							23	56	L	mid semester and final semester exams (2x 60 min)	
USK411004	Islam and Science	2							23	56	L	mid semester and final semester exams (2x 60 min)	
USK411005	Islam, Social and Humanities	2							23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414007	Introduction to Religious Studies	2							23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414008	Theories of Religions	3							35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414009	History of Religions	3							35	84	L/P	mid semester and final semester exams (2x 60 min)	
M3	**Modul 3**		**24**						**278**	**672**			**24/144**
SAA414010	Anthropology of Religion		2						23	56	L/P	mid semester and final semester exams (2x 60 min)	
SAA414011	Sociology of Religion		2						23	56	L/P	mid semester and final semester exams (2x 60 min)	
SAA414012	Philosophy of Religion		2						23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414013	Philosophy of Science		2						23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414014	Logic		2						23	56	L	mid semester and final semester exams (2x 60 min)	
SAA415015	Reading Texts		2						23	56	L	mid semester and final semester exams (2x 60 min)	
SAA414016	Phenomenology of Religion		3						35	84	L/P	mid semester and final	

Code	Course								Contact	Self-study	Form	Assessment	Ratio
												semester exams (2x 60 min)	
SAA414017	World Religions		3						35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414018	Psychology of Religion		3						35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414019	Religious Research Methodology		3						35	84	L/P	Proposal of Research	
M4	**Modul 4**			23					267	644			23/144
SAA415022	Qiraatul Kutub		2						23	56	L	mid semester and final semester exams (2x 60 min)	
SAA415023	Religion and Contemporary Issues		2						23	56	L/P	mid semester and final semester exams (2x 60 min)	
SAA425024	Leadership and Enterpreneurship		3						35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA425026	Cultural Studies		2						23	56	L/P	mid semester and final semester exams (2x 60 min)	
SAA415027	Hinduism		3						35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA415028	Judaism		3						35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA415028	Judaism		3						35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA415029	Comparative Religious Studies		4						47	112	L/P	mid semester and final semester exams (2x 60 min)	
SAA425020	Religious Minorities*		2						23	56	L	mid semester and final semester exams (2x 60 min)	
SAA425021	Interfaith and Cross-Cultural Communication*		2						23	56	L	mid semester and final semester exams (2x 60 min)	
M5	**Modul 5**			27					315	756			27/144
SAA414030	Religions in the Context of Indonesia				3				35	84	L/P	mid semester and final semester	

Code	Name					C1	C2		35h	84h	Type	Assessment	Ratio
												exams (2x 60 min)	
SAA414031	Shintoism					3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414032	Buddhism					3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414033	Internship*					3			35	84	F	Presentation/ Exam Paper (15 Min)	
SAA414025	New Religious Movements					3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414034	Islamic Sociology*					3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414035	Religious Symbols					3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414037	Orientalism and Occidentalism					3			35	84	L	mid semester and final semester exams (2x 60 min)	
SAA414038	Christianity					3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
M6	**Modul 6**					**27**			**315**	**756**			**27/144**
SAA414039	Confusianism						3		35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414040	Resolution of Religious Social Conflict						3		35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414041	Interreligious Relation						3		35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA414042	Hermeneutics						3		35	84	L	mid semester and final semester exams (2x 60 min)	
SAA414043	Community Development						3		35	84	F	Project Essay / Documenter Film	
SAA414044	Thesis Proposal Seminar						3		35	84	L/P	Proposal of Research	

SAA424036	Religion, Media and Information Technology*						3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA424036	Religion and Local Culture of Nusantara*						3			35	84	L/P	mid semester and final semester exams (2x 60 min)	
SAA425047	Spirituality and Misticism of Religions*						3			35	84	L	mid semester and final semester exams (2x 60 min)	
M7	**Modul 7**							**10**		**117**	**280**			10/144
SAA425045	Islamic Philoshopy*						3			35	84	L	mid semester and final semester exams (2x 60 min)	
SAA425048	Islamic Pshychology						3			35	84	L	mid semester and final semester exams (2x 60 min)	
USK42001	Community Service Program						4			47	112	F	Project Essay / Presentation	
M8	**Modul 8**							6		**70**	**168**			6/144
USK413006	Undergraduate Thesis							6		70	168	F	Thesis/ Presentation	
	Total	20	20	24	23	27	27	10	6	**1822**	**4396**			

L: Lecture, P: Practice, F: Field Practice

RATIONALE FOR DEGREE AND PROGRAMME NAME

Islamic Religious Education (IRE) – Bachelor of Education

The naming of study programmes in all universities in Indonesia is regulated in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 5 of 2017 Article 6 concerning Naming of Study Programmes in Higher Education. The study programme is named Pendidikan Agama Islam (PAI) (Islamic Religious Education).

According to the latest regulation, namely the Regulation of the Minister of Religious Affairs of the Republic of Indonesia number 38 of 2017 concerning Academic Degrees in Islamic Higher Education, the title for alumni of the study programme is Sarjana Pendidikan (S. Pd) (Bachelor of Education).

Arabic Language Education (ALE) – Bachelor of Education

The name of the study programme follows the Regulation of the Minister of Religious Affairs Number 33 of 2016 concerning Academic Degrees for Religious Higher Education.

According to the latest regulation, namely the Regulation of the Minister of Religious Affairs of the Republic of Indonesia number 38 of 2017 concerning Academic Degrees in Islamic Higher Education, the title for alumni of the study programme is Sarjana Pendidikan (S. Pd) (Bachelor of Education).

Religious Studies (RS) – Bachelor of Religion

The naming of study programmes in all universities in Indonesia is regulated in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 5 of 2017 Article 6 concerning Naming of Study Programmes in Higher Education.

The Bachelor of Religious Studies is called Strata 1 (S1) Study of Religions and the degree awarded is Sarjana Agama (S.Ag) (Bachelor of Religion).

INTEGRATION OF THEORY AND PRACTICE

Islamic Religious Education (IRE) – Bachelor of Education

As a teacher training programme, the curriculum is designed to facilitate students to understand the theoretical aspects of Islamic religious education, as well as the practical application of these theories in the classroom.

No	Skill	Practical Objectives	Sample of Courses
1	Teaching Islamic Religious Education in schools effectively	Applying learning theories in teaching about Islam	Learning strategies, media and technology of learning, micro teaching, field studies in schools.
2	Effective class management	Adequate understanding of the needs of students and assistance	Student Development, Educational Psychology, Educational Guidance and Counselling.
3	Conducting research on Islamic religious education in schools	Identifying issues in Islamic religious education and conducting research by following research ethics.	Research methodology, educational administration, Thesis
4	Edupreneur of Islamic religious education in schools	Applying edupreneur skills	Edupreneur in Islamic Education, Big Data Literacy, Community Engagement.
5	Addressing contemporary issues in Islamic religious education	Demonstrating moderate and inclusive understanding of Islam in the context of Islam	Religious Moderation, Inclusive Islamic Education

Arabic Language Education (ALE) – Bachelor of Education

No	Skill	Practical Objectives	Sample of Courses
1	Using Arabic language as language of instruction	Fluent communication in Arabic	*Istima'* (listening), *Kalam* (speaking), *Qira'ah* (reading), *Kitabah* (writing).
2	Teaching Arabic effectively	Applying theories of learning in teaching Arabic language	Planning in Arabic language learning, Arabic language learning models and methods, Arabic Language Learning Evaluation, micro teaching, Introduction to Field Education (PLP).
3	Research	Conducting research on Arabic language	Research methodology, Thesis
4	Entrepreneur	Applying entrepreneurship skills	Edupreunership
5	Arabic Translator	Translation of Arabic texts into Indonesian	Translation

No	Skill	Practical Objectives	Sampel of Course
6	Community engagement	Communication and cooperation with members of the community	(Compulsory Community Engagement)

Religious Studies (RS) – Bachelor of Religion

No	Skill	Practical Objectives	Sampel of Course
1	Teaching religious studies	Applying learning theories in teaching religious studies	Introduction to the Study of Religions, History of Religions, Interreligious Relations, Comparative Study Religion, Phenomenology of Religion, Theories of Religions, Religious Symbols, World Religions, Judaism, Christianity, Hinduism, Buddhism, Religion Shintoism, Confucianism, Introductory Islamic Studies, New Religious Movement, Spiritualism and Mysticism of Religions, Religion and Local Culture of the Nusantara
2	Research	Conducting research on socio-religious issues	Research Methodology, Religious Research Methodology, Thesis Proposal Writing
3	Religious and Community leader	Becoming a faith leader with expertise in certain fields in Applied Religious Studies (either based on community organisations, companies[37] or government), and contributing to a harmonious, civilized, socio-religious life with progressive value	Resolution of Religious and Social Conflict, Cultural Studies, Religion and Contemporary Issues, Interfaith and Cultural Communities, Interfaith Relations, Religious Minorities, Internship, Community Development, Leadership and Entrepreneurship, Community Service Program

INTERDISCIPLINARY THINKING

All study programmes

Interdisciplinary thinking at UIN Sunan Kalijaga is carried out systematically through an integrative-interconnective scientific study model.[38] The integration-interconnection paradigm provides a methodological scheme to integrate traditional Islamic disciplines and modern social and natural sciences.

Islamic Religious Education (IRE) – Bachelor of Education

Within eight semesters, students complete a study load of 147 SKS credits with a composition of 50 % Islamic and religious sciences, and 25 % Pedagogics and 25 % general sciences (such as research methods, Big Data Literacy, Inclusive Education).

In the second year, students get an understanding of the philosophical aspects of education. This means each subject emphasises fundamental-existential values in the study of Islamic education and its relation to universal humanistic values. In the third year, students discuss Islamic studies, pedagogy, methodology, and multicultural education. Through internship and community

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[37] Corporate Social Responsibility - CSR
[38] See self-evaluation report p. 35ff

engagement, students have the opportunity to apply the learning theories they have learned on campus.

Arabic Language Education (ALE) – Bachelor of Education

The study programme uses an interlinked-communicated information approach based on the assumption that "knowledge is interlinked-communicated information". In the first semester, students familiarise themselves with the integration-interconnection paradigm through subjects such as Islam and science, Islam and social humanities, and introduction to Islamic studies. In an introductory course in Islamic studies, for example, students are given the opportunity to conduct field studies where they will analyse obtained data by integrating Islamic normative perspectives and other disciplines.

Religious Studies (RS) – Bachelor of Religion

The graduates will encounter complex religious problems in a pluralistic society. The courses in the study programme are designed to allow students to develop better understanding of and deeper insight into complex religious phenomena by adopting various approaches and theories of humanities. Because of the nature of its subject matter (namely religion and religious practices), the curriculum is multidisciplinary, interdisciplinary, and transdisciplinary. For example, Interfaith and Cross-cultural Communication, Religion and Contemporary Issues, Religions in the Indonesian Context, Religion and Archipelagic (Nusantara) Local Cultures are among compulsory courses that use multidisciplinary, interdisciplinary, and transdisciplinary methods.

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.[39] This ethical aspect is implemented in teaching, research and community service. The socialisation of the rules for students is carried out by the Faculty through

- student orientation for new students,
- introduction to Campus Academic Culture,
- and makrab – an event in which new students familiarise themselves with UIN Sunan Kalijaga's campus culture.

Lecturers – through the submission of learning contracts, academic guidance, and mentoring – carry out socialisation. The code of ethics is included in relevant courses such as the Teacher Profession Program (TPP) course, including the teacher code of ethics, teacher professional code of ethics, and communication ethics. 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. Therefore, learning outcomes of the study programmes include the definition of attitudes and values. Furthermore, the integration of theory and practice as described requires the application of interdisciplinary ethics.

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[39] Rectoral Decree Number 151.1 of 2018

The implementation of Islamic values, the rule of law, and morality in speaking, and acting is a benefit when compared to other universities.

METHODS AND SCIENTIFIC PRACTISE

Islamic Religious Education (IRE) – Bachelor of Education

Students participate in the courses Quantitative Research Methodology and Qualitative Research Methodology. The learning objective is to understand the scientific method and its application in researching issues in Islamic education. In addition to theoretical aspects, students develop data collection instruments, analytical frameworks, compile research reports, and write academic papers. Learning activities include reviewing qualitative and quantitative research articles, writing papers, presentations, conducting mini research and writing research reports.

In addition, workshops on research methods are held, in preparation of research instruments, analysis of quantitative data, analysis of qualitative data, and workshops on compiling research reports. Final year students attend a special workshop called a research methodology clinic. Finally, students who pass the selection can become research assistants for their lecturers.

Arabic Language Education (ALE) – Bachelor of Education

The course Research Methodology equips students with theoretical knowledge about research methods and the practice of compiling research instruments and making research proposals. In the beginning, students review several theses and articles published in scientific journals to obtain the latest information about learning Arabic and be able to provide an assessment of previous works. To strengthen students' ability to analyse quantitative data, students participate in the Education Statistics course before the Research Methodology. In addition to these two courses, students receive a Thesis Writing Guide.

Religious Studies (RS) – Bachelor of Religion

The curriculum equips students with methodological competence that will enable them to conduct scientific work in the field of religious studies. Three courses are specifically designed for the purpose:
*   Research Methodology,
*   Religious Research Methodology,
*   Community Development, and
*   Thesis Proposal Seminar.

In addition, in every course, students compose research paper to demonstrate their understanding of the theoretical and practical aspects of the course and the ability to implement research methods and conduct scientific work.[40]

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

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[40] See self-evaluation report p. 38

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.

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 student's 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. Offering elective courses allows students to develop an individual profile and to acquire additional competences and skills.

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 applications. For example through community service, applying learning theories in teaching about Islam, conducting research on socio-religious issues or Arabic language.

There is evidence that the programmes qualify for interdisciplinary thinking. All programmes use the integration-interconnection paradigm, which provides a methodological scheme to integrate

traditional Islamic disciplines and modern social and natural sciences. The **Islamic Religious Education** programme consists of Islamic and religious sciences, Pedagogics and general sciences. The **Arabic Language Education** programme combines Islam with science and social humanities. The curriculum of **Religious Studies** includes multidisciplinary, interdisciplinary, and transdisciplinary methods.

The panel highlights that ethical aspects are implemented greatly within the curricula. Thus, the identification and reflection of ethical aspects is strongly promoted and considered key competences as well as an integral part of the study programmes' qualification objectives. Thus, the study programmes also aim to be in line with the spirit of integration and interconnection between religious ethical values and Western concepts. The code of ethics is included in relevant courses and learning outcomes of the study programmes include the definition of attitudes and values with the goal of building a 'good character'. Therefore, different ethical aspects and concepts represent the core of the study programmes. They ensure that students and graduates adhere to ethical aspects.

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, Religious Research Methodology, Education Statistics). 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.

In addition, all study programmes use several types of examinations (from written, oral to practical tests in the form of, for example, portfolios), 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		X			
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

MODULAR STRUCTURE

Projected study time	8 semesters
Number of Credit Points (CP)	IRE: 147 SKS credits ALE: 144 SKS credits RS: 144 SKS credits
Workload per CP	170 minutes (60 minutes independent study, 60 minutes assignment, 50 minutes contact hours)
Number of courses	IRE: 8 modules ALE: 51 courses RS: 8 modules
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.[41]

Islamic Religious Education (IRE) – Bachelor of Education

The study programme requires students to complete 41 courses (147 SKS credits) in a minimum of seven semesters and a maximum of 14 semesters.

Arabic Language Education (ALE) – Bachelor of Education

The students complete at least 144 SKS credits and a maximum of 150 credits consisting of compulsory and elective courses.

Religious Studies (RS) – Bachelor of Religion

This programme offers at least 144 SKS credits and maximum 157 SKS credits, which are completed in 8 semesters. The maximum study load for each semester is 24 credits.

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[41] See self-evaluation report p. 41

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.[42]

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.[43]

The feasibility of the study programmes' workload is explained as follows:

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[42] See self-evaluation report p. 41
[43] See self-evaluation report p. 43

1. Appropriate curriculum design: lectures can be taken in seven semesters with an additional time allowed of 14 semesters for an average of six to eight courses per semester with a total of 47 courses equivalent to 147 SKS credits.
2. Reasonable workload calculation, with a total of six to eight courses per semester or equivalent to 20-24 SKS credits. 55 hours per week will be spent by students to study.[44]
3. Appropriate support services as well as academic and general counselling for students. Each student has one academic supervisor. On average, one academic supervisor supervises 30-40 students or the equivalent of one regular class.

EQUALITY OF OPPORTUNITY

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, between groups, gender, social position, physical condition, politics, and economic strata of students.[45] 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 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 guidebooks related to gender accessibility and disability in the entire academic process, periodically provide socialization and workshops on related issues, monitor and evaluate the implementation process; and updating 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

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[44] 50 minutes of face-to-face lectures, 50 minutes of structured academic activities, 50 minutes of self-study activities) means 1 SKS credit = 150 minutes per week x 22 SKS credits = 3300 minutes = 55 hours per week.
[45] See self-evaluation report p. 44

Sunan Kalijaga states that it became the first inclusive campus within the National Islamic Religious Higher Education.[46] Efforts to realize inclusive campuses have been conducted since 2007 with the establishment of a Disabled Service Centre (PLD). This commitment is further realised 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.[47] 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 it affordable tuition fees and various scholarship opportunities for students with outstanding academic qualifications.[48]

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.[49]

There are disadvantages compensation for students with disabilities. It's 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 or modules 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.

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.

With regard to the feasibility of student workload, the faculty has a very good support system for its students (see also chapter 4.2). Although the calculated weekly workload is over 40 hours, the students have reported in the interview rounds that they do not consider the workload as too high. Moreover, the statistical data show that the average study duration is on average four years or even slightly less than four years.
In the opinion of the panel, the structure of the programmes is comprehensible and appears appropriate to enable the students to achieve the intended goals of the programme in the

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[46] See self-evaluation report p. 69 of cluster 5
[47] See self-evaluation report p. 69 of cluster 5
[48] See self-evaluation report p. 44
[49] 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.

designated time. Support in academic and general matters is ensured by the lecturers and study advisors.

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. The panel would also like to praise the use of sign language interpreters who support the deaf students in their studies.

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, such as schools and the community:

Student exchange: The aim is to broaden students' perspectives on Islamic education.

Internship: Students can gain work experience, with an internship period of 1-2 semesters.

Teaching Assistant: Students become teaching assistants at elementary, middle, or high schools.

Conducting Research: Students who are interested in conducting researcher are given the opportunity to do internships in research centres related to Islamic education.

Humanitarian Project: Islamic religious education students have the opportunity to be involved in humanitarian projects organised by international institutions such as UNESCO, UNICEF, WHO etc. and domestic institutions.

Entrepreneurial Activities: The study programme organises entrepreneurship activities.

Independent Project: Colleges or faculties can make independent studies to complete topics that are not included in the class schedule. Independent projects can be carried out in the form of cross-disciplinary group work.

Community Engagement: Through this activity, students are given the opportunity to engage with real issues of the community and take part in solving the issues using their knowledge. In addition, this activity helps students develop important soft skills such as the ability to build partnerships, the ability to work in teams with experts in various fields, leadership, and management.

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. Learning Methods are oriented towards a combination of teacher-centred learning (e.g. classroom teaching, demonstration, practice), student-centred learning (e.g. group discussions, problem-based learning) and research methodology (e.g. finding research ideas, writing research proposals / reports / papers, giving presentations). 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.

During the assessment the panel learned that all courses use blended learning (70 % face to face, 30 % online), including 70 % face to face and 30 % online teaching with synchronous and asynchronous methods.

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 Germany or India.

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 participate 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.

	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

All study programmes

The international outlook of the programmes is integrated into the individual courses of the curricula. Case studies with international topics are used to make comparisons with other

countries. Lecturers use Western textbooks and Islamic topics are compared or mixed with Western concepts. In addition, a language course in English and Arabic is anchored in the curricula to strengthen English skills and present an international academic atmosphere in the campus.

Table 7: International Contents and Intercultural Aspects

	Bachelor of IRE	Bachelor of ALE	Bachelor of RS
Intercultural	Student exchange, Field Study, Student Community Services, International Pilot Class, language traning	Student exchange, Field Study, Student Community Services, International Pilot Class, language traning	Student exchange, Field Study, Student Community Services, language traning
Content	Collaboration Research, 7 Courses	Collaboration Research, 21 Courses	Collaboration Research, 8 Courses
Activities (content & Intercultural)	Lecturer Exchange, Guest Lecturers International Seminar	Lecturer Exchange, Guest Lecturers International Seminar	Lecturer Exchange, Guest Lecturers International Seminar

Islamic Religious Education (IRE) – Bachelor of Education
Courses with international and intercultural aspects:
- Inclusive Education
- Big Data Literacy (elective)
- Multicultural education and religious moderation
- English
- Arabic language
- Sejarah Kebudayaan Islam
- Integrative PLP-KKN (Field Practice-Community Service Programme)
- PPL (Micro Teaching)

Arabic Language Education (ALE) – Bachelor of Education
Courses with international and intercultural aspects:
- Ilm al-Ashwat
- Al-Istima'
- Al-Imla'
- Al-Nahw al-Nadzoriy
- Al-Kalam
- Al-Qira'ah al-Asasiyah
- Al-Khath
- Al-Nahw al-Wadzifiy
- Al-Sharf
- Al-Khithabah wa al-Munadzarah
- Al-Muthala'ah
- Al-Tarjamah min al-Arabiyah ila al-Indunisiyah
- Ilm al-Lughah al-Tathbiqiy

- Al-Insya' al-Tahririy
- Al-Balaghah wa al-Nushush al-Adabiyah
- Al-Tarjamah min al-Indunisiyah ila al-Arabiyah
- Al-Kitabah al-Akadimiyah
- No Subject Credit
- Ilm al-Dalalah (elective)
- Al-Arabiyah al-Mu'ashirah (elective)
- Al-Arabiyah Li al-Aghradl al-Khashah (elective)
- English for Academic Purposes (elective)

Religious Studies (RS) – Bachelor of Religion
- Courses with international and intercultural aspects:
- World Religions
- Islam and Science
- Reading Texts
- Religious Minorities
- Qiraatul Kutub
- New Religious Movement
- Religion and Contemporary Issues
- Orientalism and Occidentalism
- Hermeneutics
- Shintoism
- Judaism
- Cultural Studies
- Buddhism
- Hinduism
- Confucianism
- Christianism
- Cross-religious and Cross-cultural Communication
- History of World Religions
- Spirituality and Mysticism of Religions (elective)

INTERNATIONALITY OF THE STUDENT BODY AND FACULTY

All study programmes
In principle, the study programmes currently have no or very 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.

UIN Suka provides educational services to international students by opening international classes (taught in English and Arabic) in **Islamic Religious Education** and **Arabic Language Education** and also providing scholarships at the undergraduate, masters and doctoral levels.

Some of the teaching staff of the programme have international experience. For example, some lecturers are graduates of universities abroad. They participate in international short courses in foreign universities,[50] give lectures in international conferences or at foreign universities, conduct research and international publications and are reviewers in international journals. These experiences then feed into the learning dimensions and content, providing students with global insights and networks. In addition, lecturers take part in international community engagement programmes, for example, in the Netherlands, India, Egypt, and Australia. Faculty members received research funding from international institutions (World Bank, ausAID, USAID, the Fulbright Programme).

FOREIGN LANGUAGE CONTENTS

<u>All study programmes</u>
The study programmes' foreign languages for verbal communication include English and Arabic, which corresponds to the material content and certain related subjects. The implementation can be seen in the learning modules delivered by the lecturers and the use of learning and teaching materials. The teaching materials, which are used in both digital and conventional formats, contain foreign language references to suit the needs of the material presented by the lecturers.

Table 8: Use of English and Arabic in the Study Programmes

Activities	IRE	ALE	RS
TOEFL (English) and TOAFL (Arabic) score before taking the thesis exam	400	400	400
Conducting lectures in English and Arabic	International Class	International Class	
Teaching material and references in English	√	√	√
Assignments and final assignments in English	√	√	√

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[50] Such as Eastern Michigan University (USA), Harvard University (USA), Utrecht University (Netherlands), Leiden University (Netherlands), Flinders University South Australia (Australia), University of South Australia (Australia), Western Sydney University (Australia), McGill University (Canada), Indiana University (USA)

Free language training (English)	√	√	√

Within the administration process, the students take a language placement test. Those who reach a score of minimum 500 can participate in the international classes of **Islamic Religious Education** and **Arabic Language Education**.

Furthermore, in **Arabic Language Education** students
- participate in the international Arabic language education student organisation, Ittihad at-Thalabah al-Lughah al-Arabiyah (ITHLA), and become facilitators in ITHLA activities in Islamic schools abroad;
- are grouped into small groups with a lecturer and a senior student to guide to discuss in Arabic (Al-Biah al-Arabiyah programme).

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** that the study programmes should take further measures to attract more international students.

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

The proportion of foreign language courses in the international classes (of Islamic Religious Education and Arabic Language Education) and required foreign language materials (English and Arabic) in all study programmes correspond with the qualification objectives of the study programmes.

During the assessment the panel learned that international classes are also planned for **Religious Studies**. For now, however, the panel **recommends** to provide more opportunities for the students to practice their English skills.

	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 Religious Education (IRE) – Bachelor of Education

To have a moderate and inclusive attitude towards diversity is one of the intended learning outcomes. For this reason, students must have skills such as understanding various diversity, including individual differences and group differences. In educational psychology courses and multiculturalism, as well as inclusive IRE Education student learn to deal with these individual and group differences.

Students get an understanding of differences in religion views in the subjects of al-Qur'an hadith, morals-sufism, history of Islamic culture (Islamic courses).

Diversity has the potential to create conflict. For this, students receive communication skills and skills to resolve conflicts (courses in multiculturalism and religious moderation, soft skills education, actual issues in education, and communication in education).

To ensure that graduates achieve multidisciplinary competences and skills, UIN Suka has the Academic Directorate, one of whose duties is to issue a Certificate of Companion Diploma (Surat Keterangan Pendamping Ijazah-SKPI). This transcript shows the activities carried out by each student in organisations, scientific events and competitions.

Arabic Language Education (ALE) – Bachelor of Education

To make students acquire the ability to communicate and speak in public, the study programme provides al-Kalam (Speaking) and al-Kitabah wa al-Munadharah (Speech and Debate) courses in the curriculum. Students gain learning strategies in group discussions, role play, and active debate. As for leadership skills and conflict management at the workplace, the study programme provides Education Management courses. In addition, students have the opportunity to be actively involved in student organisation activities, both intra-campus and extra-campus. Students will also acquire adequate contextual knowledge and skills when they carry out integrative Field Practice-Community Service Program (PPL-KKN integrative) in the community.

Religious Studies (RS) – Bachelor of Religion

Within the study programme, students participate in Leadership and Entrepreneurship courses. Furthermore, they are required to do community service (KKN) which allows them to find the relevance of the theories they learn to the communities they serve. Students obtain the following skills: Teaching skills, analysing social problems, communication skills, and conflict resolution, especially those related to religious issues.

Appraisal:

UIN Suka offers students various opportunities through courses and the community service to acquire communication and public speaking skills as well as teamwork skills. As part of the curricula and didactical measures, students gain extensive support in public speaking or conflict management skills through group work and debate. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The interviews

with the group of students also indicated that they were satisfied with the provision of multidisciplinary competences.

	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 Religious Education (IRE) – Bachelor of Education

Acquired skills are in line with the profiles of the graduates as religious teachers in schools and as edupreneurs. Skills supporting the profile as a religion teacher in schools include teaching skills, classroom management skills, students' understanding skills, and communication skills in addressing the diversity of students in the classroom. Other skills that support edupreneurs include practical entrepreneurship skills through field practice and Community Service Programme courses.

Furthermore, students gain data processing skills through quantitative and qualitative research methodology courses as well as skills in using technology through big data literacy courses.

The study programme also organises workshops to develop skills, such as graphic and multimedia design, assertive communication skills, IT Network Programming, educational laboratory management training, management for Islamic Education Institutions.

Arabic Language Education (ALE) – Bachelor of Education

To ensure graduates have the opportunity to work in their field of expertise, the ALE study programme provides field practice-community service program (FP-CSP) courses. This course consists of internships and community engagement in schools and madrasas.

In addition, to prepare students to navigate the job market in the era of the industrial revolution 4.0, the study programme also provides Graphic Design and Multimedia Editing courses, as well as Arabic Language Learning Media Innovation. These two courses equip students with digital literacy skills.

Religious Studies (RS) – Bachelor of Religion

The study programme provides Leadership and Entrepreneurship courses to improve communication skills and entrepreneurial skills. This course allows students to explore various career options for an expert in religious studies. Furthermore, prior to graduation, students attend a special programme where they are briefed on the current opportunities and challenges in the job market.

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. Extraordinary lecturers teach part-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 9: Permanent Lecturers of IRE, ALE and RS

Position	IRE	ALE	RS
Professor	6	3	5
Doctor	16	6	5
Master	14	10	5
Total	**36**	**19**	**15**

ACADEMIC AND DIDACTICAL QUALIFICATION

<u>All study programmes</u>
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 Center 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.

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 Religious Education (IRE) – Bachelor of Education

The lecturers of the study programme have different practical experiences. Most of lecturers practice experience is related to seminars, workshops, training, and educational institutions. A number of IRE lecturers are consultants in the area of education and parenting, curriculum development or marriage procession.

Arabic Language Education (ALE) – Bachelor of Education

Lecturers have practical experiences as

- consultants or experts in institutions and industries,
- editors or peer review partners in accredited national journals and international journals,
- resource persons in workshops at universities and institutions,
- keynote speakers (plenary speakers or invited speakers) in conferences and seminars, and
- guest lecturers (visiting scholar/professor) at universities in Indonesia and abroad.

In addition, many lecturers have positions in religious organisations/institutions, such as Muhammadiyah, Nahdlatul Ulama, Ministry of Religion, Formal and Non-Formal Education Foundations.

Religious Studies (RS) – Bachelor of Religion

Almost all the lecturers of the study programme hold positions in regular religious preaching sets in their respective communities or neighborhoods. This aspect is also formally required by the University and PTKI systems at the national level.

Furthermore, many lecturers have positions in religious organisations/institutions, such as Muhammadiyah, Nahdlatul Ulama, or MUI (Indonesian Ulema Council). Activities in these organisations/institutions are closely related to understanding the Qur'an in the current Indonesian context and conveying its message to the public. Lecturers are also Hajj instructors (KBIH, Hajj Guidance Group), Interreligious Dialogue Forum (FKUB, Religious Communication Forum), and Rukyatul Hilal Indonesia.

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.

Table 10: Internal Cooperation

	Aspect/Levels	Examples
Three Main Duties	Teaching	Parts of team teaching, formulating lesson plans, materials, etc.
	Research	Collaborating in research projects
	Community Service	Collaborating in community service projects
Managerial/ Administrative (additional, not compulsory)	Programme	Becoming head or secretary of the programme; managing the programme
	Faculty	Becoming parts of the board of the faculty managers
	University	Becoming members or leaders of university organs
	Others (research centers, supporting units)	Becoming managerial staff of a supporting unit

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.

The teachers of the international classes of **Islamic Religious Education** and **Arabic Language Education** do team teaching with the lecturers of the same courses taught in Bahasa. During the on-site visit, the panel learned that the lecturers develop i.a. the study plan, materials and literature for the courses together.

STUDENT SUPPORT

All study programmes

The programmes facilitates the student guidance process by assigning Academic Supervisors. Each student has an Academic Advisor who can be a consultant for students to consult 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.

The amount of funds allocated to students – to support their academic and non-academic activities – is Rp. 20,000,000 (twenty million) per student per semester.

Table 11: 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 join-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 corresponds to the requirement of the programme to integrate theory and practice. Teachers are active as, for example, consultants or have positions in religious organisations/institutions.

Internal collaboration and coordination is ensured by the faculty and can be seen in the teaching cooperation (for international classes). From the panel's point of view, the student support by the faculty is noteworthy. As affirmed by students during the 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.[51] 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;
- coordinate the implementation of fieldwork practice activities;
- coordinate community service activities by study programme lecturers;
- organise supporting activities for other study programmes.

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[51] 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.

Table 12: 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 services at the Faculty level are carried out under the auspices of a Head of Administration (Head of TU):

1. Head of the academic sub-section: Academic affairs at the faculty (six staff members).
2. Head of the general sub-section: Matters related to general matters such as facilities and infrastructure (six staff members).
3. Head of the finance sub-section: Financial affairs of the faculty (eight staff members).

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. In IRE, ALE and RS two staff members per study programme assist in the administration service. They provide academic administration services for students, lecturers, and for the study programme itself. Academic services for lecturers are, for example: Preparing lecture journals, inputting lecture journals into the system, distributing teaching schedules to lecturers, preparing for the final exam procession (thesis) ranging from proposal seminars to thesis munaqosyah exams. Services for study programmes are, for example: Designing lecture schedules, preparing data needed by study programs for the preparation of the study programme Performance Index.

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 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 Moneley) (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.

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.

Faculty members and students are supported by the administration in organising the programme. There is sufficient administrative staff available. 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

<u>**All study programmes**</u>
Cooperation cover the fields of
- **education** (student exchange and academic visits at national and international universities, training resource persons, workshops, and resource persons in seminars. At the local level, the collaboration includes further studies, and Integrative PLP-KKN (Introduction of Education Field-Community Service Program);
- **research**, and
- **community service**.

MOU are signed between the parties.

<u>**Islamic Religious Education (IRE) – Bachelor of Education**</u>
Student exchange and academic visits at national and international universities in Indonesia for example: Universitas Gadjah Mada, Yogyakarta State University, University of Indonesia, Indonesian Education University-Bandung-West Java; Kediri State Islamic Institute-East Java; Salatiga State Islamic Institute-Central Java; Yogyakarta Muhammadiyah University, Semarang State University, Central Java.
Cooperations with foreign universities, for example in Thailand and Malaysia.

IRE collaborates with the local government of Tasikmalaya and schools in Yogyakarta for PPL and PLP practices: IN North Sumatra, IAINU Kebumen, IAIN Sultan Amai Gorontalo, Illinois University-USA, Alive International, The Asia Foundation, Schools Indonesia Singapore, University Putra Malaysia (UPM) Selangor, National University Malaysia (UKM), International Islamic School, IIUM Malaysia, Aligarh Muslim University, and Abdullah School AMU, Jaipur.[52]

Arabic Language Education (ALE) – Bachelor of Education
Research is carried out at the national and international levels: Publishing at Nagoya University and Tokyo University in Japan, International Seminars, International Journals, Study Programme Benchmarking, Community Development, and International Collaborative Research.

The study programme established cooperation for community service at the international, national and local levels. Among them are collaborations with The Asia Foundation, educational institutions for PPL service and practice such as MGMP Arabic for MTs Yogyakarta, Arabic MGMP for MA Yogyakarta, UIN Raden Intan Lampung, UIN Purwokerto, IAIN Curup, and IAIN Surakarta.

International collaborations include student exchange programmes, international seminars, PLP-KKN abroad, Asia Foundation international workshops, community service academic development programmes in Thailand and Malaysia. Meanwhile, cooperation in the national scope includes community service activities and academic development, KKNI workshops, Training and Seminars on Value Based Education.

Religious Studies (RS) – Bachelor of Religion
Religious Studies Department collaborates with several institutions: Center for Religious and Cross Cultural Studies UGM Yogyakarta, Pontianak State Islamic Institute, Government of Sleman Regency, Palangkaraya State Christian Institute, Indonesian Embassy in Cambodia, Indonesian Embassy in Lebanon, Payab University, International Islamic University of Malaysia.[53]
During the on-site visit, the panel learned that RS is doing joint research with universities at the national and international level.

COOPERATION WITH BUSINESS ENTERPRISES AND OTHER ORGANISATIONS

Islamic Religious Education (IRE) – Bachelor of Education
The study programme collaborates with educational institutions: Elementary schools, middle schools, high schools, and universities. IRE provided curriculum training to universities such as the Kediri State Islamic Institute (IAIN) (Indonesia), Salatiga IAIN (Indonesia), and Yogyakarta Muhammadiyah University (Indonesia). Workshops on learning methods and strategies at Semarang State University (Indonesia), Muhammadiyah Tiga School (Indonesia), Muhammadiyah Seven School (Indonesia), and Madrasah Aliyah Negeri Sleman City (Indonesia).
The cooperation include workshops on learning methods in the Independent Learning Curriculum-Independence Campus, workshops for early childhood education, Islamic Family Parenting

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[52] http://kerjasama.uin-suka.ac.id (last access on January 23, 2023)
[53] https://kerjasama.uin-suka.ac.id/ (last access on January 23, 2023)

Training, Sex Education Workshops for Adolescents, and Trainer Services in the Religion Teacher Professional Programme in Schools. MOU are signed between the parties.

Arabic Language Education (ALE) – Bachelor of Education
The study programme collaborates with partner institutions such as the Ministry of Religion, the World Arabic Language Council, UTHN Malaysia, Arlic, and The Asia Foundation. MOU are signed between the parties.

Religious Studies (RS) – Bachelor of Religion
There are partner institutions such as FKUB, Ministry of Religion, Tourism Officials, MUI, MATAKIN, PGI, WALUBI, KWI, INTERFIDE, ASAI, and Srikandi Cross Faith. This is an effort of dedication and self-development for students of RS with the community. 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 Team, 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 online[54].The service hour of the library starts at 8 a.m. and ends at 7 p.m..

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. 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).[55] In addition to textbooks and journals, students can also access published final assignments.[56]

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. The teaching rooms and laboratories are equipped with state-of-the-art technology. The panel noted very positively that all classrooms used are equipped with cameras and whiteboards. The panel also favoured the podcast room, which is also available to students outside of their studies. Access to the internet via wireless LAN is free of charge and 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'.

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[54] http://lib.uin-suka.ac.id/ (last access on January 24, 2023)
[55] https://lib.uin-suka.ac.id/database-e-journal/ (last access on January 24, 2023)
[56] The total collections include 157.022 books, 3.832 final assignments, and 12.206 references, and 26 e-journal sites.

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

4.4   Additional services

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.[57] During the on-site visit, the panel learned that information about events und 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).

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

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 seek 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.
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.

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)

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 funds[58].
4. Funds sourced from the community in the form of grants obtained from the community or other bodies (CSR, Waqf, Foundation, Alghazali).

The management and use of funds follows the following scheme:
a. The University through the Faculty announces that each study programme prepares a Ministry/Agency Budget Work Plan (RKAK/L).
b. The study programme identifies the needs by referring to the Tri Dharma of Higher Education and pour the identification results into the study programme's RKAKL.
c. The University through the Faculty analyses and approves the RKAKL.
d. The study programme uses approved funds by carrying out study programme activities and
e. the study programme reports the use of funds to the University through the Faculty.

Appraisal:

UIN Suka is financed by the state. The programmes are additionally 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		

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[58] 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.[59]

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[59] 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.[60]

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

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[60] https://lpm.uin-suka.ac.id/ (last access on January 10, 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.[61]

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.[62] 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

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[61] IRE: https://pai.uin-suka.ac.id, ALE: https://pba.uin-suka.ac.id/, RS: https://saa.uin-suka.ac.id, Quality Assurance Institute: https://lpm.uin-suka.ac.id/id (last access on January 10, 2023)
[62] 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.

evaluate human resources, finance, facilities and infrastructure, education, research, community service, and the outcomes and achievements of the tri dharma.

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:

Profile of study programmes
- Brief history, vision, and mission, graduate profiles,
- organisational structure,
- accreditation, and
- brief profiles of lecturers.

Academic information
- Academic guidelines,
- curriculum,
- academic calendar,
- class schedules, and
- list of permanent lecturers of the study programme.

Student matters
- Achievements,
- Scholarships, and
- alumni statistics.

Similarly, there is a link between cooperation and activities conducted by study programmes.

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.[63]

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

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[63] 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.

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.

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 Religious Education (S.Pd)
2. Arabic Language Education (S.Pd)
3. Religious Studies (S.Ag)

		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		RS	IRE, ALE		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")		RS	IRE, ALE		
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	X				
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			