Decision of the FIBAA Accreditation and Certification Committee

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/096 Cluster 3
Higher Education Institution:	Universitas Islam Negeri Sunan Kalijaga
Location:	Yogyakarta, Indonesia
Study Programme:	Bachelor of Islamic Early Childhood Education (S.Pd.)
	Master of Islamic Early Childhood Education (M.Pd.)
	Bachelor for Islamic Elementary School Teachers (S.Pd.)
	Master for Islamic Elementary School Teachers (M.Pd.)
	Bachelor of Islamic Education Management (S.Pd.)
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.

According to § 8 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 FIBAA Premium Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Islam Negeri Sunan Kalijaga, Indonesia

Bachelor/Master programme:

1. Bachelor of Islamic Early Childhood Education
2. Master of Islamic Early Childhood Education
3. Bachelor for Islamic Elementary School Teachers
4. Master for Islamic Elementary School Teachers
5. Bachelor of Islamic Education Management

Qualification awarded on completion:

1. Bachelor of Education in Islamic Early Childhood Education (Sarjana Pendidikan, S.Pd.)
2. Master of Education in Islamic Early Childhood Education (Magister Pendidikan, M.Pd.)
3. Bachelor of Education for Islamic Elementary School Teachers (Sarjana Pendidikan, S.Pd.)
4. Master of Education for Islamic Elementary School Teachers (Magister Pendidikan, M.Pd.)
5. Bachelor of Education in Islamic Education Management (Sarjana Pendidikan, S.Pd.)

General information on the study programmes

Brief description of the study programmes:

The **Bachelor of Islamic Early Childhood Education (BIECEP)** is a seven semester study programme which aims to educate students in a thorough understanding and applying logical, critical, methodical, inventive and integrative-interconnective thinking in developing and implementing Islamic science.

The **Master of Islamic Early Childhood Education (MIECEP)** is a four semester programme which aims to educate students to master the policies, theories, development and issues of early childhood education expertise and their implementation.

The **Bachelor for Islamic Elementary School Teachers (BEIESTP)** is a seven semester study programme which aims to educate students in understanding and applying individual characteristics at the level of Islamic Elementary School/Elementary School (IES/ES) from physical, moral, spiritual, social, cultural, emotional, intellectual aspects to comprehensive study of literature.

The **Master for Islamic Elementary School Teachers (MEIESTP)** is a four semester programme which aims to educate students in organising Islamic primary education programmes and carrying out research based on integration-interconnection, which can develop Islamic primary education theory and practice using various transdisciplinary, multidisciplinary and interdisciplinary perspectives.

The **Bachelor of Islamic Education Management (BIEMP)** is a seven semester study programme which aims to educate students in mastering the basic concepts of scientific integration-interconnection (religion and science) as the basis for scientific development and mastering the basic concepts of management for education in Indonesia.

Type of study programme:
BIECEP: Bachelor programme
MIECEP: Master programme
BEIESTP: Bachelor programme
MEIESTP: Master programme
BIEMP: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
BIECEP: 7 semester/ 3.5 years, 144 sks credits/ 230.4 ECTS credits
MIECEP: 4 semesters/ 2 years, 40 sks credits/ 64 ECTS credits
BEIESTP: 7 semester/ 3.5 years, 144 sks credits/ 230.4 ECTS credits
MEIESTP: 4 semesters/ 2 years, 40 sks credits/ 64 ECTS credits
BIEMP: 7 semester/ 3.5 years, 144 sks credits/ 230.4 ECTS 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:

BIECEP: 80 per year

MIECEP: 80 per year

BEIESTP: 90 per year

MEIESTP: 80 per year

BIEMP: 90 per year

Programme cycle starts in:

BIECEP: winter semester

MIECEP: both winter and summer semester

BEIESTP: winter semester

MEIESTP: both winter and summer semester

BIEMP: winter semester

Initial start of the programme:

BIECEP: 2013

MIECEP: 2007

BEIESTP: 2007

MEIESTP: 2007

BIEMP: 2012

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Islamic Early Childhood Education (S.Pd.), Master of Islamic Early Childhood Education (M.Pd.), Bachelor of Education for Islamic Elementary School Teachers (S.Pd.), Master of Education for Islamic Elementary School Teachers (M.Pd.) and Bachelor of Islamic Education Management (S.Pd.) was made between FIBAA and Universitas Islam Negeri Sunan Kalijaga on December 10, 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[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Harry Harun Behr
Goethe-University Frankfurt am Main, Germany
Professor of educational science with a focus on Islamic religious education and didactics of Islamic religious education
(Islam and Pedagogy, Didactics of Islamic Religious Education, Anthropology and Educational Theory of the Koran, Youth and Religious Orientation, Islam at the intersectional point)

Prof. Dr. Dagmar Bergs-Winkels
Alice Salomon Berlin University of Applied Sciences, Germany
Professor of Educational Science with a focus on empirical educational research
(Pedagogy, Childhood Pedagogy, Gifted Education, Educational Sciences, Practical Support, Empirical Research Methods)

Prof. Dr. Ali Formen
Universitas Negeri Semarang, Indonesia
Associate Professor at the Department of Early Childhood Education
(Early Childhood Education, Education Policy, Teacher Education/Professional Development, Comparative Education, Muslim/Islamic Education)

Andrea Iman Reimann
Rainbow Kidz Kita, Berlin-Charlottenburg, Germany
Chairwoman and pedagogical manager of the Rainbow Kidz Kita (children day care center)
Chair of the German Muslim Center Berlin (Education and Encounter)

Martin Schleef
Technical University Dortmund, Germany
Student: Educational Sciences (M.A.)

FIBAA project manager:
Friderike Uphoff

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[1] The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel and an on-site visit. The on-site visit took place on October 19 and 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.

The assessment report based on this was delivered to the HEI for comment on February 23, 2023. The statement on the report was given up on March 2, 2023. It has been taken into account in the report at hand.

Summary

The Bachelor of Islamic Early Childhood Education (S.Pd.), Bachelor of Education for Islamic Elementary School Teachers (S.Pd.) and Bachelor of Islamic Education Management (S.Pd.) offered by Universitas Islam Negeri Sunan Kalijaga fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 22, 2023 and finishing on March 21, 2028. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The Master of Islamic Early Childhood Education (M.Pd.) and Master of Education for Islamic Elementary School Teachers (M.Pd.) offered by Universitas Islam Negeri Sunan Kalijaga fulfil the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 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 with the Bologna Declaration.

The panel members identified several areas where the programme could be further developed <u>for all programmes</u>:

- Constantly reviewing the objectives for their adequacy and up-to-dateness and adapting them accordingly (see chapter 1.1),
- Reviewing the number of credits for the final theses (see chapter 3.1),
- Converting the courses into a modular structure (see chapter 3.2),
- Opening the didactical concept (see chapter 3.3),
- Introducing regular English tests that foster the language development of the students in language proficiency (see chapter 3.4),
- Constantly working on the didactical qualification of the staff members (see chapter 4.1),
- Offering a data analysis tool subscription (e.g. SPSS) to the students (see chapter 4.4),
- Offering additional equipment for disabled students in the library (see chapter 4.4),
- Publishing all documents in English and Arabic in order to attract more international students (see chapter 5),
- Checking regularly the English contents on the University website (see chapter 5.).

<u>For the Bachelor in Islamic Early Childhood Education programme additionally:</u>
- Increasing the number of PhDs among teaching staff (see chapter 4.1).

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

There are many criteria in which the programmes exceeds the quality requirements:

For all programmes:
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Counselling for prospective students (see chapter 2.),
- Logic and conceptual coherence (see chapter 3.1),
- Interdisciplinary thinking (see chapter 3.1),
- Ethical aspects (see chapter 3.1),
- Course materials (see chapter 3.3),
- Guest lecturers (see chapter 3.3),
- Internationality of faculty (see chapter 3.4),
- Multidisciplinary competences and skills (see chapter 3.5),
- Skills for employment (see chapter 3.6),
- Practical business experience of faculty (see chapter 4.1),
- Programme director (see chapter 4.2),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Alumni activities (see chapter 4.5),
- Information on activities during the academic year (see chapter 5.).

For the Bachelor of Islamic Early Childhood Education additionally:
- International contents and intercultural aspects (see chapter 3.4).

For the Bachelor of Education for Islamic Elementary School Teachers additionally:
- Academic qualification of faculty (see chapter 4.1).

For Bachelor of Islamic Education Management additionally:
- Academic qualification of faculty (see chapter 4.1).

For the Master of Islamic Early Childhood Education additionally:
- International contents and intercultural aspects (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1).

For the Master of Education for Islamic Elementary School Teachers additionally:
- Academic qualification of faculty (see chapter 4.1).

There are two criteria in which the study programmes are exceptional:

For all programmes:
- Integration of theory and practice (see chapter 3.1),
- Student support by the faculty (see chapter 4.1).

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

The State Islamic University Sunan Kalijaga (UIN SUKA) is an autonomous, state-owned University located in Yogyakarta, Indonesia. Established in 1950, UIN SUKA 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). In 2004, it changed to State Islamic University (UIN) Sunan Kalijaga Yogyakarta[2].

The change of IAIN Sunan Kalijaga to UIN Sunan Kalijaga was carried out to launch a new paradigm in viewing and conducting studies of religious and other sciences, namely the paradigm of interconnection integration. This paradigm requires an effort to have an open and intensive dialogue between *hadlarah annas, hadlarah al-ilm* and *hadlarah al-falsafah*.

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.

The University is committed to improving the quality of education towards global standards, increasing the quantity and quality of research and innovation and doing community services. Furthermore, the University aims to achieve the top 500 world-class universities (WCU), which includes a further internationalisation of the study programmes. In 2021, UIN SUKA was accredited as Higher Education Excellence[3] by the National Accreditation Board for Higher Education (BAN-PT).

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 functions as the grounds 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.

UIN SUKA contains eight faculties with a total student population of around 18,000 students. The biggest faculty is the Faculty of Tarbiyah and Education with 17 study programmes including nine Bachelor programmes, five Master programmes, two Doctoral programmes and one professional programme.

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[2] regulated by Presidential Decree Number 50 the Year 2004
[3] based on Decree of the National Accreditation Board for Higher Education No: 899/SK/BAN-PT/AK-ISK/PT/X/2021 concerning Conversion of College Accreditation Ranks UIN Sunan Kalijaga

The **Bachelor of Islamic Early Childhood Education (BIECEP)** programme was first opened in 2013[4]. The programme was named the *Raudhatul Athfal* Teacher Education Programme. Since 2017, this programme has been termed the Islamic Early Childhood Education Programme[5]. In April 2021, the programme was granted an A accreditation rank, referring to the Decree of the National Accreditation Board for Higher Education (BAN-PT). Under the management of the Faculty of Tarbiyah and Education, the BIECEP is considered the youngest programme within the faculty.

The **Master of Islamic Early Childhood Education** programme was first launched in 2009 after obtaining an operational permit from the Directorate General of Islamic Education[6], which was then extended with the issuance of the Decree of the Directorate General of Islamic Education number 113 in 2013. In 2013, the programme was awarded an A rank by the National Accreditation Board for Higher Education[7]. The issuance of the Decree of the Directorate General of Islamic Education in 2016[8] determines the change of the programme nomenclature from *Raudhatul Athfal* Teacher Education Programme (PGRA) to Islamic Early Childhood Education Programme (MIECEP). Furthermore, the programme was reaccredited in 2018 and maintained its rank with an increased score (369)[9].

The **Bachelor of Education for Islamic Elementary School Teachers** programme was established in 2007 based on the Decree of the Directorate General of Islamic Education of the Ministry of Religious Affairs[10]. This establishment was later strengthened by the Decree of the Directorate General of Islamic Education in 2010 concerning the extension of the programme operational permit at UIN Sunan Kalijaga Yogyakarta. The programme was also granted an A accreditation rank[11]. Furthermore, the programme was certified by the ASEAN Quality Assurance (AUN-QA) at the regional level in 2018 by referring to the AUN-QA, as well as by TUV Rheinland of Germany[12].

The **Master of Education for Islamic Elementary School Teachers** programme has been established since the 2008/2009 academic year[13]. Referring to the Indonesian Higher Education Report Forum, the Master of Education for Islamic Elementary School Teachers Programme at UIN Sunan Kalijaga Yogyakarta is the only A ranked programme among other masters of Education for Islamic Elementary School Teachers Programmes, accredited by the National Accreditation Board

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[4] based on the Decree of Directorate General of Islamic Education number 1853/2012 dated September 28, 2012

[5] referring to the Decree of Directorate General of Islamic Education of the Ministry of Religious Affairs number 2607-year 2017 concerning the adjustment of study programme nomenclature UIN Sunan Kalijaga Yogyakarta

[6] see: Number Dj.I/358/2008

[7] as stated in the Decree number 198/BAN-PT/Ak-XI/M/IX/2013, dated September 26, 2013

[8] see: Number 6943 in 2016, constitutes as a follow-up of the Regulation of the Minister of Religious Affairs number 33-year 2016

[9] referring to the National Accreditation Board for Higher Education Number 1780/SK/BAN-PT/Akred/M/VII/2018

[10] see: Number Dj.I/257/2007

[11] based on the Decree of the National Accreditation Board for Higher Education Number 1201/SK/BAN-PT/Akred/S/XII/2015

[12] see: TUV, ISO 9001: 2015, register number 824100 12190, dated July 17, 2017

[13] based on the Decree of the General of Islamic Education, the Ministry of Religious Affairs, the Republic of Indonesia number Dj. I/496/2007, dated December 17, 2007

for Higher Education[14]. Besides, in September 2021, Master of Education for Islamic Elementary School Teachers Programme was awarded the Quality Award as a Quality Exemplary Study Programme based on the Decree of the Rector of UIN Sunan Kalijaga Yogyakarta number 182 of 2021 regarding the implementation of quality award activities in 2021. Students come from various regions all over Indonesia with diverse cultural and professional backgrounds.

The **Bachelor of Islamic Education Management** programme is a new programme under the management of the Faculty of Tarbiyah and Education, grounded on the Decree of the Directorate General of Islamic Education in 2012[15]. The programme has been granted an A rank from the National Accreditation Board for Higher Education in 2018[16]. In 2020, the programme conducted a curriculum review involving stakeholders, which resulted in some inputs and feedback beneficial for the re-formulation of learning outcomes and produced the 'independent learning independent campus' (MBKM) oriented curriculum. This curriculum has been implemented in the academic year of 2020/2021.

Statistical data

Table 1: Statistical Data Bachelor of Islamic Early Childhood Education Programme

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		85	85	90	70	80
# Applicants	∑	653	965	1185	1105	748
	F	648	959	1180	1098	742
	M	5	6	5	7	6
Application rate		768.24%	1135.29%	1316.67%	1578.57%	935.00%
# First-Year Student	∑	81	82	88	65	76
	F	80	80	88	65	74
	M	1	2	0	0	3
Rate of female students		0.987	0.975	1	1	0.974
# Foreign Students	∑	0	0	0	0	1
	F	0	0	0	0	0
	M	0	0	0	0	1
Rate of foreign students		0	0	0	0	0.013
Percentage of occupied study places		95.29%	96.47%	97.78%	92.86%	95.00%
# Graduates	∑	57	59	62	46	55
	F	57	59	62	46	54
	M	0	0	0	0	1
Success rate		70.37%	71.95%	70.45%	70.77%	72.37%
Ongoing study		29.63%	28.05%	29.55%	29.23%	27.63%
Dropout rate		0%	0%	0%	0%	0%
Standard period of study		3,7	3,65	3,57	3,62	3,51

[14] by Decree Number 2083/SK/BAN-PT/Akred/M/VIII/2018
[15] see: Decree Number 1185 dated August 13, 2012
[16] referring to Decree Number 1903/SK/BAN-PT/Akred/S/VII/2018, valid from July 24, 2018, up to July 24, 2023

Standard final grade		3,65	3,68	3,6	3,72	3,75

Table 2: Master of Islamic Early Childhood Education Programme

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		40	80	80	40	40
# Applicants	∑	44	69	75	62	67
	F	40	59	70	55	57
	M	4	10	5	7	10
Application rate		110,00%	86,25%	93,75%	155,00%	167,50%
# First-Year Student	∑	44	69	75	62	39
	F	40	59	70	55	34
	M	4	10	5	7	5
Rate of female students		0,909	0.855	0,9333	0,887	0,871
# Foreign Students	∑	0	0	0	0	0
	F	0	0	0	0	0
	M	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		110,00%	86.25%	93.75%	155.00%	97,50%
# Graduates	∑	38	31	45	50	0
	F	28	25	36	43	0
	M	10	6	9	7	0
Success rate		86.36%	44.93%	60.00%	80.65%	0,00%
On Going rate		13,64%	55,07%	40%	19.35%	100%
Dropout rate		0%	0%	0%	0%	0%
Standard period of study		4 Semesters	4 Semesters	4 Semesters	N/A	N/A
Average final grade		3,4	3,8	3,7	N/A	N/A

Table 3: Bachelor of Education for Islamic Elementary School Teachers Programme

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		124	125	113	96	100
# Applicants	∑	2142	2464	2956	2966	2300
	F	2300	2186	2614	2344	1894
	M	367	278	324	662	406
Application rate		2150.81%	1971.20%	2615.93%	3089.58%	2300%
# First-Year Student	∑	84	84	84	96	82
	F	67	66	75	81	67
	M	17	18	9	15	15
Rate of female students		0.797	0.786	0.893	0.844	0.817
# Foreign Students	∑	0	0	0	0	1
	F	0	0	0	0	1
	M	0	0	0	0	0
Rate of foreign students		0	0	0	0	0.012
Percentage of occupied study places		100%	100%	100%	100%	82%
# Graduates	∑	75	64	81	70	57
	F	54	56	60	60	37
	M	21	8	21	10	20
Success rate		60,48%	51,20%	71,68%	72,92%	69,51%
On Going rate		39,52%	48,80%	28,32%	27,08%	30,49%
Dropout rate		0%	0%	0%	0%	0%
Standard period of study		3,83	3,83	3,83	4,33	3,8
Average final grades		3,58	3,53	3,56	3,55	3,47

Table 4: Master of Education for Islamic Elementary School Teachers Programme

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		120	80	80	80	80
Applicants	∑	123	91	86	96	51
	F	82	70	65	73	40
	M	41	21	21	23	11
Application rate		102.50%	113.75%	107.50%	120.00%	63,7%
# First-Year Students	∑	110	68	80	69	44
	F	69	47	59	46	36
	M	41	21	21	23	8
Rate of female students		0.627	0.691	0.737	0.667	0.818
# Foreign Students	∑	0	0	0	0	0
	F	0	0	0	0	0
	M	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentages of occupied study places		91.67%	85.00%	100.00%	86.25%	55%
# Graduates	∑	109	65	17	0	0
	F	68	45	12	0	0
	M	41	20	5	0	0
Success rate		99%	95.58%	21.25%	N/A	N/A
On Going rate		1%	4.42%	78.75%	100%	100%
Dropout rate		0%	0%	0%	N/A	N/A
Standard period of study		4 semesters	4 semesters	4 semesters	N/A	N/A
Average final grades		3.6	3.59	3.6	N/A	N/A

Table 5: Bachelor of Islamic Education Management Programme

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		90	90	90	90	90
# Applicants	∑	1333	1948	2426	2386	1984
	F	803	1165	1431	1343	1002
	M	530	783	995	1043	982
Application rate		1481.11%	2164.44%	2695.56%	2651.11%	2204.44%
# First-Year Student	∑	90	84	90	83	88
	F	60	62	53	53	49
	M	30	22	37	30	39
Rate of female students		0.67	0.74	0.58	0.64	0.57
# Foreign Students	∑	0	0	0	0	0
	F	0	0	0	0	0
	M	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		100%	93.33%	100%	92.22%	97.78%
# Graduates	∑	64	39	0	0	0
	F	43	32	0	0	0

	M	21	7	0	0	0
Success rate		71.11%	46.43%	N/A	N/A	N/A
On going rate		28.89%	53.57%	100%	100%	100%
Dropout rate		0%	0%	0%	N/A	N/A
Standard period of study		8 semesters	8 semesters	N/A	N/A	N/A
Average final grades		3.61	3.65	N/A	N/A	N/A

Appraisal

All five study programmes show high application rates, the rates of the **Bachelor programmes** exceed by far the number of study places offered (always between 1,000 % and 3,000 % meaning the number of applicants always ten to 30 times higher than the available study places). For the **Master programmes**, the number of applicants also exceeds the number of study places. Almost all study places are occupied in every year in **all programmes,** also showing the high requirements and entry restrictions to ensure successful graduation of the students. There is a decline in 2021/2022 in the **Master programmes**, which is due to the pandemic situation. There is also a low drop-out rate in all five programmes, the success rate ranges from 96 % to 99 % in the **BMP**, from 90 % to 94 % in the **MMP** and from 90 % to almost 95 % in the **MSMP**.

The average final grade of final degree is stable in **all five programmes**, being around 3.6. The same applies to the average duration of study which corresponds to the planned duration of each study programme.

There are few foreign students in the **BEIEST and BIECEP programmes**, for both under 1 %. For the **BIEMP and the Master programmes**, there are no foreign students.

The rate of female students is more than 50 % in **all five programmes**, for the BIECEP between 97 % and 100 %, for the **MIECEP, the BEIESTP and MEIESTP** it ranges between 62 % and 93 % and for the **BIEMP** between 57 % and 74 %.

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and GPA are thoroughly evaluated by the University. Appropriate measures are being taken.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

UIN Sunan Kalijaga Yogyakarta has the 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.

The University has the following strategic goals:
1. Produce graduates who have academic integrative and interconnective ability and professionalism.
2. Produce graduates who have religious faith, noble, socially competent, managerial, have entrepreneurial spirit and are responsible to the social community.
3. Produce graduates who appreciate and live up to science and humanity.
4. To make the University as the study centre that excels in integrative and interconnective study and research.
5. To build a sturdy and functional network with alumni.

The objectives of all study programmes are formulated based on SWOT analysis, derived from the visions and missions of the University, faculty and programmes. They are communicated with lecturers, students, alumni and employers to gain insights and feedback. What is more, tracer studies and job requirement analyses are carried out to formulate graduate profiles. The formulation of the learning outcomes refers to the Indonesian Qualification Framework (KKNI). There are objectives in four categories: Attitude, General Skills, Specific Skills and Knowledge.

In its statement on the report, the University explained that the graduate learning outcomes also take into account affective (personality), cognitive (academic) and psychomotor aspects (skills or technical ability).

Bachelor of Islamic Early Childhood Education Programme
The Bachelor of Islamic Early Childhood Education (BIECEP) graduates are projected to be the leading educator or Islamic early childhood education teacher. Successful graduates are characterised by their high integrity, prominent skills in integrating and interconnecting the entire aspects of Islamic Early Childhood Education, full of professionalism, profound adaptive

communication and strong affinity into universal values of humanities. Likewise, the graduates are also anticipated to exhibit powerful leadership spirit, noble character, high working ethic and develop lifelong learning skills.

Therefore, the BIECEP has the following learning outcomes:

Attitude:
1. Fear God Almighty and be able to demonstrate religious and spiritual attitudes, uphold human values based on religion, morals and ethics as early childhood educators, and have empathy, sympathy and tolerance for cultural diversity, views, religions and beliefs, indigenous wisdom, opinions and original findings of others;
2. To act as proud and patriotic citizens with a sense of responsibility for the state and nation, to contribute actively, creatively and scientifically to improving the quality of life in society, nation and state, and to the advancement of civilization based on Pancasila, and to be capable of working equally and with social sensitivity and concern for society and the environment;
3. Be a role model for law and order in society and the state, and be able to demonstrate a responsible attitude and high integrity as an early childhood educator diligently, independently and competitively by internalising academic values, standards and ethics, the spirit of independence, struggle, entrepreneurship and hard work.

Knowledge
1. Developing a thorough understanding of the theoretical concepts of early childhood Islamic education that are integrated with Islamic values, Indonesianness and indigenous wisdom;
2. Developing a thorough understanding of the theoretical concepts of family, community and early childhood relationships;
3. Developing a thorough understanding of the theoretical concepts of curriculum, learning, learning environment and assessment of Islamic Early Childhood Education;
4. Developing a thorough understanding of the theoretical concepts of safety, health and nutrition that support early childhood growth and development;
5. In early childhood Islamic education, mastering the theoretical principles of professionalism, leadership, administration and management;
6. In early childhood Islamic education, mastering the notion of communicating via spoken and written language;
7. Developing a thorough understanding of the concept of entrepreneurship in the field of Islamic Early Childhood Education.

General Skills
1. Capable of applying logical, critical, methodical, inventive and integrative-interconnective thinking in developing and implementing Islamic science, science and technology in the field of early childhood Islamic education in the Indonesian context;
2. Capable of deliberating on pedagogical implications and making suitable judgments in problem solving and the development of Islamic Early Childhood Education;
3. Capable of maintaining and expanding a network of collaboration with supervisors, colleagues, peers and other stakeholders.

Specific Skills
1. Capable of integrating Islamic values, Indonesianness and indigenous wisdom into theoretical conceptions of Early Childhood Education;
2. Capable of comprehensively developing characteristics, parenting and family and community involvement in the growth and development of children;
3. Capable of developing curricula, learning management systems, learning environments and assessment procedures for Islamic Early Childhood Education in an appropriate and comprehensive manner;
4. Capable of developing plans and procedures in the practice of safety, health and nutrition that are appropriate for the developmental stage and nutritional needs of early childhood;
5. Capable of developing professional competence, leadership, administration and management in the implementation of Islamic education for early childhood in an integrative holistic manner;
6. Capable of communicating in both spoken and written language through the use of information and communication technology in Islamic Early Childhood Education;
7. Capable of designing a comprehensive range of entrepreneurial opportunities in the field of Islamic Early Childhood Education.

<u>Master of Islamic Early Childhood Education Programme (MIECEP)</u>
Graduate profiles of the MIECEP are masters retaining Islamic early childhood education experts, including:

Academicians, i.e.
1. Lecturer: educators of Bachelor of Islamic Early Childhood Education,
2. Researcher: Conducting research on various problems in the area of Islamic Early Childhood Education.

Practitioners, i.e.
1. *Guru Bina*: senior teachers qualified at supervising and managing Islamic Early Childhood Education institutions,
2. Entrepreneurs: establishing business related to Islamic Early Childhood Education.

This includes the following learning outcomes:

Aspects of Knowledge
1. Mastering the policies, theories, development and issues of early childhood education expertise and their widespread implementation.
2. Able to understand and apply qualitative, quantitative and research methodologies according to scientific rules and application skills.
3. Mastering child psychology theory, analysing and overcoming early childhood learning problems, to develop students' potential professionally.
4. Able to develop research activities and implement science, technology and art through research to produce scientific work of early childhood education expertise professionally at international level.

5. Master data literacy, analyse and develop curriculum and basic education assessments according to the characteristics of early childhood development according to technological and cultural developments as basic competencies towards the era of society 5.0.
6. Master the theory of Islamic basic education expertise contained in the Qur'an and Hadith critically and able to implement it about early childhood education appropriately at international level.

Aspects of Ability in the Field of Work
- Have the ability to develop the latest science and technology and analyse, synthesise, and apply various learning approaches, methods and strategies to improve the quality of learning and develop the potential of students for general education and inclusive education in international early childhood education.

Aspects of Managerial Ability
- Able to develop Entrepreneurship and management of early childhood education skills both nationally and internationally.

Bachelor of Education for Islamic Elementary School Teachers Programme (BEIESTP)
The BEIESTP includes the following graduate profiles:
- Educators: graduates have the expertise as classroom teachers/tutors/instructors at Islamic or general elementary education institutions. They have to master students' psychological development; elementary school subject materials (mathematics, natural science, social science, Indonesian language, Pancasila and civic education); teaching strategies; teaching media; school management; educational policy; capable to build local and global communication and network; and comprehending digital literacy which is in line with Islamic values and Indonesian culture.
- Edupreneurs: graduates becoming an entrepreneur in the field of learning source and learning media, scouting, innovative and creative art based on information technology, concerning Islamic values and Indonesian cultures.

These graduate profiles are translated into the following learning outcomes:

No	Code	ATTITUDE
1	A1	Being faithful to God the Almighty and being able to be religious.
2	A2	Respecting humanity in conducting tasks based on religion, morality and ethic.
3	A3	Contributing in improving the quality of society, nation, country and in enhancing civilization according to Pancasila.
4	A4	Playing role as a good citizen with being proud of the nation, having nationalism and high responsibility to the nation.
5	A5	Respecting diversity of culture, thought, religion, faith, opinion or original finding of others.
6	A6	Working together and having social sensitivity and care for society and environment.
7	A7	Obeying laws and being discipline in nation and social life.
		GENERAL SKILL
8	GS1	Being able to apply logical, critical thinking, and being innovative in developing science and technology which respect for humanities suitable to the field expertise.
9	GS2	Being able to perform autonomous, qualified, and measurable performance.

10	GS3	Being able to examine the implication of science and technology development that concern to and implement humanity according to the expertise, procedure and scientific ethic to produce solution, idea, design or art criticism; and being able to prepare scientific description of the results of the study in the form of graduating paper or final project report, and to upload it in university websites.
11	GS4	Being able to prepare scientific description of the result of the study in the form of graduating paper or final project report and being to upload it in the university websites.
12	GS5	Being able to make accurate decision in finding effective solution according to expertise, and based on the results of information and data analysis.
13	GS6	To keep and to develop the network with supervisor, colleagues, colleagues both inside and outside the institution.
14	GS7	Being able to be responsible for group achievement and for supervising and evaluating tasks given to responsible persons.
15	GS8	Being able to conduct the process of group work his/her responsibility, and being able to manage autonomous learning.
16	GS9	Being able to implement the process of documenting, storing, securing, and retrieving data to ensure validity and avoid plagiarism.
		KNOWLEDGE
17	K1	Being able to recognize individual characteristics at the level of Islamic Elementary School/Elementary School (IES/ES) from physical, moral, spiritual, social, cultural, emotional, intellectual aspects to comprehensive study of literature.
18	K2	Being able to produce humanist-educational lesson plans and learning strategies at the level of IES/ES through working papers by of the use current up-to-date theories.
19	K3	Being able to master theories of curricula theories and subjects taught at IES/ES through reviewing of literature and conducting comprehensive discussion.
20	K4	Being able to apply information and communication technologies for the benefit of learning on the level of IES/ES through preparing comprehensive work papers.
21	K5	Being able to apply the theories of effective communication among the members of IES/ES and society through relevant, up-to-date literature.
22	K6	Being able to master the process of evaluating learning achievement at IES/ES through writing papers and comprehensive discussion.
23	K7	Being able to master materials that support subjects at the level of IES/ES through in-depth assignment.
24	K8	Being able to master the educational research methodology at the level of the IES/ES through paper presentation by the use of reliable literature.
25	K9	Being able to apply marketable communication theories in the field of education at the level of IES/ES through holistic discussion and integrative presentation.
26	K10	Being able to understand theories of business management in the field of education at the level IES/ES through comprehensive literature review.
27	K11	Being able to understand theories of innovative businesses in the field of education at the level of IES/ES through in-depth paper presentation.
		SPECIFIC SKILL
28	SS1	Being skillful in designing documents of curricula at the level of IES/ES through practices that appropriate with learning theories and characteristics of learners' development.
29	SS2	Being skillful in practicing humanist and educational learning activities at the level IES/ES through peer-teaching and actual teaching performances by using the appropriate strategies and informative technology.
30	SS3	Being skillful in communicating effectively with members of IES/ES and society through activities of real teaching and public service.
31	SS4	Being able to conduct research on education at the level of IES/ES through preparing graduating papers based on academic rules.
32	SS5	Being skillful in marketing effective communication in the field of education at the level IES/ES through practices.

33	SS6	Being skillful in doing business management of education at the level of IES/ES through appropriating entrepreneurial rules and procedures.
34	SS7	Being skillful in developing innovative business education at the level of IES/ES level through preparing comprehensive

<u>Master of Education for Islamic Elementary School Teachers Programme</u> (MEIESTP)

The Master of Education for Islamic Elementary School Teachers Programme is established to produce the following graduate profiles:

- Lecturers: graduates are able to develop knowledge and academic skills within the area of Islamic elementary school innovatively.
- Islamic elementary education practitioners: graduates are able to think creatively, improve Islamic elementary education, and benefit education practitioners (supervisor, principal, teacher and staff).
- Researchers: graduates are able to conduct research and community services, and develop Islamic elementary education innovatively.

The Master of Education for Islamic Elementary School Teachers Programme continuously updates the curriculum in order to suit the needs of the educational environment.
This is based on the following missions:

1. Organising Islamic primary education Master degree programme, which is active, effective, innovative and focuses on student activities, such as individual assignments, group assignments, field practice, scientific publications and thesis to ensure competent graduates.
2. Carrying out research based on integration-interconnection, which can develop Islamic primary education theory and practice using various transdisciplinary, multidisciplinary and interdisciplinary perspectives.
3. Carrying out community service based on inclusive research and continuous improvement in Islamic education to improve the benefit of the people by playing students and lecturers as a form of training to dedicate their knowledge.
4. Develop and maintain cooperation and partnerships with various parties at home and abroad to increase the role and benefits of Islamic primary education.

The MEIESTP is based on the following programme objectives:

1. Producing prospective educators who are experts in the field of Islamic Primary Education;
2. To produce qualified prospective researchers in Islamic Education who can think critically and develop Islamic primary education;
3. Producing qualified consultant candidates in Islamic Primary Education who can think flexibly and interconnectivity so that they can solve problems in Islamic primary education;
4. Cooperating with educational institutions from elementary to higher education domestically and abroad.

Bachelor of Islamic Education Management Programme (BIEMP)

Generally, the objective of the Bachelor of Islamic Education Management Programme refers to the Graduate Competency Standard and Learning Outcomes (LOs) at the undergraduate level of the State Islamic Religious College. This programme includes the following graduate profiles:

- Educational administration staff: graduates can handle work, master knowledge and science, possess managerial competence and responsibility as educational administrative staff in government/private educational institutions.
- Educational research assistants: graduates can handle work, master knowledge and science, possess managerial competence and responsibility as research assistants in educational management and demonstrate ethics and Islamic personality.
- Educational consultant assistants: graduates can handle work, master knowledge and science, possess managerial competence and responsibility as educational consultant assistants in educational management and demonstrate ethics and Islamic personality.

According to the graduate profiles, the learning outcomes are formulated as follows:

Attitude:
1. Fear God Almighty and be able to demonstrate religious attitude.
2. Be professional and social-ethical responsibility based on Islamic values.

Knowledge:
1. Think logically, systematically, globally and critically.
2. Mastering the basic concepts of scientific integration-interconnection (religion and science) as the basis for scientific development.
3. Mastering the basic concepts of management for education in Indonesia.

General skills:
1. Have effective communication skills, both oral and written through Indonesian, English or Arabic.
2. Work effectively and independently in a multi-disciplinary and multi-cultural team.

Specific skills:
1. Mastering and applying various perspectives and theories of Islamic education management for problem solving.
2. Mastering managerial and administrative, both conceptual and technical in developing Islamic educational institutions.
3. Analysing and communicating information for appropriate decision making in the context of problem solving of Islamic education management.
4. Designing and conducting research in the field of Islamic education management.
5. Developing and performing community service in the field of Islamic education management.

Appraisal:

The qualification objectives of **all five programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework (level 6 for Bachelor and level 8 for Master programmes). Additionally, the panel **recommends** constantly reviewing the objectives for their adequacy and up-to-dateness and adapting them accordingly.

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

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

UIN SUKA carries out institutional partnerships 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. The partnership has been in the form of programme managers' study visit and visiting lecturers, student exchange, guest lecturers, field study, research collaboration and joint research. Furthermore, UIN SUKA Global Scholarship is also offered for international students who intend to pursue a Bachelor or Master's programme at the University.

In the **Bachelor of Islamic Early Childhood Education Programme**, an international-piloting class was opened in 2021 and currently this programme has an international student from Bangladesh. For the international class, teaching and learning are conducted in English and/or Arabic. Benchmarking to similar international study programmes was performed when designing the curriculum, then it was developed based on the body of knowledge, which has been agreed by the scientific association of Islamic Early Childhood Education. Lecturers and students are obliged to use the latest references such as international article journals and textbooks. In addition, the programme encourages lecturers to possess global insight and gain an international reputation through lecturer exchange programmes and international publications. Regular public lecturers, seminars and workshops with international scholars from Malaysia, India, Germany and Australia have been conducted to gain students' knowledge. Academic visiting to international universities (e.g. such as Aligarh Muslim University (India), University Pendidikan Sultan Idris (Malaysia), University of Malaya (Malaysia) and Universiti Tun Hussein Onn (Malaysia)) as well as students and lecturers exchange were carried out to build international networking.

The **Master of Islamic Early Childhood Education Programme** has conducted a number of collaboration activities with foreign universities from Malaysia, Brunei Darussalam, Thailand, Australia, Japan, Philippines and Singapore in the form of student exchange, international field study, international collaborative research and international seminar/conferences. Furthermore, the programme implements and develops national and international academic programmes by providing students with a foreign early childhood curriculum and national and international competency tests. The programme manages and develops an English language journal named JOYCED: Journal of Early Childhood Education[17], which can potentially be developed for international collaboration. The programme also owns human resources internationally with experience with national and international levels of scientific work.

The international oriented quality improvement of the **Bachelor of Education for Islamic Elementary School Teachers Programme** is carried out through the improvement of students' foreign language competence of 400 TOEC (Test of English Competence) scores and short course programme involvement, i.e., students' participation in cultural exchange held in Japan in 2018. Furthermore, in 2017, a comparative study was held from Institut Pendidikan Guru (Malaysia), University of Malaya (Malaysia), Seven Skies International School (Malaysia), Fatoni University (Thailand) and Madrasah Al Irsyad Singapura (Singapore). The Bachelor programme is also a part of an international network proven by the AUN-QA certification granted in 2018.

For the **Master of Education for Islamic Elementary School Teachers Programme**, UIN SUKA implements the policy on foreign students' admission procedure arranged under the coordination of the international office and the admission. In addition, the University also opened a two-year international students' scholarship for Master programmes. The study programme continuously strives to improve its quality in order to increase international competitiveness, e.g. by participating an international accreditation. Moreover, the programme has also carried out a number of following activities:

- International seminars are regularly scheduled and held with partnering Master's Programmes, e.g., International Conference on Edu-Next (with partners from Germany and India) and International Webinars with partners from Australia, India and Malaysia.
- Publication and dissemination of students' and lecturers' work have been emphasised by providing subsidies and rewards for those who successfully publish the works. For instance, subsidies are provided for lecturers attending international seminars such as at Universiti Tun Hussein Onn Malaysia (UTHM).
- Collaboration and partnerships with a number of domestic and foreign institutions has been established widely, such as collaboration with Sunan Gunung Djati Bandung State Islamic University (Indonesia), the Office of Yogyakarta Ministry of Religious Affairs, Bukittinggi State Islamic Institute (Indonesia), University of Malaya Kuala Lumpur (Malaysia), Tokyo University (Japan) and Melbourne University (Australia).
- Admitting foreign students and offering international students' scholarships, such as Suka Global Scholarship[18].

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[17] see: https://ejournal.uin-suka.ac.id/tarbiyah/joyced (last access January 16, 2023)
[18] see: https://io.uin-suka.ac.id/id/page/prodi/2275-Suka-Global-Scholarship-2021 (last access January 16, 2023)

- English course for students and lecturers. Based on the language proficiency required for admission, the study programme offers English language training and English courses in collaboration with the centre of language development at UIN SUKA.
- Recruiting foreign graduate lecturers. There are four lecturers in the programme who graduated from universities in Australia and the US.

The **Bachelor of Islamic Education Management Programme** has implemented several policies and activities aimed at internationalisation, including:
- Offering the "Suka Global Scholarship" for prospective international students in 2021
- The opening of international piloting classes at odd semester of the academic year 2020/2021, supported by bilingual lectures and the enforcement of foreign language competence and global insight.
- The involvement of foreign graduate lecturers to teach in the programme, e.g., from Monash University (Australia), from Indiana University Indianapolis (US) and from McGill University (US).
- Lecturers' involvement in international conferences and international collaboration publications, e.g., the IRES International Conference, Johannesburg (South Africa), 25 – 26 March 2020, collaborative research with North South University, Dhaka (Bangladesh)[19] and publication in Scopus indexed journals (Cogent Education[20] and Heliyon[21]).
- Public lectures and international seminars arrangement, involving foreign guest lecturers and international expert from Malaysia, Kuwait, USA, Australia, Germany as well as foreign alumni from China, British, Australia, Egypt in order to motivate the students on global insight.

Appraisal:

The programme design for **all five study programmes** appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The study programmes offer lecturer exchanges, international contents in classes, guest lecturers and foreign language trainings. All programmes are in general more domestic oriented when it comes to possible job markets for its graduates. The panel encourages the University to further intensify and pursue its efforts in the future for the international job market as well.

	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		

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[19] see: Nazhruna: Journal of Islamic Education. Vol 4 No 1 (2021) (last access January 16, 2023)
[20] see: https://www.tandfonline.com/doi/full/10.1080/2331186X.2021.1943151 (last access January 16, 2023)
[21] see: https://www.sciencedirect.com/science/article/pii/S2405844021015097 (last access January 16, 2023)

1.3   Positioning of the study programme

<u>Positioning of the study programme in the educational market</u>
All five study programmes are accredited and granted an A rank by the National Accreditation Board for Higher Education. What is more, all study programmes offer scholarship opportunities for their students.

The **Bachelor of Islamic Early Childhood Education** has specific characteristics and advantages compared to similar programmes offered by other universities in the area of Yogyakarta. According to graduates' evaluation, they have more soft skills competence and skills in Qur'anic reading and writing compared to other programme's graduates[22]. The programme offers several elective courses, which prepare students with special skills, such as sign language, disaster and mitigation education, public speaking, digital literacy, cultural arts performances, interior and exterior design, coding for kids and kids outbound.

What is more, the programme has been a part of an international network by joining Childhood Education International[23] and (NAEYC)[24]. Students and lecturers benefit from this since they have easy-open access to international early childhood education information and development. The programme also publishes an English-language publication entitled Al-Athfal: Early Childhood Education Journal, which has contributions from worldwide authors and editorial advisory boards.

Compared to other early childhood education programmes in other universities, the **Master of Islamic Early Childhood Programme** at UIN SUKA develops Islamic values based upon two main sources, namely Al-Qur'an and Hadiths.[25] Furthermore, the study programme has implemented theoretical and practical subject courses strategic for international activities development such as comparative international curriculum and field study. The Master students attend international seminars, student exchange activities, collaborations research with foreign universities and lectures with foreign lecturers. Graduates are required to master and be able to communicate globally, as evidenced by the ability to speak English, indicated by a TOEC (Test of English Competence) score with a minimum score 500 for international class stubs and 475 for regular classes; and language proficiency in Arabic as indicated by a minimum score of 450 TOAFL (Test of Arabic as foreign languages).
Moreover, the programme is active in scientific research and writing, which is beneficial for prospective lecturers' enrolment.

The **Bachelor of Education for Islamic Elementary School Teachers programme** has several advantages compared to similar study programmes from other universities in Yogyakarta, Indonesia. Course subjects, such as Introductory to Islamic Studies are designed to equip students to become researcher in the field of Islamic studies; Indonesian Language to introduce academic ethics and plagiarism; Inclusive Education to provide theories on elementary inclusive education

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[22] see: self-evaluation report, p. 32
[23] https://ceinternational1892.org/ (last access January 16, 2023)
[24] https://www.naeyc.org/ (last access January 16, 2023)
[25] see: self-evaluation report p. 30

and elementary special needs students' teaching strategies. The programme teaches public speaking, journalism, cultural arts and edupreneurship, which are implemented based on graduate users' feedback during the focus group discussion. These prepare students with elementary education entrepreneurship skills. In addition, some assignments are instructed to be written in English to educate the students also in the use of foreign languages.

The **Master of Education for Islamic Elementary School Teachers programme** is one of the leading programmes in the western region of Indonesia, having a national reputation that provides Islamic elementary education. Referring to the report forum of higher education, the programme is the only Islamic elementary school teacher Master's Programme that has been granted an A accreditation rank by the National Accreditation Board for Higher Education. The students come from various regions in Indonesia with diverse cultural and professional backgrounds.[26]

The study programme arranges several activities aiming to support the institution's quality. The students and lecturers of the programme are given the widest opportunity to be involved in various activities relevant to the development of their academic competence, such as research activities, regional/national/international seminars, discussions and public hearings. Numerous lecturers' works have been used as the main references as proven by the highest number of citations in Indonesia.[27]

Furthermore, graduates are also expected to master and be able to communicate globally as proven by a minimum score of 500 of TOEC (Test of English Competence) for international piloting class' students and a minimum score of 475 for regular class students; and Arabic mastery as proven by minimum score of 450 of TOAFL (Test of Arabic as Foreign Language).

The **Bachelor of Islamic Education Management programme** differs in several aspects from similar programmes offered by other universities in the area of Yogyakarta or in Indonesia.
1. The study programme initiates the implementation of the Independent Learning-Independent Campus Curriculum, which was started at odd semester 2020/2021 academic year.
2. The study programme compiled course handbook of Interpretation of Management Verses (*Tafsir Ayat-Ayat Manajemen*) and becomes the main reference for Interpretation of Management Verses course nationally.
3. The study programme develops students' leadership skills through the subject Micro-Leading and Leadership Academy in cooperation with the programme's graduates.
4. The study programme opens an international piloting class.

Positioning of the study programme on the job market for graduates (Employability)
The graduates of the **Bachelor of Islamic Early Childhood Education Programme** have wide opportunities in the educational market along with public awareness on the importance of early childhood education. The requirement for early childhood teachers also continues to increase along with the increasing number of early childhood education institutions. In addition, graduates of this programme are also eligible to become entrepreneurs in Islamic early childhood education.
The tracer study results show that, on average, the programme's graduates find a job after three months of their study completion. The 2021 tracer study results reveal that for the last five years,

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[26] see: self-evaluation report, p.31
[27] see: self-evaluation report, p.31

75 % of graduates have become teachers in Islamic early childhood education institutions, 18 % of graduates continue their Master's studies and 7 % of graduates set up their own edupreneurship. Some students find jobs before they graduate, such as those who serve as teaching assistants in early childhood education institutions. The result also shows that several graduates have become educational entrepreneurs, such as producing educational game tools and establishing early childhood tutoring institutions. The tracer study results show that programme's graduates have wide opportunities within the educational market apart from being early childhood education teachers.

Graduates of the **Master of Islamic Early Childhood Education Programme** work in several fields, mainly as educatory or researchers in the field of Islamic early childhood education. The tracer study results of 2021 show that 73 % of graduates have become lecturers in Islamic Early Childhood Education, 6 % of graduates have been accepted as expert teachers, 8 % of graduates have become entrepreneurs and 13 % have become researchers. After graduation, 67 % of the graduates need less than six months to find employment, another 27 % between six and twelve months, 6 % needs more than twelve months to find employment.

The graduates of the **Bachelor of Education for Islamic Elementary School Teachers** are anticipated to be educators and edupreneur at elementary level. Course subjects, such as Introductory to Islamic Studies are designed to equip students also to become researcher in the field of Islamic studies, but also to become edupreneur to prepare students with elementary education entrepreneurship skills. Supported with the programme's course subject, the tracer study results show that graduates on average start to work in less than six months after graduation. The jobs obtained immediately after graduation are dominated by non-civil servant educators with a total of 73.3 %. What is more, 7.9 % of alumni continue their Master's degree and 4.5 % are self-employed in the field of non-education. The others are scattered in various fields. Graduates have a relatively short waiting period, namely 92.1 % of alumni get their first job in less than three months and another 3.5 % get their first job in less than six months. The data show that after getting their first job, graduates change to a new job. This can be seen from an increasing percentage of civil servant educators and civil servant lecturers and a decreasing percentage of non-civil servant educators (11.4 %).

The **Master of Education for Islamic Elementary School Teachers Programme** has produced graduates in several fields, mainly for Islamic elementary education, such as lecturers, educational practitioners and expert researchers. The programme's graduates have spread all over Indonesia taking roles in society and holding important positions in their agencies. The 2021 tracer study results show that for the last five years, 36 % of graduates have become lecturers in Islamic higher education institutions, 45 % of graduates have been accepted as Islamic/general elementary school teachers, both in state and international standard private elementary schools, 4 % of graduates serve as civil servants of the Ministry of Religious Affairs, 2 % work as Islamic school principals and 13 % of graduates set up their own edupreneurship. Overall, the programme's graduates work according to their field of expertise.
In order to fulfil global labour market requirements, the Master of Education for Islamic Elementary School Teachers Programme opened an international piloting classes to facilitate students for

student exchange opportunities, international seminars, foreign universities research collaborations and foreign lecturer's talks.

The graduates of the **Bachelor of Islamic Education Management Programme** mainly work in state and private educational institutions. The results of the 2020 tracer study conducted by Centre for Entrepreneurship and Career Development (CENDI) of UIN SUKA demonstrate that 42 % of the programme's graduates work in education. The rest are in the industry or professional services. In order to strengthen graduates' competence, the programme carries out a number of activities, such as internships (Introduction to the Field of Education) in partnering institutions and national/international public lectures.

Positioning of the study programme within the HEI's overall strategic concept
The visions and missions of the **Bachelor and Master of Islamic Early Childhood Education Programmes** are inseparable from that of the Faculty of Tarbiyah and Education and the UIN SUKA core values, namely integrative-interconnective, dedicative-innovative, and inclusive-continuous improvement, which underlie the programme's activities in developing, implementing and evaluating curriculum and instructional learning. Study materials are designed by integrating Islamic sciences, general sciences, Indonesianness and local wisdom. Instructional learning is implemented through various models, strategies, methods and assessments.

Both study programmes have also been an important part of the University's grand plan to become a world-class university. A number of efforts have been carried out, such as recruiting international students, redesigning curriculum, publishing international journal articles, holding international seminars, benchmarking foreign early childhood education culture, conducting lecturer/student exchanges, initiating international collaboration and pioneering an international journal.

Referring to UIN SUKA's core values, namely integrative-interconnective, dedicative-innovative and inclusive-continuous improvement, the **Bachelor and Master of Education for Islamic Elementary School Teachers Programme** incorporate religious course subjects (Fiqh, Aqeedah-akhlaq, history of Islam and Qur'an-Hadith) and general course subjects (mathematics, natural sciences, social sciences, Bahasa Indonesia, Pancasila and civic education) into the curriculum, implements instructional learning process and evaluation. The programme's curriculum accommodates students with disabilities as well as offers courses subject to Inclusive Education. Persistent innovations are also carried out, such as updating the curriculum every four years by asking feedback from graduate users, alumni, and stakeholders, which is then implemented during the instructional learning. The programmes also recognise research and community services conducted by the students and lecturers to be disseminated widely. This is aimed at continuously aligning the current development in science and society with the programme's curricula.

In addition, the programme provides courses on the integration of elementary education and Islam, which sustains the vision and missions of the Faculty and University. The academic community of the programme also actively participates in educational activities and builds a network through national association of Islamic elementary school teachers' education professional lecturers; Indonesian association of natural sciences lecturers; Indonesian association of educational evaluation; and Indonesian association of Indonesian Language lecturers.

The **Bachelor of Islamic Education Management Programme** has a strategic position to considerably sustain the vision and missions of the Faculty and the University by the formulation of strategic planning and work programmes supporting the leadership vision of UIN SUKA for the 2020-2024 period. The programme includes:

1. The curriculum of Independent Learning-Independent Campus formulation based on the Indonesian Qualification Framework, the National Standard of Higher Education and the integration-interconnection approach,
2. The establishment of an international piloting class,
3. The improvement of national/international research collaboration,
4. The development of human resources through further study abroad, and
5. The involvement of foreign resource persons in seminars (webinar).

Appraisal:

The University has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. For **all study programmes**, the University has a strong position in the educational market, since these are the oldest programmes in the region in this regards. Although there are many Higher Education Institutions in Yogyakarta, all five programmes maintain high application rates.

The University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes. The study programmes do not have a specific profile on the international job market, since all five study programmes are focused on the domestic market in education. In fact, the panel is of the opinion that the study programmes create their own job market when it comes to its high market share and position and reputation of the University and the programmes. This was especially highlighted by the students and graduates of the programmes.

All five study programmes are integrated in the Faculty of Tarbiyah and Education, which is the oldest faculty at the University, which was founded as a State Islamic College in 1950. Therefore, the study programmes and their qualification goals constitute the core of the University's and Faculty's strategy and are sustainably implemented.

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

2. Admission

For all Bachelor programmes

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

1. 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.[28]
2. 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.[29]
3. Independent Path by Sunan Kalijaga Admission Centre (Mandiri Path).[30] There are three types of independent path student admission selection, i.e.:
   a) Independent-Computer-Based Test (CBT), which is an online-application based test using Android operating system.
   b) Independent-Student's achievement, which is non-test student admission selection, is intended for prospective students having Qur'an memorisation a minimum of 26 Juz, evidenced by certification or through direct verification. In addition, this path is also intended for prospective students who have special achievements in academics, arts, sports, national religious championship, evidenced by certification issued by trusted institutions.
   c) Independent-Portfolio, which is prospective student admission selection on the basis of the Computer Based Writing Exam (UTBK) score or the State Islamic Religious College Enrolment Exam (UM-PTKIN) score. This path is intended for prospective overseas students who have passed the equivalent of secondary education and prospective students with special needs.[31]

Moreover, it refers to the following regulations:

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,

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[28] see: https://www.um-ptkin.ac.id (last access January 17, 2023)
[29] see: https://www.span-ptkin.ac.id (last access January 17, 2023)
[30] see: https://admisi.uin-suka.ac.id/ (last access January 17, 2023)
[31] see: http://pld.uin-suka.ac.id/p/admisi.html (last access January 17, 2023)

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).

<u>For both Master programmes</u>

The student admission policy and process in for Master programmes is also centralised, which refers to the national policy for higher education.[32] The **Master of Islamic Early Childhood Education**, **Master of Education for Islamic Elementary School Teachers** and other Master's programmes at UIN SUKA arrange online students' admission system.[33]

There are three types of Master's programmes enrolment system at the University offered every semester, i.e., written test, portfolio-based selection test and non-test. The requirements for each type of enrolment are listed in the following:

1. The Written test includes academic potential tests, English and Arabic tests. In addition, prospective students are obliged to attach curriculum vitae, leadership experience and certificate documentation.
2. Portfolio-based selection test, including: English and Arabic test (TOEFL with minimum of 400 and TOAFL minimum score of 400) issued by trusted university language centres, research proposal, letter of recommendation given by senior lecturers, professors or supervisors, list of published scientific work (if available), leadership experience (stated in Curriculum vitae, evidenced by certification), minimum one-year work experience in the field of Islamic Early Education.
3. The non-test path requires a graduation certificate obtained from accredited universities, minimum of 3.35 cumulative achievement index (for Tarbiyah Faculty) and a linear study program proposal.

<u>Counselling for prospective students</u>

Counselling and assistance for the student admission process are carried out by a committee formed by the Rector through the admission centre. In addition, the admission centre opens an online and offline helpdesk to serve and assist prospective students. The admission centre can be reached online[34], via telephone number, WhatsApp, email and direct service at the admission centre office. Besides that, the prospective students can also get the admission information for the first and second admission path through the 'Sapa SPAN-UM PTKIN'[35] and UM-PTKIN Helpdesk[36]. Moreover, prospective students with disabilities may contact the Centre for Disability Services (PLD) located at Gedung Rektorat Lama 1st floor, via phone service and Whatsapp number or send by email to pld@uin-suka.ac.id or access the website[37].

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[32] cf.: Law No.12 of 2012 in Higher Education and Government Regulation No.4 of 2014 on The Implementation of Higher Education and Management of Higher Education
[33] see: http://admisi.uin-suka.ac.id/
[34] see: http://admisi.uin-suka.ac.id/ (last access January 17, 2023)
[35] see: https://sapa.span-ptkin.ac.id (last access January 17, 2023)
[36] see: https://www.um-ptkin.ac.id/ (last access January 17, 2023)
[37] see: http://pld.uin-suka.ac.id/ (last access January 17, 2023)

International applicants can get further information and support by contacting the international office of the Faculty of Tarbiyah and Education.

Bachelor's programmes offer information, communication and consultation services for prospective students through social media. For instance, to access general information about the **Bachelor of Islamic Early Childhood Education Programme**, graduates' labour market opportunities, graduates' learning outcomes, courses, instructional learning model, soft skill development programmes and student activities, prospective students can go to websites and social media, such as:

- Website: http://piaud.uin-suka.ac.id
- Email: piaud@uin-suka.ac.id
- Youtube channel: https://youtube.com/piauduinsunankalijaga
- Facebook: https://facebook.com/piauduinsunankalijaga
- Instagram: https://instagram.com/piauduinsunankalijaga
- Tiktok: https://tiktok.com/piauduinsunankalijaga

More information on the programme can be inquired directly by reaching http://piaud.uin-suka.ac.id/id/page/prodi/2347-Konseling-Calon-Mahasiswa-Baru.

Meanwhile, general information and inquiries about **Bachelor of Education for Islamic Elementary School Teachers Programme** are made accessible through:

- Website: http://pgmi.uin-suka.ac.id/
- Email: pgmi@uin-suka.ac.id
- Instagram: https://www.instagram.com/pgmiuinsuka/
- Facebook: https://www.facebook.com/PGMI-UIN-Sunan-Kalijaga
- WhatsApp number +62 812-2819-1622
- Offline helpdesk at Jl Marsda Adisucipto, Yogyakarta 55281

In the meantime, prospective students may also seek for assistance, consultation or inquiry about the **Bachelor of Islamic Education Management Programme** via

- the Website at https://mpi.uin-suka.ac.id/,
- Instagram direct message at https://www.instagram.com/mpiuinsuka/ helpdesk at the Admission Centre office,
- Bachelor of Islamic Education Management Office during working hours (07.30-16.00).

Consultation services for prospective students in the **Master programmes** are carried out through socialisation to several institutions or agencies e.g., colleges, universities, Ministry of religious affairs offices and elementary school principals. In addition, the Master's Programmes' management teams provide services, such as consultation related to student admission procedures, job opportunities and academic activities through WhatsApp groups.

For instance, prospective students of the **Master of Islamic Early Childhood Education** may consult to the head or the secretary of the programme via WhatsApp number or via

- Programme's staff phone number at +62-274-512474 or +62-274-589621,

- Email at piaudmagister@uin-suka.ac.id
- Access the website at piaudmagister.uin-suka.ac.id
- Facebook: [Piaudmagister Uinsuka](#),
- Instagram: [piaudmagister uinsuka](#),
- YouTube: [Magister PIAUD UIN Sunan Kalijaga](#)
- Go directly to the Admission Centre office located at Jalan Marsda Adisucipto Yogyakarta 55281

Meanwhile, prospective students may find general information about the **Master of Education for Islamic Elementary School Teacher Programme** through several platforms:
- Instagram: [@magisterpgmiuinsuka](#),
- Facebook: [Magister PGMI UinSuka](#),
- YouTube: [MPgmi SUKA TV](#).

In addition, the programme's manager also provides consulting services related to the new student admission procedures, job prospects and opportunities for the graduates, and academic activities through the WhatsApp Group[38].

<u>Selection procedure</u>
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.[39]

For **Bachelor programmes**, UIN SUKA student admission selection applies University government principles and good University governance. Therefore, comprehensive information on each phase of the admission procedure is presented and is made accessible at:
- https://span-ptkin.ac.id
- https://um-ptkin.ac.id
- https://admisi.uin-suka.ac.id

The first and the second phase of the admission procedure are carried out by proposer schools, while the third phase is carried out independently by the prospective students by logging to the website[40]. After completing the enrolment procedure, the prospective students shall wait for the result announcement according to a predetermined schedule. 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.

For **Master programmes**, admissions for prospective students are carried out twice each semester. At the end of each Prospective Student Admission period (PMB), the admissions committee monitors and evaluates the prospective student admission process that has been carried out. In

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[38] see: https://pgmimagister.uin-suka.ac.id/id/page/prodi/2348-Konseling-Mahasiswa-Baru (last access January 17, 2023)
[39] see: https://admisi.uin-suka.ac.id (last access on January 10, 2023)
[40] see: https://siswa.span-ptkin.ac.id/ (last access on January 20, 2023)

addition, the official admissions website informs any general information and documentation of socialisation activities related to new student admissions.

Figure 1: New Student Admission Selection Procedures of the Master programmes
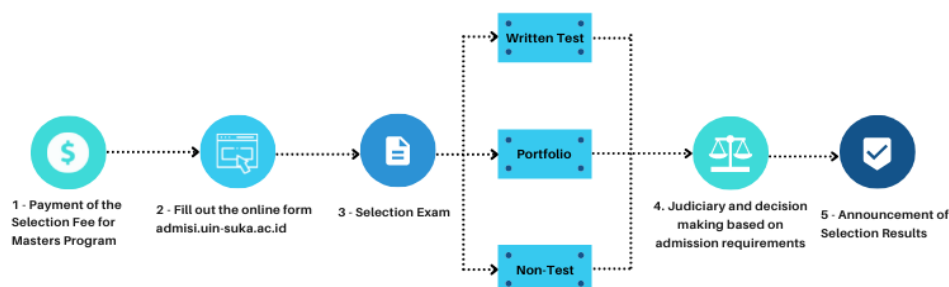
Admission procedures are updated periodically and are made accessible for prospective students on the website. To ensure that prospective students have good qualifications, they have to pass the selection procedures through a written test, a portfolio selection or a non-test path to enter UIN SUKA. The admission process includes the following steps:

1. Prospective students (candidates) pay the selection fee for the admission process at the selected bank using the payment code according to the test path to be followed. Prospective students then get a username and password to log in to the new student admission system.
2. Each prospective student fills in personal data, registration forms and uploads supporting documents according to the selected test path on the online registration. PMB candidates who have completed the registration form can print their admission cards and personal data as proof of admission in the selected test.
3. PMB candidates take the selection exam according to the selected admission path. Participants who take the written test shall take the Academic Potential Test, an English test and an Arabic test through CBT (Test from Home). Meanwhile, for the non-test and portfolio selection, the verification and selection process of supporting files/documents are carried out by the new student admissions committee of UIN SUKA.
4. Together with the dean and vice deans, the admissions committee conducts judicial decision making on new student admissions.
5. Selection results are announced in the form of Decision Letters, accessible by the participants on the website.

Professional experience
There is no professional experience required for the **Bachelor programmes**.

For the **Master programmes**, professional experience is one of the requirements in portfolio selection. Prospective students must prepare requirements related to previous experience in the field of education, as follows:

1. Professional teaching practice at the undergraduate level of Islamic Early Childhood Education Programme;
2. Having the ability to speak English (TOEFL 500), and Arabic (TOAFL 500);
3. Having scientific publications in reputable journals accredited by Dikti.
4. Having experience as an entrepreneur on a professional and international scale;

5. Having experience as an excellent teacher in educational institutions;
6. Having experience as a writer in an International Journal;
7. Having experience as a presenter at International Seminar/International Conference;
8. Having experience as a Book Writer by implementing many International book references or International Journals;
9. Having experience as a Book Writer by implementing many international book references or international journals;
10. Having experience doing International Field Study.

The mechanism for student admission through the portfolio selection provides an opportunity for prospective students who are already working and have professional experience in Islamic elementary education for at least one year. Prospective students attach evidence in the form of a work experience certificate in Islamic elementary education signed by the head of the school or institution. In addition, other supporting documents related to professional backgrounds, such as the results of scientific works, educator certificates and certificates of activities in Islamic elementary education, are also considered in the assessment.

Ensuring foreign language proficiency

Prospective new students who will enrol in the **Bachelor programmes** are not required to have a certificate of English or Arabic language proficiency with a certain score. However, foreign language proficiency is a requirement to take the final exam (*munaqasyah*), which is the final thesis exam that students must take as one of the requirements for graduation from the Bachelor programmes[41]. Therefore, before taking the exam, students must take the English (TOEFL) and Arabic (TOAFL) tests organised by the Centre for Language Development of the University.

Students who enter the **Master programmes** have to speak English and Arabic as an admission requirement. They must provide evidence of English language skills in the form of a TOEFL (or equivalent) certificate of at least 400 and a TOALF score of at least 400.

Transparency and documentation of admission procedure and decision

Prospective students of the **Bachelor programmes** are to follow each stage of the selection according to the registration path they choose. Each registration procedure of each path is widely accessible and can be opened through their respective web pages by entering the registration number. Announcement of the selection results of each path is also submitted online through its respective website.

1. 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 National Examination (UN), starting from semester one to semester five. Based on the ranking of academic achievements carried out by the National Committee and according to the provisions of school accreditation, students who meet the requirements are allowed to register for SPAN-PTKIN. The selection results are accessible on a schedule determined by the national implementing committee.

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[41] see: Academic Guidelines of UIN SUKA

Participants can check the selection results on the website by entering their registration number.

2. UM-PTKIN: UM-PTKIN is implemented nationally and is held simultaneously by the Implementing Committee determined by the Minister of Religion of the Republic of Indonesia through the Electronic Selection System (SSE). The test scores are used as the basis for ranking all examinees. 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.[42]

3. Independent Path by Sunan Kalijaga Admission Centre (Mandiri path): The results of the Written Examination, Non-Test and Portfolio announcements are announced through the official admission centre of UIN Sunan Kalijaga Yogyakarta in the announcement column and the official website of UIN Sunan Kalijaga Yogyakarta[43] in the announcement column according to the date specified in the PMB Schedule.

For the **Master programmes**, decision-making of new student admissions are conducted through the judiciary. The admissions committee reports the number of applicants for each test path to the faculty officials. Furthermore, the dean has the authority to decide on participants who have passed the selection. During the judiciary, the dean conveys certain criteria beyond the main requirements in the new student admission system. The decision-making mechanism is based on the acceptance system using PAN (Normative Reference Approach):

- Test path: based on the test result score that is already ranked by the admission system and the national and international achievements of the participants.
- Portfolio: according to the requirements of the uploaded file and has been verified. The dean has made additional criteria to determine participants who pass the portfolio path selection, such as acceptance and special assessments for memorising the Qur'an (*hafidz*) and participants who have work experience according to the field of the intended programme.
- Non-Test: selection is based on the suitability of the file with the existing requirements. Participants with a GPA above 3.35 with a linear choice of study programmes are automatically accepted as new students in the master's programme.

The judiciary results are then made a new student admission decree and announced on the University's website and the admission centre on a predetermined schedule. Thus, the entire series of the new student admission selection implementation is fully documented by the admissions committee.

The implementation of the student recruitment system through the three systems above is managed by the Admission Centre of UIN SUKA. The socialisation of the student recruitment is carried out through brochures, social media and announcements online and offline, which is made accessible by various public and private universities, government agencies, alumni networks and educational institutions.

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[42] https://www.um-ptkin.ac.id/home/information (last access on January 10, 2023)
[43] https://admisi.uin-suka.ac.id (last access on January 10, 2023)

The evaluation and update on student admission are conducted periodically once the selection process is accomplished. Moreover, the Admission Centre, involving the faculty and University, conducts judicial meetings to validate admitted students. This meeting also serves as an evaluation activity for better student admission.

Appraisal:

UIN SUKA has clearly regulated the admission requirements for **all five programmes**. The admission requirements 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. There is a special admission path for international students, as well as a special admission path for students with special needs.

In terms of the selection procedure, UIN SUKA establishes clear transparency, which are largely state-regulated for the **Bachelor programmes**. Only the Mandiri (Independent) Path is an admission procedure of the University. For the **Master programme**, the selection procedure is determined by a standardised University process.

In the case of **all five study programmes**, applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude and/or career perspectives. The counselling service can be contacted via social media (e.g., WhatsApp and Instagram) or e-mail, as well as by telephone or on campus during the office hours. The University can therefore ensure a constant availability and a quick response to incoming enquiries. What is more, the University offers a special counselling service for international applicants and prospective students with special needs.

For the **Master programmes**, professional experience is a requirement in the portfolio selection path. The required professional experience corresponds to the qualification profile of the entrants and the study programme's objectives since both Masters are very practically oriented study programmes. Certified proof of this experience must be shown at the time of the admission.

What is more, the admission requirements for the **Master programmes** regarding language proficiency (TOEFL 400 for English and TOALF 400 by the time of admission) ensure that students are able to successfully complete the study programme (with regard to courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure and decision is also based on transparent criteria and is communicated to the students. Applicants receive a letter if they have not been accepted and the information via the online application system (of the government or the University depending on the application path).

	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)			MEIESTP, MIECEP	BEIESTP,BIECEP, BIEMP	
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

The curricula are formulated by involving the dean, vice-dean, internal stakeholders i.e., lecturers, students and alumni as well as employers to address the regulation mentioned in the Indonesian Qualification Framework and facilitate the curriculum of 'independent learning-independent campus' (MBKM), community requirement and scientific development in the research field. Head and secretary of the programmes conduct periodic evaluations of curriculum to improve the competence of graduate profiles to conform to the demands of the world of work.

The **Bachelor of Islamic Early Childhood Education programme** determines two graduate profiles, namely educators or teachers and edupreneurs. In order to support the achievement of this profile, the number of graduate learning outcomes are determined based on seven areas of the *body of knowledge* that have been determined by scientific associations, namely: (a) administration and management, (b) child growth and development, (c) family relationships and community, (d) assessment, (e) environment and curriculum, (f) health, nutrition, and safety, and (g) professionalism and leadership. Furthermore, the contents of the Bachelor of Islamic Early Childhood Education Programme curriculum are classified into: (a) national characterising courses, (b) characterising courses at UIN SUKA, (c) scientific courses for study programmes and (d) supporting courses for study programmes.

Table 6: Supporting courses for Learning Outcomes in BIECEP

Graduate Profile	Knowledge Learning Outcomes	Skilled Learning Outcomes	Supporting courses
Educator Edupreneur	Mastering the theoretical concepts of early childhood education that are integrated with Islamic values, Indonesian-ness and local wisdom. [P1]	Able to integrate Islamic values, Indonesianness and local wisdom in the theoretical concepts of early childhood education. [KK1]	• Introduction on Early Childhood Education • Child Physic and Motoric Development • Child Cognitive Development • Child Religion Values and Moral Development • Child Language and literacy Development • Child Social and Emotional Development • Play in Early Childhood Education • Child Education Tafseer • Child Education Hadith • Musical Arts • Dance Arts • Fine Arts • Acting • Music Composition for Young Children • Art and Culture Performances • Outbond for Kids • Coding for Children
Educator Edupreneur	Mastering the theoretical concepts of family, community, and early childhood relationships comprehensively. [P2]	Able to develop characteristics, parenting and involvement of families and communities in the growth and development of children comprehensively. [KK2]	• Special needs Child Education • Parenting Education • Hadlonah Fiqh • Advocacy and Child Protection
Educator	Mastering the theoretical concepts of curriculum,	Able to design curriculum, learning management, learning	• Assessment • Curriculum and Learning

	learning, learning environment and assessment of early childhood Islamic education appropriately and deeply. [P3]	environment and assessment techniques for early childhood Islamic education in a precise and in-depth manner. [KK3]	● Learning Environment Management						
Educator	Mastering the theoretical concepts of safety, health, and nutrition in depth that support the growth and development of early childhood. [P4]	Able to design programs and procedures in the practice of safety, health, and nutrition according to the developmental stage and needs of early childhood. [KK4]	● Safety, Health, and Nutrition ● Disaster Education						
Educator	Mastering the theoretical concepts of professionalism, leadership, administration, and management in early childhood Islamic education. [P5]	Able to develop professional competence, leadership, administration, and management in the implementation of Islamic education for early childhood in an integrative holistic manner. [KK5]	● Professionalism and Leadership ● Administration and Management ● Interior and Exterior Design						
Educator Edupreneur	Mastering the concept of communicating using spoken and written language in early childhood Islamic education. [P6]	Able to communicate using spoken and written language using information and communication technology in Early Childhood Islamic Education. [KK6]	● Early Childhood Education Innovation ● Microteaching ● Early Childhood Education Field Experience ● Thesis (Early Childhood Capstone) ● Research Issues in ECE ● College Writing ● Research Method ● Digital Content Design ● Arabic for Kids ● English for Kids ● Sign Language ● Public Speaking ● Digital Literacy						
Educator Edupreneur	Mastering the concept of entrepreneurship in the field of Islamic Early Childhood Education comprehensively [P7]	Able to design a variety of entrepreneurs in the field of Islamic education for early childhood comprehensively [KK7]	● Edupreneurship ● Marketing of Educational Services and Products ● Educational Toys Development ● Educational Tour						

Table 7: Curriculum Bachelor of Islamic Early Childhood Education

Course Unit Code	Title of Module / Course Unit	Credit Points per Semester							Workload per week	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
	1st Semester									
AUD414001	Introduction on Early Childhood education	4							3,33	4
AUD414002	Development of Religious and Moral Values	4							3,33	4
USK411002	Ulum Al-Qur'an	2							1,67	2
USK411003	Ulum Al-Hadis	2							1,67	2
NAS410001	Pancasila	2							1,67	2
USK411001	Introduction to Islamic Studies	4							3,33	4
USK411004	Islam and Science	2							1,67	2
	2nd Semester									
AUD414004	Children's Physical and Motor Development		4						3,33	4
AUD414005	Children's Cognitive Development		4						3,33	4
AUD414006	Children's Language and Literacy Development		4						3,33	4

Code	Course Name									
USK411005	Islam and Social Sciences Humanities	2							1,67	2
USK411006	Islamic Civilization	2							1,67	2
NAS410003	Indonesian Language	2							1,67	2
NAS410002	Citizenship	2							1,67	2
	3rd Semester									
AUD414007	Children's Social and Emotional Development		4						3,33	4
AUD414009	Play and Games		4						3,33	4
AUD415022	Music Art for Early Childhood Education		2						1,67	2
AUD414012	Parenting Education		4						3,33	4
AUD414014	Curriculum in Early Childhood Education		4						3,33	4
AUD414011	Safety, Health and Nutrition		4						3,33	4
	4rd Semester									
AUD414003	Education for Children with Special Needs			2					1,67	2
AUD415023	Dance			2					1,67	2
AUD414013	Assessment in Early Childhood Education			4					3,33	4
AUD414008	Learning Environment Management			4					3,33	4
AUD414015	Professionalism and Leadership			4					3,33	4
AUD414016	Administration and Management			4					3,33	4
AUD415028	Art Education for Early Childhood			2					1,67	2
AUD415031	Arabic for Children			2					1,67	2
	5th Semester									
AUD415017	Islamic Law of Child Custody				2				1,67	2
AUD415024	Research Issues in Early Childhood Education				2				1,67	2
AUD415027	Edupreneurship				4				3,33	4
AUD415020	Interpretation of Children's Education				2				1,67	2
AUD415021	Hadith of Children's Education				2				1,67	2
AUD415032	Microteaching				2				1,67	2
AUD415033	English for Children				2				1,67	2
AUD415018	Research Methods				4				3,33	4
AUD425034	Art and Cultural Performances*				2				1,67	2
AUD425035	Sign Language*				2				1,67	2
AUD425036	Public Speaking*				2				1,67	2
	6th Semester									
AUD415030	Child Protection and Advocacy					2			1,67	2
AUD415029	Dramatic Play in Early Childhood Education*					2			1,67	2
AUD415037	Children's Musical Composition*					2			1,67	2
AUD414010	Innovation in Early Childhood Education*					2			1,67	2
AUD415025	Collage Writing*					2			1,67	2
AUD415026	Digital Content Design*					2			1,67	2
AUD415019	Marketing of Educational Services and Products*					2			1,67	2
AUD425038	Disaster Education*					2			1,67	2
AUD425039	Interior and Exterior Design*					2			1,67	2
AUD425040	Outbond Kids*					2			1,67	2
AUD425041	Development of Educational Game Tools*					2			1,67	2
AUD425042	Digital Literacy*					2			1,67	2
AUD425043	Coding for Children*					2			1,67	2
AUD425044	Educational Tour*					2			1,67	2
	7th Semester									
USK412002	PPL KKN Integratif						8		6,67	8
USK413006	Skripsi						6		5,00	6
Total		20	20	22	24	24	20	14	128,33	154

The curriculum guidelines for the **Master of Islamic Early Childhood Education programme** are mapped with study materials based on the profile of graduates as academics (lecturers, or researchers) and as practitioners (excellent teachers or entrepreneurs) in early childhood Islamic education expertise. Based on the curriculum, the objectives and classification of these courses are grouped into five components. (1). Components of Basic Skills Course (DKHL); (2). Components of Expertise Courses (KHL); (3). Components of Concentration Courses (Early Childhood Islamic

Education); (4). Components of the Final Project (TA); and (5) Components of the Supporting Elements Course (UPj).

Table 8: Supporting courses for Learning Outcomes in MIECEP

Profile	Profiles	Description	Supporting courses
Practitioners	Excellent Teachers	Become an excellent teacher in an early childhood education institution	❖ Study of Al-Qur'an and Hadith from the Perspective of Islamic Education ❖ Approaches in Islamic Studies ❖ Learning Models, Creativity Development, and Early Childhood Educational Games ❖ Philosophy of Science: Epistemology Topics ❖ Curriculum Innovations and Assessment of Early Childhood Learning ❖ Philosophy and Policy Analysis for Early Childhood Education ❖ Early Childhood Education Psychology
	Entrepreneurs	Becoming an entrepreneur in Early Childhood Education	❖ Entrepreneurship and Management of Early Childhood Education Institutions ❖ Philosophy and Policy Analysis for Early Childhood Education ❖ Competency Test (Field Study: National & International) ❖ Learning Models, Creativity Development, and Early Childhood Educational Games
Academics	Lecturers	Become a lecturer in early childhood education at the Diploma and Bachelor levels	❖ Learning Models, Creativity Development, and Early Childhood Educational Games ❖ Educational Research Methodology: Qualitative and Quantitative ❖ Education Statistics ❖ Inclusive Early Childhood Education ❖ Comparison of International Early Childhood Education Curriculum ❖ Master Thesis ❖ Thesis Proposal Seminar ❖ Competency Test (Field Study: National & International) ❖ Early Childhood Education Psychology
	Researchers	Become a researcher in the field of Early Childhood Education, both at the level of formal and non-formal education	❖ Educational Research Methodology: Qualitative and Quantitative ❖ Education Statistics ❖ Master Thesis ❖ Thesis Proposal Seminar ❖ Early Childhood Education Psychology ❖ Learning Models, Creativity Development, and Early Childhood Educational Games

Table 9: Curriculum Master of Islamic Early Childhood Education

Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload per week	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
1st Semester							
M1	Approaches in Islamic Studies	2				1,66667	4
M2	Philosophy of Science: Epistemology Topics	2				1,66667	4
M3	Study of Al-Qur'an and Hadith from the Perspective of Islamic Education	4				3,33333	8
M4	Early Childhood Education Psychology	4				3,33333	8
M5	Learning Models, Creativity Development, and Early Childhood Educational Games *	4				3,33333	8
M6	Philosophy and Policy Analysis for Early Childhood Education *	4				3,33333	8
2nd Semester							
M1	Curriculum Innovations and Assessment of Early Childhood Learning		4			3,33333	8
M2	Educational Research Methodology: Qualitative and Quantitative		4			3,33333	8
M3	Education Statistics		2			1,66667	4
M4	Entrepreneurship and Management of Early Childhood Education Institutions *		4			3,33333	8
M5	Inclusive Early Childhood Education *		2			1,66667	4
M6	Comparison of International Early Childhood Education Curriculum *		2			1,66667	4
3rd Semester							
M1	Competency Test (Field Study: National & International)			4		3,33333	8
M2	Thesis Proposal Seminar			2		1,66667	4
4th Semester							
BA	Master Thesis				8	6,66667	16
Total		14	12	6	8	20	104

For the **Bachelor of Education for Islamic Elementary School Teachers,** The distribution of courses that support the profile of graduates can be seen in the following table:

Table 10: Supporting courses for graduate profiles in BEIESTP

Profile	Description	Supporting Courses
Educator at MI/SD level	Become a teacher, tutor, or instructor at Islamic and general elementary education institutions that can master the psychology and development of students; learning materials and strategies; madrasa/school management; education policies. Also, be able to build communication and networking locally and globally, following Islamic values and national culture.	MI/SD Basic Mathematics MI/SD Basic Social Science MI/SD Basic Indonesian Language MI Islamic and Local Cultural History MI Al-Qur'an and Hadith MI Moral Aqidah Educational Science MI/SD Advanced Mathematics MI/SD Advanced Social Science MI/SD Advanced Indonesian Language MI/SD Curriculum Review Developmental psychology Arts, Skills and Orchestra MI/SD Basic Natural Science MI/SD Basic Pancasila and Civic Education Thematic Learning Learning Media and Resources Development MI Fiqh ICT/ Information and Communication Technology MI/SD Advanced Natural Science MI/SD Advanced Pancasila and Civic Education Learning Evaluation Education Statistics Educational Research Methodology MI Arabic Field Work Practice (PKL) / Internship I Learning strategies Microteaching/Internship II Educational Leadership Professional Development MI/SD Learning Communication Integrative Field Experience Programme (PPL) and Real Work Lecture (KKN) Inclusive Education* Scouting* Fine Arts and Skills* Music Art* Journalism* Thesis
Edupreneur in elementary education	Become an entrepreneur in the field of learning media and resources, scouting, creative, and innovative art based on Islamic values and national culture.	Edupreneurship Edupreneurship Practice Learning Media Scouting Art Music Art Dance Journalism Thesis Innovation and Business

Table 11: Curriculum Bachelor of Education for Islamic Elementary School Teachers

Course Unit Code	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7	Hours in Class	Hours Self-Study
	1st Semester									
NAS410003	Indonesian Language	2							1,67	2
GMI414001	Edupreneurship	2							1,67	2
USK411005	Islam and Social Sciences Humanities	2							1,67	2
USK411004	Islam and Natural Science	2							1,67	2
NAS410001	Pancasila	2							1,67	2
USK411003	Ulum Al-Hadis	2							1,67	2
USK411002	Ulum Al-Quran	2							1,67	2
USK411001	Introduction to Islamic Studies	4							3,33	4
	2nd Semester									
GMI414006	Al-Qur'an and Hadis Elementary School Education		2						1,67	2
GMI414007	Islamic basic education		2						1,67	2
NAS410002	Citizenship		2						1,67	2
USK411006	Islamic Civilization		2						1,67	2
GMI414004	Basic Indonesian Language for Elementary School Education		4						3,33	4
GMI414003	Basic Social Science for Elementary School Education		4						3,33	4
GMI414002	Basic Mathematic for Elementary School Education		4						3,33	4
GMI414005	Basic Civic Education for Elementary School Education		4						3,33	4
	3rd Semester									
GMI414014	Arabic for Elementary School Education			2					1,67	2
GMI414013	History of Islamic Culture and Local Culture for Elementary School Education			2					1,67	2
GMI414010	Advanced Indonesian Language for Elementary School Education			4					3,33	4
GMI414012	Basic Natural Science for Elementary School Education			4					3,33	4
GMI414009	Advance Social Science for Elementary School Education			4					3,33	4
GMI414008	Advance Mathematics for Elementary School Education			4					3,33	4
GMI414011	Curriculum review for Elementary School Education			4					3,33	4
	4rd Semester									
GMI414017	Moral Theology for Elementary School Education				2				1,67	2
GMI414018	Fiqh for Elementary School Education				2				1,67	2
GMI414023	ICT/ Information and communication technology				2				1,67	2
GMI414019	advanced Natural Science for Elementary School Education				2				1,67	2
GMI414021	Physical education and sports for Elementary School Education				2				1,67	2
GMI414022	Student development for Elementary School Education				2				1,67	2
GMI414020	Art, culture and crafts for Elementary School Education				2				1,67	2
GMI414015	Advanced Civic Education for Elementary School Education				4				3,33	4
GMI414016	Statistics education				4				3,33	4
	5th Semester									
GMI414030	Field Work Practice					1			0,83	1
GMI414028	Communication Learning for Elementary School Education					2			1,67	2
GMI414029	Microteaching					2			1,67	2
GMI414024	Learning Evaluation for Elementary School Education					4			3,33	4

Code	Course									
GMI414026	Thematic learning					4			3,33	4
GMI414027	Development of media and learning resources for Elementary school education					4			3,33	4
GMI414025	Learning strategies for Elementary school education					4			3,33	4
GMI425031	Tahfidzul Qur'an*					2			1,67	2
6th Semester										
GMI414035	Inclusive Education for Elementary school education						2		1,67	2
GMI414034	Practical Edupreneurship						3		2,5	3
GMI414032	Research Methodology for elementary school education						4		3,33	4
GMI414033	School Field Practice/ Real Teaching						4		3,33	4
GMI425041	Online business*						2		1,67	2
GMI425038	Educational Business Innovation*						2		1,67	2
GMI425043	Journalism*						2		1,67	2
GMI425046	Sign Language Proficiency*						2		1,67	2
GMI425039	Scouting*						2		1,67	2
GMI425040	English Deepening*						2		1,67	2
GMI425036	Natural Science Deepening*						2		1,67	2
GMI425037	Mathematics Deepening*						2		1,67	2
GMI425045	Public Speaking*						2		1,67	2
GMI425042	Musical Art*						2		1,67	2
GMI425044	Performance Arts*						2		1,67	2
7th Semester										
USK412002	Community Service Program							4	3,33	2
USK413006	Thesis							6	5	6
Total		18	24	24	22	23	23	10	130,05	154

Graduates profile of **Master of Education for Islamic Elementary School Teachers programme** are lecturers, education practitioners, such as supervisors, principals, teachers, as well as elementary school administrators and researchers. In order to achieve the graduate profile, learning outcomes for Master of Education for Islamic Elementary School Teachers Programme have been compiled and are reflected in the curriculum.

The profile in relation to the courses of the curriculum is described in the following table:

Table 12: Supporting courses of Learning Outcomes in MEIESTP

Graduate Profile	Courses
Lecturer / Academician	Philosophy of Islamic Basic Education
	Educational Research Methodology
	Study of the Qur'an and Al-Hadith Based on the Perspective of Islamic Education
	Islamic Studies Approach
	Applied Education Statistics
	Development of Character-Based Elementary School/MI Learning Assessment
	Child Learning Theory and Psychology
	Information Technology-Based Learning
	Integration of Basic Education and Islamic Sciences
	Research and Field studies
	Curriculum Development and Learning Innovation for Elementary School/MI
	Development of Elementary School /MI Primary Materials and Thematic Learning
	Thesis Proposal Seminar
	Publication of Scientific Work*
	Thesis
Education Practitioner (Teacher)	Analysis of Indonesian Language and Literature Learning Strategy MI/ Elementary
	Development of MI/ Elementary School Indonesian Language & Literature Learning Materials
	Analysis of MI/ Elementary School Science Learning Strategies
	Development of MI/ Elementary School Science Learning Materials
	Analysis of Learning Strategy Development of MI/SD Mathematics Materials
	Development of MI/ Elementary School Mathematics Learning Materials
	Analysis of MI/ Elementary School Social Studies Learning Strategies
	Development of MI/ Elementary School Social Studies Learning Materials

	Analysis of Civics Learning Strategies for MI/ Elementary School
	Development of Civics Learning Materials for MI/ Elementary School
	Analysis of Integrative Thematic Learning Strategies
	Development of Integrative Thematic Learning Materials
	MI/ Elementary School Leadership and HR Development
	MI/ Elementary School Education Policy Analysis
Researcher in the field of Islamic Basic Education	Educational Research Methodology
	Development of Character-Based Elementary School /MI Learning Assessment
	Child Learning Theory and Psychology
	Information Technology-Based Learning
	Integration of Basic Education and Islamic Sciences
	Research and Field studies
	Curriculum Development and Learning Innovation for Elementary School/MI
	Development of Elementary School /MI Primary Materials and Thematic Learning
	Thesis Proposal Seminar
	Publication of Scientific Work*
	Thesis
	Analysis of Integrative Thematic Learning Strategies
	Development of Integrative Thematic Learning Materials
	MI/Elementary School Leadership and HR Development
	MI/Elementary School Education Policy Analysis

Table 13: Curriculum Master of Education for Islamic Elementary School Teachers

Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload per week	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
1st Semester							
M1	Study of Al-Quran dan Al-Hadith Based on the Perspective of Islamic Education	4				3,33333	8
M2	Islamic Studies Approach	2				1,66667	4
M3	Applied Statistics for Education	2				1,66667	4
M4	Theory and Psychology of Child Learning	2				1,66667	4
M5	Information Technology-Based Learning	2				1,66667	4
M6	Development of SD/MI Materials and Thematic Learning	2				1,66667	4
2nd Semester							
M1	Islamic Primay Education Philosophy		2			1,66667	4
M2	Educational Research Methodology		2			1,66667	4
M3	Development of Character-Based Learning Assessment for SD/MI		2			1,66667	4
M4	Integration of Primary Education and Islamic Sciences		2			1,66667	4
M5	Curriculum Development and Learning Innovation for SD/MI		2			1,66667	4
M6	Analysis of Bahasa and Indonesian Literature Learning Strategies in MI/SD*		2			1,66667	4
	Analysis of Natural Science Learning Strategies in MI/SD*						
	Analysis of Mathematics Learning Strategies in MI/SD*						
	Analysis of Social Studies Learning Strategies in MI/SD*						
	Analysis of Civics Learning Strategies in MI/SD*						
	Analysis of Integrative Thematic Learning Strategies*						
	Leadership and Human Resource Development in MI/SD*						
3rd Semester							
M1	Research and Field Study			2		1,66667	4
M2	Master Thesis Proposal Seminar			2		1,66667	4
M3	Development of Bahasa and Indonesian Literature Learning Materials in MI/SD*			2		1,66667	4
	Development of Natural Science Learning Materials in MI/SD*						
	Development of Mathematics Learning Materials in MI/SD*						
	Development of Social Studies Learning Materials in MI/SD*						
	Development of Civics Learning Materials in MI/SD*						
	Development of Integrative Thematic Learning Materials*						
	Education Policy Analysis in MI/SD*						
4th Semester							
BA	Master Thesis				8	6,66667	16
Total		14	12	6	8	20	80

The curriculum of the **Bachelor of Islamic Education Management programme** was developed based on the Body of Knowledge (BoK) of Islamic Education Management. The BoK was obtained from the Forum Group Discussion (FGD) with the Indonesian Islamic Education Management Study Programme Association (PPMPI) based on proposals and evaluations from alumni and graduate users. The Body of Knowledge (BoK) of Islamic Education Management consists of six studies, namely: (1) Management Science, (2) Leadership Science, (3) Education Science, (4) Psychology, (5) Economics, and (6) Communication Science and Information Technology. The supporting curriculum for the three profiles of the Bachelor of Islamic Education Management Programme graduates is described in the following table:

Table 14: Supporting courses for Learning Outcomes in BIEMP

Graduate Profile	Compulsory Courses	Elective Courses
Education Administration Personnel	Introduction to Management Science	Event Management
	English for Islamic Educational Management	Public Relation Management
	Student Management	Multicultural Education
	Human Resources Management	
	Organisational Behaviour and Culture	
	Arabic for Islamic Educational Management	
	Islamic Education Leadership	
	Education Management Information System	
	Education Accounting & Finance	
	Quality Assurance System	
	Management of Islamic Educational Institutions	
	Educational Data Analysis Management	
	Records Management	
	Facilities and Infrastructure Management	
	Micro-leading	
	Economics and Edupreneurship	
	Education Curriculum Management	
	Educational Planning	
	Evaluation of Educational Programs	
	Professional Development	
	Anti-Corruption Education	
	Digitalizing Educational Information	
	PLP (Introduction to the Field of Education)	
	PLP – Integrative KKN (Community Service)	
Educational Research Assistant	English for Islamic Educational Management	Public Relation Management
	Human Resources Management	Multicultural Education
	Organisational Behaviour and Culture	
	Qualitative Research Methodology	
	Educational Data Analysis Management	
	Economics and Edupreneurship	
	Quantitative Research Methodology	
	Evaluation of Educational Programs	
	Professional Development	
	Anti-Corruption Education	
	E-Resources and Academic Writing	
	PLP (Introduction to the Field of Education)	
	PLP – Integrative KKN (community service)	
Educational Consultant Assistant	English for Islamic Educational Management	Politics and Education Policy
	Student Management	Event Management
	Human Resources Management	Public Relation Management
	Organisational Behaviour and Culture	Multicultural Education
	Arabic for Islamic Educational Management	
	Islamic Education Leadership	
	Strategic management	
	Education Management Information System	
	Education Accounting & Finance	
	Quality Assurance System	
	Management of Islamic Educational Institutions	

	Educational Data Analysis Management
	Facilities and Infrastructure Management
	Micro-leading
	Economics and Edupreneurship
	Education Curriculum Management
	Educational Planning
	Evaluation of Educational Programs
	Professional Development
	Educational Philanthropy
	Islamic Education Philosophy
	Anti-Corruption Education
	Educational Services Marketing Management
	Introduction to the Field of Education (PLP)
	PLP – Integrative KKN (Community Service)

Table 15: Curriculum Bachelor of Islamic Education Management

Course Unit Code	Title of Module / Course Unit	Credit Points per Semester							Workload per week	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
1st Semester										
MPI415001	English for Islamic Educational Management	4							3,33	4,00
NAS410001	Pancasila	2							1,67	2,00
USK411004	Islam and Science	2							1,67	2,00
MPI414002	Introduction to Management	2							1,67	2,00
USK411001	Introduction to Islamic Studies	4							3,33	4,00
USK411002	Ulum al-Qur'an	2							1,67	2,00
USK411003	Ulum al-Hadith	2							1,67	2,00
NAS410003	Bahasa Indonesia	2							1,67	2,00
2nd Semester										
MPI415003	Arabic for Islamic Educational Management		4						3,33	4,00
NAS410002	Civics		2						1,67	2,00
USK411006	Islamic Civilization		2						1,67	2,00
MPI414004	Student Management		2						1,67	2,00
MPI414005	Human Resources Management		3						2,50	3,00
MPI425006	Management Philosophy		2						1,67	2,00
USK411005	Islam and Humanities Social Sciences		2						1,67	2,00
MPI414007	Organizational Behavior and Culture		3						2,50	3,00
3rd Semester										
MPI414008	Qualitative Research Methodology			4					3,33	4,00
MPI414009	Accounting & Financing for Education			3					2,50	3,00
MPI414010	Educational Management Information System			2					1,67	2,00
MPI414011	Quality Assurance System			3					2,50	3,00
MPI414012	Strategic Management			2					1,67	2,00
MPI414013	Management of Islamic Education Institutions			4					3,33	4,00
MPI414014	Islamic Education Leadership			2					1,67	2,00
MPI425015	Philosophy			2					1,67	2,00
4rd Semester										
MPI414016	Quantitative Research Methodology				4				3,33	4,00
MPI414017	Micro leading				2				1,67	2,00
MPI414018	Economics and Edupreneurship				3				2,50	3,00
MPI414019	Management of Educational Data Analysis				2				1,67	2,00

Code	Course	1	2	3	4	5	6	7		
MPI414020	Management of Facilities and Infrastructure				2				1,67	2,00
MPI414021	Educational Curriculum Management				3				2,50	3,00
MPI414022	Educational Planning				4				3,33	4,00
MPI414023	Records Management				2				1,67	2,00
5th Semester										
MPI425024	Sufism Morals					2			1,67	2,00
MPI425025	Fiqh and Usul Fiqh					4			3,33	4,00
MPI425026	Sociology of Education					2			1,67	2,00
MPI414027	Professional Development					2			1,67	2,00
MPI414028	Educational Programs Assessment					2			1,67	2,00
MPI425029	Public Relations Management					3			2,50	3,00
MPI425030	Interpretation of Management Verses					2			1,67	2,00
MPI425031	Politics and Education Policy					2			1,67	2,00
MPI425032	Event Management					3			2,50	3,00
6th Semester										
MPI414033	Internship						4		3,33	4,00
MPI425034	Tawhid						2		1,67	2,00
MPI415035	Islamic Education Philosophy						2		1,67	2,00
MPI425036	Multicultural Education						2		1,67	2,00
MPI414037	Educational Services Marketing Management						3		2,50	3,00
MPI414038	Digitalization of Educational Information						4		3,33	4,00
MPI425039	Educational Philanthropy						2		1,67	2,00
MPI415040	E-Resources and Academic Writing						3		2,50	3,00
MPI415041	Anti-Corruption Education						2		1,67	2,00
7th Semester										
USK412002	Integrative Internship - Community Service Program							8	6,67	8,00
USK413006	Undergraduate Thesis							6	5,00	6,00
Total		20	20	22	22	22	24	14	120	144

Rationale for degree and programme name

The **Bachelor of Islamic Early Childhood Education** is a study programme founded in 2013, which was previously named the *Raudhatul Athfal* Teacher Education Study Programme (PGRA). The change is based on the Regulation of the Director General of Islamic Education Number 1853 of 2012 dated September 28, 2012 concerning Structuring Study Programmes in Islamic Higher Education. The Decree for the permit for the implementation of the Bachelor of Islamic Early Childhood Education Programme was issued by the Decree of the Directorate General of Islamic Education Number 2607 of 2017 concerning Permits for the Organisation of the Undergraduate Study Programme (S1) at the UIN SUKA in 2017. According to the Regulation of Ministry of Religious Affairs Number 33 of 2016, the Academic title of the Bachelor of Islamic Early Childhood Education Programme changed from Bachelor Islamic Education (S.Pd.I.) to Bachelor of Education (Sarjana Pendidikan, S.Pd.).

The **Master of Islamic Early Childhood Education programme** is named as Early Childhood Islamic Education, and the title given to graduates is Master of Education (Magister Pendidikan, M.Pd.). This is in accordance with the Decree of the Director General of Islamic Education Number 2607 of 2017 concerning Adjustment of the Study Program Nomenclature at UIN SUKA. The name

of the study program and the degree are in accordance with the objectives of the Master of Islamic Early Childhood Education programme.

The name of Madrasah Ibtidaiyah Teacher Education study programme is determined by the Ministry of Religious Affairs based on Decree of the Director General of Islamic Education Number: 3389 Year 2013, dated December 3, 2013 on Guidelines for Naming Islamic Religious Colleges, Faculties and Departments in Islamic Religious Colleges and Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 33 of 2016 on graduate degrees of the Madrasah Ibtidaiyah Education Study Programme with a degree, **Bachelor of Education for Islamic Elementary School Teachers** (Sarjana Pendidikan, S.Pd.). The title is also strengthened by two profiles of graduates, namely as prospective educators at the MI/SD (elementary school) level and as edupreneur in the field of education at the MI/SD (elementary school) level.

Competencies of Graduates of **Master of Education for Islamic Elementary School Teachers** programme are in accordance with the demands of the Indonesian National Qualifications Framework Level 8 (Master). It is stated in the regulation of the Minister of Education and Culture Number 73 of 2013 concerning the Application of the Indonesian National Qualification Framework for the Higher Education Sector Article 3 Paragraph 4 that Level 8 is equivalent to graduates of an applied master, master, or specialist one. The study programme is named as Master of Education for Islamic Elementary School Teachers Programme, and the graduates are given the title Master of Education (Magister Pendidikan, M.Pd.). This is in accordance with the Decree of the Director General of Islamic Education Number 2607 of 2017 concerning Adjustment of the Nomenclature of Study Programmes at UIN SUKA and Regulation of the Minister of Education and Culture Number 154 of 2014 concerning Clusters of Science and Technology as well as College Graduate Degrees.

The **Bachelor of Islamic Education Management** study programme is named in accordance with the Regulation of the Director General of Islamic Education Number 1429 of 2012 dated August 31, 2012 concerning the Arrangement of Study Programmes in Islamic Higher Education, namely "Islamic Education Management". The title given is in accordance with the Regulation of the Minister of Religion Number 33 of 2016, namely "Bachelor of Education" with the abbreviation "S.Pd." (Sarjana Pendidikan). The Bachelor of Islamic Education Management Programme is named in accordance with its curriculum content and learning outcomes that have been decided by the Indonesian Islamic Education Management Study Programme Association (PPMPI).

Integration of theory and practice
The **Bachelor of Islamic Early Childhood Education programme** consists of a combination of 62 % mastery of scientific theory and 38 % of practical aspects. There is practical aspect included, for all learning outcomes to be achieved.

1. Mastering the theoretical concepts of early childhood education that are integrated with Islamic values, Indonesianness and local wisdom.
   - The integration of theory and practice is obtained in learning, both inside and outside the classroom (laboratory, studio), using an active learning model. Lecturers and students share roles in learning.

2. Mastering the theoretical concepts of family, community and early childhood relationships comprehensively.
- The integration of theory and practice is obtained through field observations (such as: inclusive early child care institutions, families, orphanages, day care centres).

3. Mastering the theoretical concepts of curriculum, learning, learning environment and assessment of early childhood Islamic education appropriately and deeply.
- The integration of theory and practice is obtained through the practice of developing assessments and learning curricula. Students are given the opportunity to make observations at school.

4. Mastering the theoretical concepts of safety, health, and nutrition in depth that support the growth and development of early childhood.
- The integration of theory and practice is obtained through learning in the classroom and outside the classroom through simulation and project-based learning.

5. Mastering the theoretical concepts of professionalism, leadership, administration and management in early childhood Islamic education.
- The integration of theory and practice is obtained through administrative and management observations in schools. Students are also given the opportunity to interact with senior teachers to share experiences.

6. Mastering the concept of communicating using spoken and written language in early childhood Islamic education.
- The integration of theory and practice is obtained through research and community service. Students apply theory with literature review, problem identification, problem solving in the field (such as: PAUD / PIAUD units, families, educational tours), write research reports.
  In addition, students also had internships, and teaching assistance in PAUD / PIAUD institutions.

7. Mastering the concept of entrepreneurship in the field of Islamic Early Childhood Education comprehensively.
- The integration of theory and practice is obtained through project-based learning and experiential learning. Students apply theory by developing learning products. Students are invited to conduct field observations (such as: educational toys development producers, educational tours, children's playgrounds, children's outbound places).

The theory and practice of early childhood education with various interdisciplinary/multidisciplinary perspectives have been developed in the **Master Programme in Islamic Early Childhood Education**. In terms of learning process, theoretical courses are provided in semester I to semester III, and are added with practical courses in semester IV. These practical courses put the theoretical courses into practice through assignments and teaching materials, as well as practical units.

Table 16: Integration of theory and practice in MIECEP

	Courses	Study Materials	Skills	Practices
1	Educational Research Methodology: Qualitative and Quantitative	Research Methodology	Able to understand and apply qualitative, quantitative, and so on research methodologies, according to scientific rules and application skills.	Make a research proposal
2	Education Statistics	Statistics		-Practice calculating quantitative data statistics -Analysing a quantitative thesis
3	Thesis Proposal Seminar	Scientific Work	Able to develop research activities and implement science, technology, and art through research to produce scientific work of Early Childhood Education expertise tested, innovative, and international scale.	Write a thesis proposal
4	Thesis			Writing a thesis
5	Comparison of Foreign Early Childhood Curriculum*	International Curriculum	Master data literacy, analyse, and develop curriculum and basic education assessments according to the characteristics of early childhood development according to technological and cultural development as basic competencies towards the era of society 5.0.	Analyse the international early childhood education curriculum
6	Curriculum Innovation and Early Childhood Learning Assessment	Curriculum and Assessment		Developing early childhood education curriculum and assessments
7	Qur'anic Studies, Hadith of Islamic Educational Perspectives	Islam	Mastering the theory of Islamic basic education expertise contained in the Qur'an and Hadith critically and able to implement it related to early childhood education appropriately internationally.	Writing a paper that connects early childhood education studies with quranic science & hadith
	Approach to Islamic Studies			Writing a paper that connects MIECEP studies with Islamic studies
8	Philosophy of Science: Topics of Epistemology	Philosophy of science	Master the policies, theories, development, and issues of early childhood education expertise and its professional implementation.	Writing papers that connect the study of early childhood with the philosophy of science
9	Philosophy and Policy Analysis of Early Childhood Education*	Philosophy-Policy		Analyse government policies related to Early Childhood Education

10	Learning Model, Creativity Development, and Early Childhood Educational Games*	Learning Model	Have the ability to develop the latest science and technology, analyse, synthesize, and apply various learning approaches, methods, and strategies to improve the quality of learning, and develop students' potential for general education and inclusive education in international early childhood education.	-Write scientific journal articles with themes of learning models, creativity development, and early childhood educational games - Creating Educational Game Tools (APE)
11	Early Childhood Education Inclusion*	Early Childhood Education Inclusion		Conduct research in inclusion-based Early Childhood Education
12	Competency Test (Field Study At Home/ Abroad)	*Field Study*		Teaching practice
13	Psychology of Early Childhood Education	Developmental Psychology	Mastering the theory of child psychology, analysing and overcoming the problems of early childhood learning to develop students' potential professionally.	Psychological analysis of early childhood development
14	Entrepreneurship and Management of Early Childhood Education Institutions*	*Entrepreneur and Management*	Able to develop Entrepreneurship and management of early childhood education skills both nationally and internationally.	Designing entrepreneurial ideas in the field of Early Childhood Education

The **Bachelor of Education for Islamic Elementary School Teachers programme** curriculum prepares students to have the ability to compete in the world of work, especially in the field of elementary education. Therefore, each skill to be acquired is linked to a practical objective and a sample of courses according to the following table:

Table 17: Integration of theory and practice in BEIESTP

Skills	Practical Objective	Samples of Courses
Ability in MI/SD (Elementary Level) Pedagogical Teacher	Ability to carry out learning at the MI/SD (Elementary) level	• Islamic Elementary Education • MI/SD Learning Strategies • MI/SD Media and Learning Resources Development • MI/SD Learning Assessment • MI/SD Student Development • Fieldwork Practice • MI/SD Learning Communication
Ability in MI/SD (Elementary) Teacher Professionals	Ability to master MI/SD (Elementary) teaching materials	• MI/SD Basic Mathematics • MI/SD Indonesian language • MI/SD Basic Civics • MI/SD Basic Natural Science • MI/SD Social Science • MI/SD Fiqh

Social competence	Ability to communicate with students and the community	• Technology, Information and Communication Scout • Field Experience • Journalism • Public Speaking
Ability to do Research	Ability to complete both theoretically and practically in the fields of education, Science and Religion	• Educational Research Methodology • Ulumul Quran • Introduction to Islamic Studies • Ulumul Al-Hadith • English language • Islam and Social Humanities • Islam and Science • Thesis
Entrepreneurial ability	Ability to be entrepreneurial in the field of education	• Edupreneurship Practice • Learning Media • Innovation and Business • Public Speaking
Ability in the field of Arts	Ability to perform in the arts	• Music Art • Performing Arts

The **Master of Education for Islamic Elementary School Teachers programme** curriculum is structured to achieve the profile of graduates, namely lecturers, educational practitioners and researchers. The combination of theory and practice is therefore carried out in various methods.

Table 18: Integration of theory and practice in MEIESTP

	Skills	Practical Objectives	Sample of Course	Examples of How to Turn Theory into Practice
1.	Teaching ability	Able to organise learning activities and teach them in the classroom.	Child Learning Theory and Psychology; Analysis of Integrative Thematic Learning Strategies; Integration of Basic Education and Islamic Sciences.	Through the theory in the Integrative Thematic Learning Strategy Analysis course, students are able to develop the design of learning plans and to correct learning strategies.
2.	Research ability	Able to respond critically to problems and conduct scientific research properly and ethically.	Educational Research Methodology; Development of Learning Materials, Educational Applied Statistics; Research and Field Studies; Thesis Proposal Seminar, Scientific Paper Publication, and Thesis.	Through thesis courses, students are able to respond critically to problems, conduct scientific research correctly and ethically, and present the thesis in written form.
3.	Ability to judge	Able to arrange evaluation questions and their application in the classroom.	Character-Based SD/MI (Elementary School) Learning Assessment Development.	Through Character-Based SD/MI (Elementary School) Learning Assessment Development courses, students are able to make evaluation questions to their assessment rubrics.

4.	Material mastery ability	Able to master science, social studies, Indonesian language, mathematics and Civics.	MI/SD Science Learning Strategy Analysis; MI/SD Social Studies Learning Strategy Analysis; Analysis of MI/SD Indonesian Language Learning Strategies; MI/SD Mathematics Learning Strategy Analysis; and Analysis of Civics Learning Strategies for MI/SD.	Through the learning strategy analysis course, students are able to create learning scenarios with certain learning strategies that are in accordance with the material being taught.
5.	Leadership ability	Able to have a leadership spirit.	MI/SD Leadership and Human Resources Development and MI/SD Education Policy Analysis.	Through MI/SD leadership and HR development courses, students are able to identify leadership patterns in schools or madrasas.

The **Bachelor of Islamic Education Management programme** curriculum is designed to meet the demand for stakeholder skills. The curriculum has covered theory and practice to achieve graduate competency profiles. Practical experiences are particularly provided in the courses on Student Management, Management of Islamic Education Institutions, Educational Planning, Professional Development, Accounting and Financing for Education, Public Relations Management, Event Management, Educational Services Marketing Management and Digitalisation of Educational Information. What is more, the curriculum includes a compulsory internship for the students in order to give them first contact to the job market and potential future employment opportunities. The internship is guided by an academic advisor and finished with a report on the internship experience and the relation to the study programme. Practical experiences are also gained in the Integrative Internship – Community Service Programme that is compulsory for all students. The whole study programme is practically oriented for students to apply their theoretical knowledge already in the context of their studies. What is more, students receive advice and shared experiences by guest lecturers from the management of educational institutions.

Table 19: Integration of theory and practice in BIEMP

Competence	Skill Learning Outcomes	Supporting Courses	Integration theory and practice
Managerial Competence	KK1. Mastering and applying various perspectives and theories of Islamic education management to problem-solving.	Student Management; Human Resources Management; Facility Management; Curriculum Management; Education Planning; Education Policy and Regulation; Education Philanthropy, Thesis.	Lectures using the case study method and problem-based learning. For example, after several meeting in class, students asked to observe schools regarding student management, curriculum management and facility management. Students also asked to observe educational funding places, such as the National Zakat Board, for the education philanthropy course. After they observe the schools or some institution, they asked to create a report with scientific article format as a results and discussion section.
	KK2. Mastery of managerial and administrative, both in terms of concepts and techniques in developing Islamic education institutions.	Accounting and Education Financing; Strategic Management; Islamic Education Institution Management; Islamic Education Leadership; Microleading; Economics and Edupreneurship; Record Management; Education Service Marketing Management; Education Information Digitalisation; Introduction to the Field of Education (PLP I); Internship (PLP II).	Lectures using student centered learning. Students are given the opportunity to observe in schools, Islamic boarding schools or other educational institutions. They interact with the school manager, internship supervisor or other employee to share experiences. The results are discussed in class.
	KK3. Analysing and communicating information for accurate decision-making in the context of Islamic education management problem-solving.	Education Management Information Systems; Quality Assurance Systems; Microleading; Education Data Analysis Management; Education Planning; Programme Evaluation; Public Relations Management; Introduction to the Field of Education (PLP I); Internship (PLP II); E-Resources and Academic Writing; Thesis.	
Technical competence	KK2. Mastery of managerial and administrative, both in terms of concepts and techniques in developing	Accounting and Education Financing; Strategic Management; Islamic Education Institution Management; Islamic Education Leadership; Microleading; Economics and Edupreneurship; Archival	Lectures using student centered learning. Students are given the opportunity to observe in schools, Islamic boarding schools, or other educational institutions. They interact with the school manager, internship supervisor or other

		Management; Education Service Marketing Management; Education Information Digitalisation; Introduction to the Field of Education (PLP I); Internship (PLP II).	employee to share experiences. The results are discussed in class.
	KK4. Designing and conducting research in the field of Islamic education management.	Thesis; E-Resources and Academic Writing; Quantitative Research Methodology; Qualitative Research Methodology.	The integration theory and practice through research. Students doing some research. The results are published as scientific article or thesis.
Social and Personal competence	KK5. Developing and performing community service in the field of Islamic education management.	Internship (PLP II); Community Service (KKN).	Students conduct internships and community service. They interact with the school manager, internship supervisor or other employee to share experiences. They also interact with society.
	KU1. Possessing effective communication skills, both orally and in writing, through the Indonesian, English or Arabic language.	Bahasa Indonesia; English for Educational Management; Arabic for Educational Management.	Lectures using student centered learning. Students speak and write in English or Arabic. They also write articles with effective sentence in Indonesian.
	KU2. Effectively and independently performing work within a multidisciplinary and multicultural team.	Multicultural Education; Educational Sociology; Event Management; Introduction to the Field of Education (PLP I); Internship (PLP II); Community Service (KKN).	Lectures using student centered learning. With the project-based learning, students arrange some project, namely MPI FAIR to realise event management course also multicultural education. Students are given the opportunity to observe in schools, Islamic boarding schools or other educational institutions. They interact with the school manager, internship supervisor or another employee to share experiences. The results are discussed in class.

Interdisciplinary thinking

All study programmes include the independent learning initiative (MBKM) of the Indonesian government. In the course of this initiative, students are able to take courses from other faculties and disciplines within their study programme. The initiative is regulated in the University's Technical Guide on the Implementation of the MBKM curriculum at UIN SUKA from 2022.

Students of **Bachelor of Islamic Early Childhood Education programme** are trained to think in an interdisciplinary manner as the core value of the University, namely integration-interconnection. They are provided with courses that support these abilities, such as: Introduction to Islamic Studies, Islam and Science, Islam and Social Sciences, Humanities, and Fundamentals of Early Childhood Education. The study materials in these courses include Islamic materials, general science, Indonesian-ness and integrated local wisdom.

Throughout the learning process, students are trained to think interdisciplinary by reviewing the material of a particular discipline and then clarifying or confirming it with other disciplines. For example, this is applied in the connection of pedagogic concepts, religion (Islam) and psychology.

In addition, learning in the Bachelor of Islamic Early Childhood Education Programmes applies *joyful learning*, using fun and varied learning strategies. The learning strategies are determined based on the characteristics of the material, student learning needs and learning environment. Thus, students are trained to think interdisciplinary by way of considering aspects of pedagogy, psychology and the environment.

Special competencies that must be possessed by **Master students in Early Childhood Islamic Education programme** are the ability to solve scientific and technological problems in early childhood education expertise with an inter or multidisciplinary approach that includes philosophical, theoretical, and practical aspects. Students are also able to identify problems with early childhood education skills, such as mastery of learning models, pedagogical abilities, or others. Then, students are able to formulate alternative problem solving through interdisciplinary or multidisciplinary methods to recommend the best problem solving.

In the **Master of Islamic Early Childhood Education Programme**, the integration-interconnection paradigm is applied to the subjects of Qur'an and Hadith Studies, Approaches to Islamic Studies, and Philosophy of Science. In the Qur'an and Hadith Studies course, there is an application of the integration-interconnection paradigm between early childhood education science and the Qur'an and Hadith sciences. With the integration-interconnection paradigm, it is expected that students of the programme will be able to link the scientific specialisation they are pursuing with other scientific disciplines.

Interdisciplinary thinking in the **Bachelor of Education for Islamic Elementary School Teachers programme** can be seen through the following:
1. The diverse courses, i.e Pedagogic courses (learning media, learning evaluation, inclusive education, etc.), the Professional subjects (math, science, social studies, Fiqh, Quran and Hadith, Indonesian language, English, etc.), as well as courses in social and humanities (Islamic studies and science, Islamic studies and humanities, History of Islamic civilization).
2. The diverse activities, such as Scouting, Hadroh, Reading Al-Quran, Journalism and Study Programme Student Associations.

The **Master of Education for Islamic Elementary School Teachers programme** is committed to prepare students to be ready to face the world of work that requires interdisciplinary thinking. The integration between theory and practice of Islamic basic education uses various transdisciplinary,

multidisciplinary and interdisciplinary perspectives. This is manifested in intra-curricular, extra-curricular and co-curricular activities. As an example of intra-curricular activities, the programme organises research-based lectures, field studies at universities to prepare students to have a field practice in order to experience the real world of work, such as micro-teaching, real teaching, and academic administration practices. Thesis is also an intra-curricular activity that requires students to understand and use multidisciplinary knowledge, such as research skills and communication skills. For extra-curricular activities, Master of Education for Islamic Elementary School Teachers Program organises writing classes and scientific discussions under the Master's Programme Student Communication Forum (FKMPM). Master of Education for Islamic Elementary School Teachers Programme organises co-curricular activities, such as entrepreneurship training, scientific article writing training, foreign language training and social services.

The curriculum of the **Bachelor of Islamic Education Management programme** refers to the core values of UIN SUKA, namely the integration-interconnections. Courses that support students to think interdisciplinary include (a) Introduction to Islamic Studies, (b) Islam and Science, (c) Islam and Social Sciences and Humanities and (d) Politics and Educational Policy. Courses that support students to think multidisciplinary are PLP (Introduction to the Field of Education) and Integrative PLP-KKN (Community Service).

Integrative PLP and PLP-KKN courses are professional training practices and community service carried out by students through the process of: (a) managerial observation, (b) preparation of work programmes, (c) group discussions with field supervisor, (d) activity reflection, (e) practice and implementation of work programs, (f) preparation of reports in the form of journal articles that can be published in scientific and service journals. In the process of preparing and implementing the Integrative PLP-KKN work program, each student is required to be able to analyse managerial problems and how to provide solutions in the form of work programmes.

Ethical aspects
All five study programmes ensure that the academic atmosphere is created in an orderly and conducive manner in the implementation of the Three Main Tasks of higher education. This refers to the ethical guidelines set by faculties and universities, such as student codes of conduct and ethics, lecturers' codes of conduct and ethics and codes of ethics and discipline for educational staff. The Lecturer's Code of Ethics regulates obligations (general and specific), lecturers' responsibilities in the academic, research, and community service fields. The Code of Ethics for Staff/ Educational Personnel regulates the code of ethics in religion, state, society, and organisation, towards the academic community, colleagues, and oneself. The code of ethics/student rules regulates student obligations (general and specific), student rights, obligations, student organisation administrators, violations and sanctions. In addition, there is also a code of ethics taught to students, namely a code of ethics for prospective academics or practitioners.

Students are also required to sign the statement that their work is free of plagiarism and that they shall always act with respect to the reputation of the University.

Furthermore, all five programmes have Islamic religion at the core of its study programme and the therewith related ethical concepts and behaviours, which influence each course of the Faculty including all study programmes.

What is more, students are also provided with courses in professionalism and leadership, in which they examine the teacher's code of ethics. In addition, this course is also to develop the personality and social competence of students as prospective educators.

Moreover, the programmes contain courses that support the strengthening of professional ethics for education managers, such as Pancasila, Civics, Indonesian Language and Professional Development.

Methods and scientific practice

The **Bachelor of Islamic Early Childhood Education programme** ensures that students have scientific problem-solving skills. For this reason, students take courses on Research Issues in Early Childhood Education, Research Methods and College Writing. The study materials for these courses include literature review theory and practice, educational research methodology, data analysis, academic writing and the use of reference management software. Students are trained to identify the development of actual and contemporary early childhood education issues through literature review. Then, they are guided to be able to identify and formulate problems, select and determine research methods and make research plans in the form of proposals. Students are also guided intensively in conducting research, writing and reporting research results in the form of a thesis. Students are also required to account for their final assignment report in the final thesis exam. Students then are directed to publish their research results in the form of journal articles.

In the **Master of Islamic Early Childhood Education programme**, students are provided with Research Methodology courses in the early semesters as a way to give them an insights about methods to be used in conducting researches. In addition, the study programme also held training in writing scientific journals through "Academic Writing" by inviting the alumni of the programme as speaker.

In the middle semester, the lecturers apply several strategies to foster students' enthusiasm in conducting research as listed in the followings:

1. Lecturers assign students to write scientific journal articles and make it a requirement to obtain the final grades at the end of the semester.
2. Students are required to publish scientific articles in one nationally accredited journal before they can take a thesis exam.
3. The Master's degree of Islamic Early Childhood Education Programme also has a collaborative research project between lecturers and students to be published in Scopus indexed journals.

These strategies are carried out with the aim of encouraging students to actively take part in conducting research and productively read, write and publish scientific journal articles in both the Sinta and Scopus indexed journals (nationally and internationally recognised).

In the **Bachelor of Education for Islamic Elementary School Teachers programme**, the specified methods and scientific practice are as follows:

1. Students shall understand the theoretical aspect provided in the classroom lectures and discuss the materials related to social-religious phenomena in the society through several courses: Introduction to Islamic studies, Islamic social and humanities, Islamic civilisation and Islam and science.
2. Students shall comprehend and put theories into practice as a form of professionalism in the field of MI/SD (Elementary School) teacher education, through the following subjects: Statistics, Curriculum Study, Mathematics, Science, Social Studies and Civics Education.
3. Students are invited to solve students and basic education problems, through the following subjects: Student Development, Basic Education Science, learning strategies and learning evaluation, as well as peer teaching and integrative KKN PPL (fieldwork practice).

In terms of methodological competence for conducting research, the **Master of Education for Islamic Elementary School Teachers programme** provides students with the following supporting courses:
1. Basic Education Research Methodology: This course provides knowledge on both qualitative and quantitative research methods as the basis for preparing research proposals.
2. Applied Education Statistics: It is a supporting course in research data analysis.
3. Research and Field Study: It provides opportunities for students to apply the theories obtained in the classroom in hands-on learning experience, as well as through mini research.
4. Seminar Proposal: This course provides a forum for students to submit their thesis designs in front of lecturers and other students, so that they obtain feedback from other participants.
5. Thesis: It is a final project during the learning process at Masters' Degree, as a way to make accurate scientific works according to the applicable rules of good and correct scientific work.

The study programme has also designed and facilitated collaborative research activities between lecturers and students to carry out intensive academic interactions between the two. Collaborative research is realised in the form of articles publication.

The **Bachelor of Islamic Education Management programme** endeavours to improve the methodological competence and ability of the students to do scientific work by providing courses in qualitative research methods, quantitative research methods, Educational Data Analysis Management, Education Program Evaluation, E-Resources and Academic Writing. This is also supported by the Academic Writing workshop for students and a public lecture "Media & E-Resources Literacy for Improving Academic Skills". The study programme also publishes manuals for writing scientific papers as a guide for students in compiling scientific papers in the form of scientific articles, papers, and thesis. Students are also involved in lecturers' research with the output of publication of scientific articles in scientific journals.

Examination and final thesis
Learning assessment is a minimum criterion regarding the assessment of student learning processes and outcomes in order to fulfil graduate learning outcomes. Student learning processes

and outcomes are assessed using various assessment techniques according to the competencies to be achieved. Therefore, the assessment is carried out with reference to the learning outcomes of each course.

The learning results are assessed in the middle and at the end of the semester. The assessment of learning outcomes can be done with a test or non-test. Non-test exams are conducted by assessing projects, products, performance, portfolios, observations and interviews. Tests can be in the form of written tests, oral examinations, case studies or take away papers.

Students of **all five programmes** are required to write a thesis in order to meet the graduation requirements. Thesis is written independently with the guidance of a Supervisor. Students are also required to conduct research and write a thesis, until it is approved by the supervisor. Upon the completion of thesis writing, students register for a thesis exam (*munaqasyah*) by fulfilling the requirements, one of which is publishing articles in journals. After the requirements are met, students are scheduled for an oral defence for thesis examination *(munaqasyah)*. The thesis examination session is led by the Chair of the Session (Supervisor), and two Examiners (The First Examiner, who also serves as the Session Secretary, and the Second Examiner). The Thesis Examination/Oral defence Session (*Munaqasyah*) is assessed with an assessment rubric that includes research methodology abilities, writing techniques, academic comprehension and thesis content.

The assessment covers the following aspects:
1. Methodological assessment, including the problem formulation, literature limitation, drawing conclusions, and writing techniques.
2. Assessment during thesis examination session (*munaqosah*), includes the ability to understand the questions, the ability to answer the questions, mastery of the thesis, and attitude. Some of the student's thesis can be published in reputable scientific journals.

Decision making for student graduation is based on an assessment by the Chair of the Session and two Examiners. Students are entitled to hold the respective title after being declared to have passed the Thesis Examination Session (*Munaqasyah*). Afterwards, students shall administratively register for Online Judiciary to get their certificate.

Appraisal:

The curricula of **all five study programmes** adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) and optional electives enable students to acquire additional competences and skills. All five study programmes are oriented towards the educational sector, in early childcare education, elementary school education or education management. The contents of the courses consistently reflect this strategic orientation of the study programmes. They clearly meet the requirements of the job market, since the contents, the practical units and experiences are interrelated with each other in a strong orientation towards the job market. Additional electives enhance the graduates' employability and offer possibilities for further specialisation.

The degrees and programme names of **all five programmes** correspond to the contents of the curriculum and the programme objectives. The panel acknowledges that there is a national regulation for the naming of study programmes in Indonesia by the Indonesian Ministry of Research, Technology and Higher Education, as well as the Ministry of Religious Affairs.

Theory and practice are systematically interrelated throughout the curriculum in **all five study programmes.** Theoretical discourse and practical application complement each other in developing the students' qualification profile and with regard to future employment. In all study programmes, there are practical units, such as Microteaching, internships, teaching practice, MBKM, community services, case studies and fieldwork. In this regard, the study programmes profit from the widespread network of school and other educational institutions that the Faculty has built. For the **Bachelor in Islamic Education Management**, there are internships that they can do in any social institution (school, kinder garden, also outside of school). The panel had the impression that the study programmes offer an integrated campus which combines theory in practice and reflects the idea of Tri Dharma to educate future educational staff.

All study programmes puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge in the educational sector. The Faculty offers MBKM as a possibility to take other classes at other universities or internships in order to get a different perspective. There are also additional courses offered to the programme. All five study programmes include Islamic studies, pedagogical studies and religious studies.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives, since the Islamic religion and its ethical concepts are at the core of all five study programmes and therefore integrated in every course.

Students acquire methodological competences and are enabled to do scientific work on the required level. **All five study programmes** include courses on research methods and training of scientific practice. Students are required to write papers, do research and field studies.

All exams in **all five study programmes,** as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The lecturer decides which kind of examination method is applied, there are several examination methods (open exam or closed exam).

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. With regard to the importance of the final thesis, the panel **recommends** reviewing the number of credits for the final theses. From the panel's point of view, the number of credits for the theses in all five programmes are a bit underrated, with regard to their importance for the scientific education of the students.

	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

Bachelor of Islamic Early Childhood Education

Projected study time	7 semesters, 3.5 years
Number of Credit Points (CP)	144 – 154 sks credits
Workload per CP	39.7 hours per sks
Number of courses	55 courses (for 154 sks credits), 10 electives (20 sks credits) Compulsory/general skill courses: 9 courses Specific interest/concentration skills: 36 courses
Time required for processing the final thesis and awarded CP	6 months, 6 sks credits
Number of contact hours	1,796.62 hours

The study programme offers 154 sks credits, and students are required to take a minimum of 144 sks credits in order to complete the programme. There are ten electives, as well as nine general skill courses and 36 courses that focus on specific interest and concentration skills.

Master of Islamic Early Childhood Education

Projected study time	4 semester, 2 years
Number of Credit Points (CP)	40 – 42 sks credits
Workload per CP	39.7 hours per sks
Number of courses	15 courses (for 42 sks credits) 5 electives (for 6 sks credits) Compulsory/general skill courses: 3 courses Specific interest/concentration skills: 7 courses
Time required for processing the final thesis and awarded CP	6 months, 8 sks credits
Number of contact hours	280 hours

The study programme offers 42 sks credits and students are required to take a minimum of 40 sks credits in order to complete the programme. There are five electives, as well as seven courses that focus on specific interest and concentration skills. Students are allowed to take all the elective courses.

Bachelor of Education for Islamic Elementary School Teachers

Projected study time	7 semesters, 3.5 years
Number of Credit Points (CP)	144 – 156 sks credits
Workload per CP	39.7 hours per sks
Number of courses	57 courses (for 156 sks credits) 12 electives (24 sks credits) Compulsory/general skill courses: 9 courses Specific interest/concentration skills: 36 courses
Time required for processing the final thesis and awarded CP	6 months, 6 sks credits
Number of contact hours	1,820.7 hours

The study programme offers 156 sks credits, and students are required to take a minimum of 144 sks credits consisting of 132 credits of compulsory subjects (general skill courses and specific interest courses) and twelve sks credits in elective courses in order to complete the programme.

Master of Education for Islamic Elementary School Teachers

Projected study time	4 semester, 2 years
Number of Credit Points (CP)	40 sks credits
Workload per CP	39.7 hours per sks
Number of courses	15 compulsory courses 2 electives (out of 14 electives courses offered) and 2 matriculation courses Compulsory/general skill courses: 3 courses Specific interest/concentration skills: 13 courses
Time required for processing the final thesis and awarded CP	6 months, 8 sks credits
Number of contact hours	280 hours

Students of Master of Education for Islamic Elementary School Teachers Programme are required to take 36 credits of compulsory courses (15 compulsory courses and thesis) and at least four sks credits of elective courses (two courses). 14 credits are taken in semester one, 12 credits are taken in semester two, six sks credits are taken in semester three and 8 sks credits (thesis) are taken in semester four.

Bachelor of Islamic Education Management

Projected study time	7 semesters, 3.5 years
Number of Credit Points (CP)	144 sks credits
Workload per CP	39.7 hours per sks
Number of courses	52 courses (for 144 sks credits) 11 electives Compulsory/general skill courses: 9 courses Specific interest/concentration skills: 32 courses
Time required for processing the final thesis and awarded CP	6 months, 6 sks credits
Number of contact hours	1,680 hours

Students are required to take 52 courses with a total of 144 sks credits in order to complete the programme. There are nine general skill and 32 specific interest courses, as well as eleven electives.

Study and exam regulations
The study and assessment processes refer to the following applicable regulations:
1. The decree of Rector of UIN Sunan Kalijaga Number 1462 of 2018 on Academic Guide of Postgraduate Program of UIN Sunan Kalijaga Yogyakarta.
2. The regulation of the Minister of Culture and Education Number 3 of 2020 on the National Standard of Colleges.
3. The decree of Rector of UIN Sunan Kalijaga of Yogyakarta Number 145.3 of 2020 on the Determination of Typical Course of National and University of UIN Sunan Kalijaga Yogyakarta.
4. Circular of Rector of UIN Sunan Kalijaga Yogyakarta No. B-1681/Un.02/KR.00.02/06/2020 on Composing and Implementation of Curriculum of 2020.

The goals of the study programmes are guided by an assessment process. The learning outcomes of all subjects are printed in curriculum document, lesson plans (LP) and learning contract (LC). The study programmes also hand out an Academic Guide Book for the students including the examination procedures and assessment guidelines.

The assessment covers (a) attendance, (b) assignment, (c) role, (d) quizzes (e) mid-term exam, (f) final exam (g) and others. Scores are processed using Standard Approach Criteria (PAP) and converted into fifteen grade letters, namely A (95-100); A- (90-94); A/B (85-89); B+ (80-84); B (75-79); B- (70-74); B/C (65-69); C+ (80-64); C (55-59); C- (50-54); C/D (45-49); D+ (40-44); D (35-39); E (0-34).

The number of offered credits (sks) meets the requirement set by the government based on the National Standard of College Number 3 of 2020, which is 40 sks credits for Master programmes and 144 sks credits for Bachelor programmes.

Furthermore, the Indonesian sks credit point system can be converted into the European Credit Transfer System. 1 sks consists of 170 minutes per week that are (50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities.)

1 sks = 170 Minutes x 14 weeks=2380 minutes (39.7 hours) – 1 ECTS = 25 hours.
So, the credit equivalence is: 39.7/25 = 1.6 ECTS.

For the five study programmes, this leads to the following conversion from sks credits to ECTS credits:

Table 20: Conversion sks to ECTS

Study programme	sks credits	ECTS credits
Bachelor of Islamic Early Childhood Education	144 - 154	230.4 - 246.4
Master of Islamic Early Childhood Education	40 - 42	64 - 67.2
Bachelor of Education for Islamic Elementary School Teachers	144 - 156	230.4 - 249.6
Master of Education for Islamic Elementary School Teachers	40	64
Bachelor of Islamic Education Management	144	230.4

Within partner universities or the MBKM programme, it is also possible to obtain credits from another university and transfer these to UIN SUKA.

Feasibility of study workload
Referring to the regulation from Minister of Education and Culture Number 3 of 2020, the longest study period for **Bachelor programmes** is seven years or 14 semesters, covering at least 144 credits of semester credit units (sks). However, students with high academic achievement in the first academic year can take 24 sks credits per semester at the most in the following semester. From 2020 onwards, the programmes apply "Independent Learning Independent Campus" (MBKM) curriculum giving students an opportunity to have internships in other study programme or in similar study programmes of other universities.

Students of **Bachelor of Islamic Early Childhood Education programme** can at least complete their workload in 7 semesters or 3.5 years for 144-154 sks credits. Giving the rights for students to take a two-semester study beyond their study programme, Independent Learning Independent Campus (MBKM) oriented curriculum is very likely to help students accomplish their studies on time, resulting in 70 % of Bachelor of Islamic Early Childhood Education Programme students who graduate on time.

The subject distribution in **Bachelor of Education for Islamic Elementary School Teachers programme** curriculum allows students to finish their studies in 3.5 years. As a thesis prerequisite, compulsory subjects can be taken in semester six while integrative Community Service, which is supposed to be in semester seven, in between semesters. Then, in semester seven, students focus on their thesis. Intense guidance from both thesis advisors and academic advisors enables students to complete their studies in 3.5 years.

Students of **Bachelor of Islamic Education Management programme** are required to take the number of Semester Credit Units in accordance with their workload and they need to achieve required competency. The programme provides 144 credits in 52 courses. The credits comprises six credits on Nationalism, 14 credits on UIN characters, 64 credits related to the programme and 60 credits of Independent Learning. Those credits can be accomplished in 3.5 years.

In the **Master of Islamic Early Childhood Education programme**, students are offered courses on the Basic Skills Course Components and some Components of the Expertise Course in the first semester. In the second semester, students are offered the Expertise Course and some Elective Courses. The courses offered in the third semester are the Expertise Course and Concentration Courses on Master of Islamic Early Childhood Education Program. Then in the fourth semester, students can take the Final Assignment and Supporting Elements Course Components. On this basis, students are expected to graduate in four semesters. In the last two years, about 80 % of the students could finish their study on time.

The students of **Master of Education for Islamic Elementary School Teachers programme** are expected to finish their studies in two years or four semesters. The 15 courses are distributed among three semesters, in the fourth semester, students are working on their final thesis. Most of the students are able to graduate within four semesters.

Equality of opportunity
It is mentioned in the handbook of students' ethics chapter IV on students' rights that a student has the right to:
- Express their written and verbal aspiration and opinion in an academic stage ethically and responsibly in accordance with enacted regulations;
- Receive education, teaching, guidance, and suggestions from lecturers and university leaders according to the students' talent, interest, potency, and ability for better attitude, knowledge, art, skill and technology;
- Receive services on academic, administration, student, and partnership;
- Utilise university facilities and infrastructures to run academic and non-academic activities according to available regulations;
- Receive rewards from the university for their academic and non-academic achievements on a regulation basis.

UIN SUKA has an inclusive core value that means being open. Therefore, the University policies encourage the campus community to provide access. The University Centre for Disability Services (PLD) is committed to minimising the disabled academic and social hindrance and enabling them to participate in any activities like the others do. PLD also respects and accommodates differences among students and the community.

In addition, policies, three main task *(tri dharma)* implementation and administration services apply gender equality without any discrimination in any form. In order to do so, the University builds a Centre for Gender and Students Rights Priority to ensure fair and equal services are applied. All of these, in turn, give University stakeholders a chance to develop without gender issue obstacles. The University upholds and accommodates gender differences.

In general, all candidate students have an equal probability to be accepted and to finish their studies at UIN SUKA. The students come from various regions in Indonesia, so they have diverse characters. In a class-learning process, the study programme treat each student equally for both males and female students. Every citizen who meets the qualification may enrol in the programmes with no fear of gender, tribe, race, religion and disability discrimination. The programmes also welcome international students of any background.

Candidates with special needs and disabilities can also enrol in the programmes. Together with the Centre for Disability Services (PLD), the programmes advocate and assist the disabled in the learning process so that they can accomplish their studies. Involving an assistant lecturer and cooperating with PLD are some efforts to facilitate students with disabilities. This includes special assistance in form of more time for exams or an assistant in class. For example, there are vision impaired and hearing impaired students in the programmes.

The centre is meant to assist, train and provide consultation, e.g. assistance in the admission process. It also ensures the security and comfort for students with special needs.
All facilities around campus are made accessible for those who have disability, such as:
1. Wheelchairs and ramps in every building, mosque, laboratory, library.
2. Drain covers to avoid blind students from falling in.
3. Disabled room/space availability in the library.
4. Signed-disability parking lot.

Furthermore, the programmes also support students who are experiencing economic difficulties by providing scholarship information.

Appraisal:

The structures of **all five study programmes** support the smooth implementation of the curricula and help students to reach the defined learning outcomes. The programmes consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. However, the panel has the impression that the programmes might profit from a modular structure with regard to a stronger focus on competency development and orientation among different courses. The panel therefore **recommends** converting the courses into a modular structure. Furthermore, the panel suggests thinking about a part-time track for the programmes in order to make studies more flexible compared to international standards.

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 which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition

Convention.[44] However, the panel learnt that the University stipulates the recognition of periods of study at other HEI and the transfer of obtained credits in the framework of the MBKM or with partner universities (e.g., international exchanges). The final grade is supplied with a relative grade.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programme's success rate. During the on-site visit, the panel learnt that students are very satisfied with the workload. However, the panel has the impression that students might benefit from a modular structure in order to avoid that contents get repeated in the programme (e.g., methods, analysis and early childhood contents). This could reduce the workload for students and allow for more flexibility in the study programmes.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			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

For all study programmes
The implementation of online learning at UIN SUKA is adjusted to the published online learning guidelines, which supports students with distance learning, known as e-learning facilities. The PTIPD, called SUKAstudia, provides the facilities. Each student can access the website by entering their Students' ID (NIM) and password. Through this system, lecturers can upload lecture materials, and students can download them easily. In addition, this system can also facilitate consultations between lecturers and students according to the courses taken to provide materials facility. This website serves as a useful facility, especially during the COVID-19 pandemic, where students are supported with internet quota to access various learning platforms, such as e-*learning, Zoom Cloud*

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[44] https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165

Meeting, Google Classroom and *Google Meet*. Furthermore, students can access lesson material in real-time if the lecturer uploads them on the learning platform and in Google Drive.

Learning outcomes are achieved with the following methods:
Independent Learning. The learning process is initiated by the students within a period of time that applies a student-centred learning. In order to assist the student study independently, a lecturer prepares learning plan tools, teaching materials, assignments, exercises and assessment instruments, including remedial and enrichment. Thesis is one example of this type of learning model.

1. Guided Learning. The learning process is decided by the lecturer in the form of face-to-face and online tutorials. It applies a teaching-centred learning. The media used can be E-learning, Google Classroom, Google Meet, Zoom, WhatsApp and YouTube. The Developing Character-Based assessment subject is an example of this type of learning.
2. Collaborative Learning. It is a learning process developed to provide a learning atmosphere that promotes the growth of the students' knowledge and collaborative ability. Online collaborative learning presents collaborative problem-solving learning to students through a discourse where a lecturer or tutor acts as an active facilitator and, at the same time, a learning community member and knowledge builder. Field study is an example of this type of learning.

Through the Centre for Teaching Staff Development (CTSD), the University provides training and workshops on learning strategies for lecturers. This facility is meant to ensure the lecturers' strategy application competence and their learning outcomes raise.
At the beginning of the semester, lecturers and students discuss a learning contract covering learning strategies, evaluation method, scoring criteria, materials, and class rule agreements. This is meant to create a conducive learning atmosphere, which, in turn, improves the students' participation and material mastery because of their involvement in the learning contract discussion. Thus, students are supposed to contribute to the learning process.

The learning process of **Bachelor of Islamic Early Childhood Education programme** applies a student-centred strategy. Lecturers place themselves as facilitators and motivators, providing a variety of learning strategies that allow students (together with their lecturer) to select, invent and manage knowledge and develop their skills. The learning strategy and method are designed for each subject and are applied to reach the learning outcomes. Small group discussion, role-play and simulation, case study, discovery learning, contextual instruction, project-based learning and problem-based learning and inquiry are learning strategies that are mostly used in the learning process.

Students in the **Master of Islamic Early Childhood Education programme** are supported to be involved actively in the process. The learning strategy is selected and designed upon the subject's characteristics. Carrying out the student-centred learning approach, a lecturer serves as a facilitator. Students are encouraged to construct meanings and learn from various learning strategies, such as interactive discussion, case study, group investigation, project-based learning and field study. For instance, in the learning outcomes of the Psychology of Early Childhood

Education, a student can study and develop the theory of a pupil's development and characteristics from physic-motoric, cognitive, art, language and other aspects.

In order to reach the above goal, a problem-based learning strategy is applied, which requires students to study and investigate real problems concerning the psychology of early childhood developments and their possible solutions. In addition, the Technological Pedagogical Content Knowledge (TPACK) learning strategy is also utilised. TPACK is one framework that integrates knowledge by facilitating the student's learning with a pedagogic approach and technology. Several strategies and learning models are applied in the study programme, namely group discussion, simulation, case study, collaborative learning, technological pedagogical content knowledge, cooperative learning, project-based learning, problem-based learning and effective learning methods in producing graduates.

Learning process in the **Bachelor of Education for Islamic Elementary School Teachers programme** is carried out to achieve the learning outcomes. Lecturers are encouraged to select learning strategies and to design student's activities based on the learning outcomes of each course. Lecturers serve as facilitators so that students can construct meanings and learn from various learning strategies, such as interactive discussion, case study, project-based learning, laboratory practice, field study and others. A meaningful learning experience concept, which contributes to an in-depth understanding of real-life situations, is used.

The **Master of Education for Islamic Elementary School Teachers programme** utilises learning approaches, models and methods that help students to achieve learning outcomes. The learning methods are printed in every Semester Learning Plan (SLP). The method is selected depending on learning outcomes and subject's need. Master of Education for Islamic Elementary School Teachers Programme applies various methods, such as lecture, group discussion, simulation, case study, cooperative learning, project-based learning and problem-based learning. In order to support those methods and to ensure learning outcomes are reached, UIN SUKA has an internal quality audit conducted by the Quality Assurance Agency. In addition, Faculty and Study Programme also optimise the role of Faculty Quality System Assurance and Study Programme Quality System Assurance to ascertain that the learning outcomes of each subject are reached. All lecturers receive learning training conducted by the Centre for Teaching Staff Development (CTSD).

The learning strategy of the **Bachelor of Islamic Education Management programme** is designed in accordance with Learning Outcomes (LO) achievement's needs, namely Student-Centred Learning (SLC). The strategy utilises several methods, among others: (1) small group discussion; (2) role-play & simulation; (3) Case Study; (4) Discovery Learning (DL); (5) Self-Directed Learning (SDL); (6) Cooperative Learning (CL); (7) Collaborative Learning (CbL); (8) Contextual Instruction (CI); (9) Project Based Learning (PjBL); dan (10) Problem Based Learning and Inquiry. In addition, the university provides pedagogical training to newcomer lecturers from the Centre for Teaching Staff Development (CTSD). The training accommodates preparing Semester Learning Plan (SLP), active learning strategy and evaluation.

Course materials

UIN SUKA possesses an online learning platform[45], where students can access learning materials (presentation slides, e-book, journal articles and videos), discuss, work on assignments and do quizzes. The University Library has utilised Online Public Access (OPAC) Library to access books, sign out and a digital library.

In order to reach learning outcomes, **Bachelor of Islamic Early Childhood Education programme** has performed a study material mapping according to the body of knowledge of early childhood Islamic education as agreed by science association covering seven scientific levels, (1) Child Growth and Development, (2) Family and Community Relationship, (3) Assessment, (4) Environment and Curriculum. (5) Safety, Health and Nutrition, (6) Professionalism and Leadership and (7) Administration and Management.

The materials of study are broken down into topics before being transferred into subjects and credits, taking the level of depth and coverage being mastered into consideration. The seven scientific levels are examined through the programme subject learning by integrating and interconnecting Islamic knowledge, general science, Indonesian-ness and local wisdom.
The materials are available in regularly updated (utilising the latest version) textbooks. Textbooks are available in printed and electronic versions. Students can visit the library and access the textbooks, or they can access them through the Online Public Access (OPAC) Library. Several study materials are available in the form of video and are made accessible via YouTube. The study programme accommodates feedback from users and alumni for updating the materials.

In the **Master of Islamic Early Childhood Education programme**, each lecturer must prepare a Semester Learning Plan (SLP) functioning as evidence of the whole-semester teaching plan. SLP constitutes learning outcomes, teaching materials, learning strategy (students' learning activities), evaluation and its rubric. Referring to learning outcomes, teaching materials are developed. There are two kinds of teaching materials: printed and digital. The former appears in the form of books, handouts, modules, learning guides, brochures, and others. During the pandemic, it is suggested that lecturers use digital ones, such as e-book, e-journal, handout soft files, videos, audios, flyers or pamphlet, which are uploaded in social media account and website of the study programme for students to access.
Lecturers share the students' complete references as written in the SLP they have arranged. Materials can also be accessed via Google Classroom and e-learning of UIN SUKA for students to study independently. The study programme welcomes positive criticisms and feedback on teaching materials from any party, like faculty, alumni, students, guest lecturer and others.

The materials being studied in each subject of the **Bachelor of Education for Islamic Elementary School Teachers programme** are elaborated in the SLP. Lecturers share constantly updated references, following the needs and responding to the tracer study report for the students to read. The materials are made accessible by Google Classroom and e-learning UIN SUKA so that students can study independently. The sources of reference come from books, articles from both free-accessed journals and paid ones and make the articles available for updating teaching materials.

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[45] see: https://daring.uin-suka.ac.id/ (last access: January 30, 2023)

The **Master of Education for Islamic Elementary School Teachers programme** has accessible material sources in Google Drive. The materials will always be updated according to the learning outcomes. Tracer study and work-need analysis are also carried out to update teaching materials. Updates are carried out at the beginning of each semester so that students receive the latest materials. Master of Education for Islamic Elementary School Teachers Program facilitates independent learning. It also facilitates Lecturers to write reference books.

The learning methods of **Bachelor of Islamic Education Management programme** in each subject are dependent upon related learning outcomes. These Student-Centred Learning (SCL) methods constitute (1) Small Group Discussion; (2) Role-Play & Simulation; (3) Case Study; (4) Discovery Learning (DL); (5) Self-Directed Learning (SDL); (6) Cooperative Learning (CL); (7) Collaborative Learning (CbL); (8) Contextual Instruction (CI); (9) Project Based Learning (PjBL); and (10) Problem Based Learning and Inquiry. All course materials are available via the digital platform and regularly updated.

Guest lecturers
Guest lecturers are regularly invited by the **Bachelor of Islamic Early Childhood Education programme** to present materials before the semester begins. Some of them are professors and experts from Germany, focusing on curriculum internationalisation and education reformation or from Australia focusing on early childhood education concepts.

The **Master of Islamic Early Childhood Education programme** biannual invites guest lecturers and practitioners in a studium generale to support learning outcomes and profile of graduates. Recently the programme invited a psychiatrist specialist and lecturer at the University of Muhammadiyah Yogyakarta. She presented mental health and stress coping in parents and early childhood in the Covid-19 pandemic. In addition, professors form universities in Malaysia, Germany and Australia are regularly invited to give their talks and share their expertise.

Guest lecturers in the **Bachelor of Education for Islamic Elementary School Teachers programme** are meant to support graduate profiles. Some invited guest lecturers are teachers in primary education from Colorado (US), owner of tutoring of Neutron (Indonesia), volunteer of CDS (Centre for Disability Services at the University), school principals from the network of the University, teacher at schools in the area. The contributions of the guest lecturers are: teaching experience, best practice tutoring management, sign language training, best practice school marketing and best practice school web management.

The **Master of Education for Islamic Elementary School Teachers programme** invites guest lecturers at least once a semester from various universities and institutions in the United States, Australia, Germany, Japan, Thailand and Malaysia. The guests are invited to present their ideas at various events like general lectures, seminars, training, and international conferences and to support learning outcomes and the profile of graduates. For example, the foreign guest lecturer from Germany, a basic education expert, allowed students to receive education technology, learning assessment application in Elementary School in Germany, and developing a rubric for attitude evaluation. It surely encourages students to have a wide outlook for professional Islamic Education practitioners.

Every semester the **Bachelor of Islamic Education Management programme** carries out guest lectures inviting academics (lecturers), researchers, consultants (practitioners), entrepreneurs and managers of Islamic Education Management. The events are meant to support the three graduate profiles, namely education administration staff, education researcher assistant and education consultant assistant. Keynote speakers are from home country and foreign countries and are well experienced in their fields. This includes guest lecturers from Kuwait, Malaysia, US, Germany, Australia, Canada and China.

Appraisal:

The didactical concept of the **five study programmes** is described, plausible and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. The study programmes provide a lot of materials for the students online, they still have online teaching as part of the didactical concept due to the Covid-19 pandemic. However, the panel **recommends** opening the didactical concept in order to take more students aspirations as to their professional education into account. The panel had the impressions that the study programmes could improve the profile building as to the academic path, since it is very much focused on the track of teacher training. Students could be even more active in the learning process, if there was a more open concept to also focus more on the theoretical courses to into academics and sharpen their personal profile.

The accompanying course materials for **all five study programmes** are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy. The course materials are continuously further developed according to new didactical concepts.

Guest lecturers are regularly invited to **all five study programmes**, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, especially from practice and the educational sector, but also from other professions, which enhances students' chances of employment thanks to the profound insights they gain.

		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

Since the academic year 2020/2021, the **Bachelor of Islamic Early Childhood Education programme** applies the Independent Learning Independent Campus (MBKM) curriculum introduced by the government. The curriculum allows a student through a student exchange programme to study in other study programmes, in other colleges – even overseas – for two semesters. For example, some students join Student Leadership Excursions to Singapore and Malaysia for several days. This programme gives students an opportunity to understand international culture so that they will respect different cultures, outlook, religion and belief. Students are also expected to have social sensitivity and be able to work in a team.

The study materials in each subject also involve international cases. For example, the study on early childhood education thoughts involves international figures' thoughts like Friedrich Wilhelm Froebel and Maria Montessori. The study on play and children games does not only cover traditional games, but also modern ones like Lego, robotics and coding. The study on early childhood nurturing models involves international models like brain-based parenting, positive parenting, intentional parenting, toxic parenting and dual-career family.

The **Master of Islamic Early Childhood Education programme** applies international concepts from two subjects, namely Foreign Islamic Early Childhood Education Curriculum Comparison and Competency Evaluation (Field Study: Home and Overseas). Foreign Islamic Early Childhood Education Curriculum Comparison subject is intended to allow students to analyse and summarise the sources of strength and weaknesses in education system that orientates toward international and universal objectives, which, in turn, will ease them to identify the strength and weakness of each system applied in the respective nation. Field Study is applicative and integrated with nature in terms of programme and learning training. It is meant to prepare students to possess educator competence they need to professionally carry out tasks and responsibilities in the future. In Field Study, students are sent to a selected education institution, either at home country or overseas, to teach. The programme is also intended to establish collaboration between Master of Islamic Early Childhood Education Programme and Bachelor programme of partner colleges.

In order to prepare students to face the international world of work, the **Bachelor of Education for Islamic Elementary School Teachers programme** holds Managerial Training Practice (MTP) in universities and international elementary schools within ASEAN nations. It is conducted annually. Curriculum comparison is also given in curriculum study courses. With the experience received by students, alumni can work in international schools. For example, there are graduates teaching at Global Islamic School – an international school in Yogyakarta or Olifant International School of Yogyakarta.

The **Master of Education for Islamic Elementary School Teachers programme** is aware of the importance of integrating intercultural aspects and international content into the learning process. Students are trained to speak English in the first semester to prepare for an international academic atmosphere. In semester three, students choose between home or overseas Field Study Programmes. When taking overseas field study, a student is asked to observe how learning activities are carried out in schools then apply them in a foreign class, such as UTHM (Universiti Tun Hussein Malaysia) and UM (Universiti Malaya). They are also asked to present the results in an

international seminar. The study programme also applies international standard reference of Modern Language Association (MLA).

The **Bachelor of Islamic Education Management programme** also applies the Independent Learning Independent Campus (MBKM) curriculum. The subjects taken by students are built according to the Body of Knowledge (BoK) of the study programme. The Management of Islam Education (MIE) curriculum, Faculty of Tarbiyah Science and Teaching of UIN SUKA has four core values (Islam, science, Indonesian-ness and local wisdom). Islam and science core values are the implementation of integration-interconnection approach in UIN Sunan Kalijaga of Yogyakarta in the form of Independent Learning Independent Campus (MBKM) curriculum containing religion sciences and universal sciences. Global and multicultural outlook is given in the form of Pancasila, Citizenship and Multicultural Education studies. The study programme also invites several foreign student/graduate keynote speakers from China, Australia, America, England, Turkey, Malaysia and Egypt to initiate international class. These speakers are supposed to give a global outlook on the international and cultural education system in the speakers' country.

Internationality of the student body
The recruitment plan for international students is implemented in the 2021/2022 academic year based on new student registration requirements from UIN SUKA.

The **Bachelor of Islamic Early Childhood Education programme** has had a pilot international class. It is committed to helping students to have a broad outlook that refers to a worldwide mind-set in social, culture, science and technology. The curriculum is developed according to study programme body knowledge that has been approved by the science and curriculum association and refers to international standards. Currently, there is no international student enrolled in the programme.

The **Master of Islamic Early Childhood education** conducts visiting academics overseas to create an international network of student and lecturer exchanges. It has been carried out in Universiti Fatoni (Thailand); University of Malaya (Malaysia), Philippine's Women University (Philippines) and Nagoya University (Japan). Currently, there is no international student enrolled in the programme.

In the 2021/2022 academic year, one international student from Namibia, was accepted by the Suka Global Scholarship programme to study in the **Bachelor of Education for Islamic Elementary School Teacher programme**. In 2019, some students went to University of Teacher Education Institute (IPG), University of Malaya (UM), Seven Skies International School (SSI) Malaysia, Fatoni University Thailand and Madrasah Al Irsyad Singapore to do comparative study.

The **Master of Education for Islamic Elementary School Teachers programme** initiated an international class in 2021/2022 academic year. Students are subject to meet the TOEFL score of 500 as a requirement in the student selection. Students taking part in international scope activities, such as international conferences, is another additional point for students. Currently, there is no international student enrolled in the programme.

There is no international student enrolled in the **Bachelor of Islamic Education Management programme**. However, students come from many different cultural backgrounds and different regions throughout Indonesia, such as Java, Sumatra, Kalimantan, Sulawesi, Nusa Tenggara, and Papua.

Internationality of the faculty

All lecturers in the **Bachelor of Islamic Early Childhood Education programme** have a broad outlook and international experiences. Some lecturers have published their works at international level, conducted international research collaboration and attended international conferences. In the learning process, both lecturers and their students use books and international journal articles like Heliyon, The Qualitative Report and Journal of Early Childhood Teacher Education for their references. The programme conducts general study, seminars and workshops regularly by inviting international keynote speakers from Malaysia or Germany.

The study programme holds visiting academic overseas to build international network and lecturer and student exchange as has been done in Aligarh Muslim University (India), Universiti Pendidikan Sultan Idris (Malaysia) and University of Malaya - UTHM (Malaysia). Some lecturers have even been members of the international community, such as Childhood Education International, National Association for the Education of Young Children and Mendeley Advisor Community.

The **Master of Islamic Early Childhood Education programme** is supported by the faculty and University in running the education in collaboration with foreign lecturers/ guest lecturers/visiting lecturers and visiting Professor for its improvement. The learning process is done in collaboration to develop education skills on early childhood education on an international scale. The work is in the form of general study, extra-time study, special study, international seminars/international conference/international research collaboration and field study. For example, lecturers held international research collaborations in the Philippines, Thailand and Malaysia and had a visiting lecture in Japan.

Lecturers of the **Bachelor of Education for Islamic Elementary School Teachers programme** have overseas activities like comparative study. Comparative study is held by lecturers and students. This activity is meant to provide students with knowledge and experience on the learning process and activities in global-scale universities.

The **Master of Education for Islamic Elementary School Teachers programme** regularly sends its lecturers overseas to get international experiences. These include Germany, Australia, Japan, Malaysia and Thailand for the purpose of improving the lecturers' quality, initiate cooperation and increase learning sources. The study programme also established cooperation with overseas universities, such as University of Malaya (Malaysia), Nanyang University (Singapore) and Prince of Songkla University (Thailand) for research collaborations of the lecturers. Furthermore, most lecturers have an international academic background with degree from universities in Australia and the US.

Lecturers of the **Bachelor of Islamic Education Management programme** are overseas graduates from Malaysia and Australia. They also participate in international academic work like publishing

articles in international journals, joining international conferences and conducting collaborative international research.

<u>Foreign language contents</u>
Foreign language proficiency is a requirement to take the final exam (*munaqasyah*) in the **Bachelor programmes**, which is the final thesis exam that students must take as one of the requirements for graduation from the Bachelor programmes[46]. Therefore, before taking the exam, students must take the English (TOEFL) and Arabic (TOAFL) tests organised by the Centre for Language Development of the University.

To ensure the improvement of students' language skills and to pass the TOEFL and TOAFL tests according to the expected score, they are required to take language assistance provided by the Centre for Language Development. The English and Arabic language assistance lasted for 16 meetings and involved the language lecturers of UIN SUKA. Prior to the training, students shall take a pre-test to determine their initial abilities and for class grouping. After participating in the training programme, students are required to take a post-test to measure their final results after the training.

In addition, the Bachelor's Programme also provides special briefing so that students have good foreign language skills. Students are also given extensive opportunities to practice their language skills by being involved in various activities, such as becoming a master of ceremonies and participating in competitions. Students can also develop their language skills by participating in student activities at study programmes, faculties and universities.

Foreign language content is implemented in the **Bachelor of Islamic Early Childhood Education programme** in learning materials, lectures, references, and printed and digital (online) teaching materials. For students to have foreign language skills, they also receive Arabic, English, translation, debate, public speaking, TOEFL preparation and academic writing materials at the UIN Sunan Kalijaga Language Centre. The study programme also provides Arabic and English courses for early childhood. The study programme also organises various international events to increase student skills, such as international seminars or webinars. Students are also trained to review international journal articles as additional material or assignments in lectures.

In order to support learning outcomes and graduate profile, the **Bachelor of Education for Islamic Elementary School Teachers programme** provides students with training in foreign language subjects, namely English and Arabic for elementary school. Some courses use foreign language in class. References used are taken from international journals and textbooks written in foreign languages, for example
1. Mathematics. Students' assignment is written in English as a way to introduce students with Math-related vocabularies.
2. Science. References are taken from international journals and books written in English.
3. Psychology of Development. References are written in foreign languages.

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[46] see: Academic Guidelines of UIN SUKA

The **Bachelor of Islamic Education Management programme** offers students an English course, which trains students with the ability to present their ideas in class in Indonesian and English. However, students of Islamic Education Management are required to use Arabic and Indonesian as the main language of instruction. The requirement to use books and references in English, and scientific journal articles in English aims to help students cope with the international community. The use of Arabic and English for classroom lectures and references indirectly train the students' language proficiency. Students are offered a bilingual class to initiate international class. Student-Centred learning strategy encourages students to communicate and discuss materials using the main language of instruction in class. The study program provides virtual weekly talk – a particular English class – to facilitate students with their learning. In addition, lecturers are supported with an English training program for three months (September - November 2021) to enhance their skill in teaching international class.

The **Master programmes** hold regular English language training for students and lecturers and collaborates with the University's Centre for Language Development. The collaboration is conducted to help students reach a certain level of Test of English Competence (TOEC) with a minimum score of 500 for international piloting class and a minimum of 475 for the regular classes, as well as Test of Arabic as Foreign Language (TOAFL) with a minimum score of 450 as the graduation requirements. Other efforts made by the Master programmes to ensure mastery of foreign languages for students and lecturers are by accepting foreign students and lecturers who graduate from abroad, holding international seminars, collaborating with foreign universities, conducting study visits and student exchanges, conducting international guest lecturers and recommending students to cite articles from international journals.

Furthermore, the curriculum of the **Master of Islamic Early Childhood Education programme** is prepared in two languages, Indonesian and English. Most of the Semester Lesson Plan, study materials and supporting references, books and journals, are written in foreign languages, particularly English. Class study, international seminars and other work are mostly in English. Some lecturers of the Master of Islamic Early Childhood Education Program deliver their materials in class in foreign languages. For example, the Quran and Hadith course is delivered in both Indonesian and Arabic. Overseas Curriculum Comparison and Field Study are delivered in English. In addition, students are encouraged to read articles and books written in foreign languages when preparing essays. Some lecturers present their materials within a semester in English once in a while. References and journal articles that are used are in foreign languages (Arabic and English).

The **Master of Education for Islamic Elementary School Teachers programme** obliges its students to use international references, one of which is international journal articles. The study materials and literature are delivered by lecturers in English. The study programme encourages its students to send articles to international journals and provides training on article writing and scientific discussion forums.

Appraisal:

International contents are an integral part of the curricula of **all five study programmes**. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

For the **Bachelor and Master of Islamic Early Childhood Education**, the acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted. Both study programmes include international research findings and literature into their curricula, as well as units on curriculum comparison so that students obtain knowledge and competences in curriculum design from several countries and of international standards.

The international composition of the student body in **all five study programmes** corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) is a fundamental element shaping the profile of the study programme and is promoted by the University. Almost all of the lecturers have graduated from foreign universities or got experiences from international seminars and conferences. This international background of the teaching staff influences the development of the contents within the study programmes. The faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. The programmes include English and Arabic as foreign languages, however, students are not prepared for an international working environment when it comes to language, since this is not the focus of the study programmes. However, the panel **recommends** introducing regular English tests that foster the language development of the students in language proficiency.

		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)		BIECEP, MIECEP	BEISTEP, MEISTEP, BIEMP		
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)

The **Bachelor of Islamic Early Childhood Education programme** provides its students with an opportunity to improve their communication skills and speech through presentation, question and answer and discussion in classroom learning, moderating the programme and serving as the master of ceremony of a seminar. The programme also provides public speaking study to train students with the ability to speak.

Teamwork skills and conflict management are gained from soft skill training held by the faculty and University, like learning introduction and Sunan Kalijaga Character Building. The skills can also be obtained from joining students' activities like Arjuna Outbound, Akademi Berkisah, Boy Scout and Karate.

Lecturers, staff, students, and even guest lecturers of **Master of Islamic Early Childhood Education programme** are required to use foreign languages, particularly English. In-class study, international seminars, and academic writing are among foreign language programmes held by the study programme. Some studies can strengthen students' competence and skill, such as Publication of Scientific Work or Developing Copyright tested product, Arabic, English, Entrepreneurship and Early Childhood Education Institution Management, Learning Model, Developing Creativity, Educative Game for Early Childhood, Overseas Curriculum Comparison and Field Study. Publication of Scientific Work, for example, requires students to publish their scientific works in nationally-indexed journals, like SINTA and internationally-indexed journals, like Scopus.

The **Bachelor of Education for Islamic Elementary School Teachers programme** offers some courses that stimulate the students' communication skills as elementary school educators or edupreneurs. These courses are Education Leadership, Learning Communication, Boy Scouting, Developing Teaching Profession, Public Speaking, Journalism, Education Business Marketing and Integrative Community Service. The provision of these courses aims to improve the students' contextual skills and knowledge. The learning strategy to be used in class for the above courses is dependent upon the characteristics of the learning outcomes and course learning outcomes. Students taking Journalism, for example, are required to have an internship at Bachelor of Education for Islamic Elementary School Teachers Programme website as journalists. What is more, the course on Microteaching particularly supports students speaking skills with regard to teaching.

The **Master of Education for Islamic Elementary School Teachers programme** holds learning orientation and introduction for new students in the first semester. This programme gives new students multidisciplinary competencies, including communication skills, reading skills, public speaking, cooperation and problem-solving. The study programme also provides students with training on scientific writing, English and others.

When conducting research and field study, a student will have to apply multidisciplinary competence, since they need to interact with people in a real working atmosphere where communication is pivotal. They will also have to work in a team and solve emerging problems. Thus, they need to apply their methodological knowledge, theory and multidisciplinary context to yield a scientific work (thesis) that will be presented in the thesis exam. Furthermore, with the courses on Microteaching, students are especially trained in their public speaking abilities with regard to teaching.

Integrative community service equips students to obtain four skills: managerial, technic, personality, and social skills. Integrative community service begins with workshop held by the Education Laboratory Faculty of Tarbiyah and Education. Speakers from partner institutions are invited to present their ideas.

The curriculum of **Bachelor of Islamic Education Management programme** also provides leadership competency, public speaking and conflict management in their courses. Leadership competency is given in Islam Education Leadership subject, public speaking in Public Relation Management and Micro leading subject and conflict management in Organization Behaviour and Culture and Strategic Management.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. Communication skills and public-speaking skills, especially regarding to teaching, as well as cooperation and conflict handling skills in the context of teaching and learning are key elements of the study programmes' profile. These skills are especially trained with the entrepreneurship course, microteaching, fieldwork, internships and group works with presentations.

	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)

The **Bachelor of Islamic Early Childhood Education programme** ensures that its graduates are equipped for the job market. Internship teaching programmes and the combination of theory and practice in the courses provide students with real-life experience and makes them ready to work. It also gives them the opportunity to build a network with experienced teachers. ICT training programmes provide computer-work skills like MS Word, MS Excel, MS PowerPoint and KineMaster that will later help them in their working performance. Foreign language training allows them to communicate effectively. The Quranic reading and writing programme ensures their skill in reading and writing the Quran. The students' activities, such as baby massage and spa, Hand and Finger Puppets, Akademi Berkisah and music are extra skills that will benefit them in their workplace.

The **Master of Islamic Early Childhood Education programme** provides skills from practice subjects and are included in the curriculum. The study programme prepares its graduates with the following: (1) integrative-interconnective academic and professional early childhood educator ability; (2) religiosity, nobility, sociability, managerial skill, responsibility, and entrepreneurial

spirit; (3) appreciation and having the spirit of Islamic values, knowledge, and humanity; (4) professionalism in interesting jobs, like lecturer, researcher, consultant, supervisor and others. With the combination of theory and practical units, students are prepared for employment after graduation.

The **Bachelor and Master of Education for Islamic Elementary School Teachers programmes** offer several practical units and courses that focus on the training of multidisciplinary skills in the curricula. These include courses on edupreneur, journalism, public speaking programmes, scientific work training and English training. Moreover, there is a strong focus on the applicability of theoretical knowledge in teaching in elementary schools and child development. For this purpose, the programmes offer Microteaching, curriculum included internships and case studies including presentations. Furthermore, both programmes invite guest speakers, such as education experts and education entrepreneurs to share practical experiences.

The **Bachelor of Islamic Education Management programme** regularly invites guest speakers to support practical experiences of the students. The curriculum combines theoretical knowledge in the field of Islamic education management with practical units such as internships in the educational sector, case studies and practical projects. Therefore, the study programme is focused on the students' future employment aspects. With a concentration on multidisciplinary competences and skills, such as public speaking skills and presentation skills, students are trained for the job market while getting a theoretical education at the same time.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its courses. In addition, the programmes enables the students to actively apply the acquired skills in new areas of work and to develop them further. This particularly includes public speaking skills required in the education sector, as well as ICT skills that are thoroughly trained in the study programmes. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

	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 quality management of UIN SUKA, human resource development is carried out in line with the predetermined roadmap. The map considers the following points: recruitment process based on needs analysis, individual competency, work experience, performance evaluation and internal and national regulations.

The five study programmes have the following academic staff:

Table 21: List of Academic staff

	Bachelor of Islamic Early Childhood Education Programme	Master of Islamic Early Childhood Education Programme	Bachelor of Education for Islamic Elementary School Teachers Programme	Master of Education for Islamic Elementary School Teachers Programme	Bachelor of Islamic Education Management Programme
Full-time lecturers					
Professor	1	3	1	5	1
Doctors	3	18	10	27	10
Masters	14	0	10	0	17
Total	18	21	21	32	28
Part-time lecturers	0	0	0	1	0
Retired former Lecturers and Professionals	0	0	0	1	0
Total full-time + part-time	18	21	21	33	28

Academic qualification of faculty

System of lecturer recruitment and selection in the Faculty of Tarbiyah and Education is integrated into UIN SUKA. According to Law No. 14 of 2005 on Teachers and Lecturers, in particular, Master (S-2) lecturers must have Doctoral (S3) academic qualification. Therefore, lecturers of the Faculty of Tarbiyah and Education have compiled academic qualifications required by the government and UIN SUKA.

The **Bachelor of Islamic Early Childhood Education programme** currently has 18 lecturers, comprising home base and permanent lecturers, with the following details: one professor, three associate professors and 14 assistant professors. Most lecturers are certified as professional educators. Each lecturer teaches based on their academic competence. In addition to teaching, lecturers conduct research and community services.

In the **Master of Islamic Early Childhood Education programme,** there are 21 full-time lecturers, with the lowest academic position of associate professor with no part-time lecturers; three professors and 18 associate professors.

In the **Bachelor of Education for Islamic School Teachers programme,** there are 21 full-time lecturers currently serving in the programme with one professor, ten associate professors and ten assistant professors. 18 lecturers have been certified as professional lecturers.

The **Master of Education for Islamic Elementary School Teachers programme** has 33 lecturers (32 full-time and one part-time) with eight professors, 18 associate professors and seven assistant professors. The number of full-time lecturers meets the standard lecturer-student ratio of 1:5 as required by the Ministry of Research and College regulation. The part-time lecturer is a professor at Yogyakarta State University.

There are 28 full-time lecturers in the **Bachelor of Islamic Education Management programme.** 81 % of full-time lecturers are certified as professional educators. Their academic background ranges from one professor, ten doctors and 17 masters. They also have functional positions as one professor, eleven associate professors and 16 assistant professors and everyone is subjected to teach in accordance with their expertise.

The Faculty also support the lecturers to pursue a further degree, such as a PhD. This can also be done in a foreign country with financial support from the University.

Furthermore, the University follows a strategy to increase the number of lecturer publications. The Centre for Publication and Research offer 19 journals for publication and rewards to lecturers for publishing.

Didactical qualification of the faculty
80 % of lecturers of the Faculty of Tarbiyah and Education are certified as professional educators to ascertain that their expertise and skills have met the requirements as required by the Ministry of Education and Culture. The faculty assigns the lecturers according to their expertise, without any unsuitability or mismatch. Academic staff are also positioned based on their academic qualification and competence. An evaluation concerning preparation and implementation of studies is done in every study programme annually by reviewing Semester Learning Plan (SLP) as learning materials in commencing semester. Lecturer Workload Plan (LWP) is prepared every semester prior to teaching activity begins. Each semester, a lecturer must fill out Lecturer Performance (LP) and the academic system functioning as a performance evaluation tool. Another evaluation tool is Lecturer Performance Index (LPI) marked by students in their AIS (Academic Information System). This tool is meant to improve pedagogical skill. The Centre for Teaching and Staff Development (CTSD) is evaluating the developments and offers training in each semester. New staff is obliged to attend a training for teaching for a duration of six months.

Practical business experience of faculty
Out-of-campus work experienced by lecturers contributes to further developing the study programmes with regard to the integration and interlinking of theory and practice. Lecturers in **all**

five study programmes have practical experience in the field of early childhood education, in elementary schools as well as in education management.

For the **BEICEP**, lecturers have practical experiences as psychologists, academic trainers, teachers and community service supervisors, as well as education consultant, learning product validator, trainer and supervisor for school and teachers and expert speakers for education.

In the **MEICEP**, lecturers actively take part in academic and non-academic activities. They are often invited as keynote speakers, trainers, and consultants in many local, national and international events. This includes the national seminar "Da'wah and the Challenge of Religious Moderation for the Millennial Generation, 2021" and the international webinar "Language as A Global Communication Device & Cross Culture Understandings" in 2020, as well as Speakers of Training and Mentoring of Kindergarten and Elementary School Principals in Binaan Yayasan Teladan Prima School. Area I: Talisayan, Berau, Kaltim; Area II: Kutim I, Kutim, Kaltim; Area III: Kutim III, Kutim, Kaltim; Area III: CAP, Kukar, Kaltim in the year 2021.

In the **BEIESTP**, there are several lecturers who have outside activities, including as school assessors, teacher consultants, Indonesian Minimum Competency Assessment trainers, curriculum consultants, learning strategy trainers, elementary schools consultant, Olympiad companion, curriculum reviewer and other training.

In the **MEIESTP**, lecturers possess special expertise, such as Assessor of National Accreditation Board for Higher Education, college consultant, trainer of Basic Education Curriculum and author. This includes education management, entrepreneurship and management of educational institutions, comparison of international curricula, basic education learning, educational financial management and educational infrastructure management. These professions contribute to study programmes' improvement.

In the **BIEMP**, lecturers become general secretary of the Bachelor of Islamic Education Management Programme association, foster community-based Islamic boarding schools, foster Islamic boarding schools, and pioneer community-based libraries. These various activities strongly support lectures in the field of Islamic education management.

Internal cooperation
Internal cooperation within faculty is presented as follows:

Table 22: Internal cooperation

	Aspects/Levels	Samples
Tri Dharma (Three Main Tasks)	Teaching	Team-teaching; formulating SLP; developing materials, media, strategy, dan learning evaluation, etc.
	Research	Collaborating in Research and scientific article writing, reference, etc.
	Community Service	Collaborating in community service.

Managerial / Administrative	Programme	Becoming a chairman or secretary of a programme, managing a programme.
	Faculty	Taking part in the Structural position in as Faculty leaders.
	Others (Research Centres, Supporting Units)	Serving as managerial supporting unit staff.

The three main duties of Indonesian college lecturers consist of three aspects as written in the *Three Main Tasks (Tri Dharma)*. The three aspects are teaching, research and community service. Inter-lecturer collaboration is classified into the teaching aspect. This aspect requires lecturers to prepare the learning process, implement and evaluate it. Most research and community services are done in a team, and students are sometimes involved.

The scientific cluster guide for lecturers printed in research roadmap and community service suggests a team teaching for several studies. Internal cooperation is also done by research collaboration, community service, book and article publishing. One point in the three main duties is research and development. Research is aimed at developing science and, at the same time, answering the existing problems. To do so, lecturers, together with their students, conduct collaborative research.

Student support by faculty

The Faculty arranges several programmes to support students' quality, such as:
- Providing academic guidance, career consultation, leadership training, internship programme, health facility, sports facilities and facilities for students with special needs.
- Becoming a supervising lecturer for competitions followed by students.
- Providing students with English training and information related to overseas scholarship. Providing opportunities to conduct Field Study in overseas universities.

Furthermore, each student has an academic advisor who meets with the student at least three times per semester to offer guidance in academic matters and discuss potential obstacles. This includes consulting on course selection, internships or thesis preparation. The counselling is offered during the lecturers' office hours, as well as after the lectures and via WhatsApp. This is offered by all lecturers of the study programme. Therefore, lecturers are in close exchange with the students.

Moreover, the Faculty also grants high achieving students with the following awards and appreciation.

- *Competition Award* is an appreciation to the achieving student who wins a place in a local, national, or international competition or championship (academic and non-academic).
- *Tarbiyah Suka Mengajar*, is a Community Service and Education programme conducted by the student to remote areas in order to promote Education for All.
- *Students' Scientific Publication Scholarship* is an appreciation program to increase Students' productivity to develop their works, especially on Scientific Publications consistently.

- *Top Student Leadership Award* appreciates the active student as the chairman in youth organisations, either inside or outside the campus.

The study programmes also provide help in case of financial difficulties of the students. In these cases, a financial support or delay of tuition fee payments can be offered. Moreover, students can get financial support as well as counselling for internships inside and outside the Faculty's network of schools and education institutions.

In addition, various scholarships are also provided for UIN SUKA students, including the following.

1. Bidikmisi Scholarship
2. DIKPORA Scholarship
3. Bank of Indonesia Scholarship
4. Laziz PLN Scholarship
5. Religious Study Program Scholarship
6. Tahfidz Qur'an Scholarship
7. Bank Negara Indonesia Scholarship
8. Achievement and Academic Scholarship
9. Bank Pembangunan Daerah Scholarship
10. PT. Djarum Scholarship
11. Sharia Mandiri Bank Scholarship

UIN Sunan Kalijaga also provides health services centralised at UIN SUKA Health Centre. UIN SUKA Health Centre has several medical types of equipment and building facilities, sufficient to provide health services for the academic community and the community in general, starting with a feasibility study for developing a health service centre at UIN Sunan Kalijaga. The study recommends the need for a combined strategy for managing UIN SUKA Health Centre, which is free of charge and health insurance-based, so that health services organised by UIN SUKA Health Centre can reach the academic community and the community at large.

What is more, there is also a psychologist among the lecturers who offers psychological counselling for the students.

For students with special needs, the Centre for Disability Services (PLD) offers additional support. There is a student assistant for each student with special needs. The centre also has videos in sign language on YouTube and TikTok with information at accounts from faculty and study programmes. The faculty also offers a workshop on sign language in the programmes.

The Faculty's International Office fosters international exchanges and students mobility exclusively for the study programmes. In this context, mobility programmes of the University with Thailand, Singapore and Malaysia are facilitated by the Faculty in order to ensure availability for the students. For incoming international students, the Faculty offers a webinar as well as a student assistant in a buddy programme.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification of the faculty members are implemented. The panel also acknowledges that the national regulations regarding the academic requirement are respected. Furthermore, the faculty's academic qualification is underlined by scientific publications. However, for the **Bachelor of Islamic Early Childhood Education programme**, the panel **recommends** increasing the number of PhDs.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented. For example, this includes qualification for online teaching and preparation of materials. However, the panel **recommends** constantly working on the didactical qualification of the staff members.

The faculty members have above-average practical experiences and use them in their teaching activities. This also support the integration of theory and practice in **all five study programmes**. Lecturers work as teachers in schools or early childhood education institutions. They are also assigned for the further curriculum development at schools or give trainings and workshops at schools and other universities.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

The Faculty of Tarbiyah and Education and the five study programmes offer many different support systems to their students. This support is an integral part of the services provided by the faculty. The faculty members are available for the students outside the specified office hours as well (e.g., after the lecturers or via WhatsApp). During the interview with the students, the panel got the impression that the students are "fully content" with the support they receive. This includes counselling offers, such as psychological counselling, career counselling, thesis and project supervision by lecturers, as well as financial support. All support offers help students to study successfully.

	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)		BEIESTP, MEIESTP, MIECEP, BIEMP	BIECEP		
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

Faculty of Tarbiyah and Education is led by the Dean, assisted by three vice deans. They are:

1. Vice Dean I that concerns academic and organisational development,
2. Vice Dean II that concerns General Administration, Planning, and Finance; and
3. Vice Dean III that concerns Students and Cooperation. They become coordinators of academic programmes, administration, finance, students and cooperation.

The head of the faculty also serves as the coordinator of academic programmes for all study programmes.

Based on the Regulation of the Ministry of Religious Affairs of the Republic of Indonesia, Number 26 of 2013 concerning the Organisation and Work Procedure of UIN SUKA, the Head of the Study Programme as referred to in Article 16 point (a) has the task of leading and arranging the study programme implementation as referred to in Article 15 paragraph (1) of the Dean's policy. Meanwhile, as referred to in Article 16 letter (b), the Study Programme Secretary has the task of assisting the Head of the Study Programme in general administration, finance, personnel and reporting.

Administrative services for students of the study programme are managed by the head and secretary that is assisted by one or two staff members. The head and secretary's term follows the Rector's term of office. Based on the Academic Guidelines for the Bachelor's Programme, a study programme is a unit for academic implementation at the faculty. It has the task of organising the study programmes in one discipline of science, technology and art. The study programme is led by a head of the study programme who is under and responsible to the Dean. In carrying out his duties, the head of the study programme is assisted by a secretary.

The following are the head of the study programme duties:

1. Arranging plans and work programmes for the study programme as working guidelines;
2. Making a plan for developing the study programme as a reference input to the Dean;
3. Counselling and assessing students' activity in the study programme environment for development reference;
4. Coordinating academic/education organisations in the study programme;
5. Coordinating to make curriculum, syllabus, unit of lecture programme, semester lesson plan and quality assurance meeting to the lecturers or related party;
6. Arranging/evaluating lecturers' workload in teaching for every semester;
7. Monitoring and evaluating lecturers to improve the study programme's quality;
8. Coordinating the arrangement of exams and assessment for the judiciary;
9. Submitting a proposal for assigning Guardian Lecturer or Academic Counsellor to the Dean;
10. Coordinating student consultation with academic supervisor;
11. Preparing an annual study programme operational cost plan based on the study programme workload and applicable regulations to ensure appropriate implementation of lecture activities;
12. Preparing a plan for lecturers and requirements for study programme administration staff;
13. Coordinating lecturers to conduct research and community service corresponding to their workload and expertise;
14. Preparing reports on the activities implementation corresponding to the results achieved as accountability to carry out the tasks;
15. Monitoring and evaluating policy implementation and study programme achievement;
16. Consulting with the faculty leadership in any decision-making regarding academic regulations.
17. Preparing and compiling forms for accreditation or reaccreditation of study programmes. Applying for accreditation or reaccreditation no later than six months before the end of the validity period of the study programme accreditation status.

In organising academic activities at the study programme level, the head and secretary become the coordinators for the lecturers. Thus, every academic-related decision is carried out in a meeting mechanism for lecturers and academic staff. For example, at the beginning of each semester, a coordination meeting on lecture preparation is held, which discusses the lecture schedule distribution, the preparation of the Semester Learning Plan (SLP), the facilities, and the infrastructure preparation. Then, before the end of the lecture, an evaluation meeting on coordination is held to evaluate the lecture process, the preparation of the questions for the final semester exam, criticism and suggestions for the ongoing lecture process related to media, facilities and infrastructure.

<u>Administrative support</u>

For all **Bachelor programmes**, the dean coordinates administrative support at faculty level and is assisted by three vice deans. The administration activities of the faculty are led by the administrative division head and assisted by three heads of subsection (*Kasubag*):

1. Head of sub-section of Academic Affairs.
2. Head of sub-section of General Affairs and
3. Head of sub-section of Finance.

Meanwhile, administrative support at study programme level is coordinated by the head and secretary and assisted by one or two academic staff.

All students' needs related to administrative services are handled by administrative staff. Both students' and lecturers' needs related to administration are also appropriately handled with a clear provision of administrative mechanism. Later on, every semester, an academic staff assessment is carried out by the head and students to evaluate the performance of academic staff. The academic staff is responsible for facilitating the administration field: inputting courses to the Academic Information System (SIA), scheduling lectures, scheduling exams, and filing letters, both incoming and outgoing letters, which are done online.

Academic programme evaluation also involves the lecturers, staff, and students' contribution. Students are required to fill out an educational service satisfaction survey instrument coordinated by the Quality Assurance Institute of UIN SUKA. The study programmes are supported by information systems, websites, and social media, such as Instagram, Facebook and YouTube.

Administratively, the Master's Programme is supported by 39 support staff at faculty level. All staff is led by the Head of Administration and Head of Sub Division. These sections are the Academic and Student Administration Section, the General Administration Section, and the Financial Planning and Accounting Section. UIN SUKA provides an opportunity for all administrative staff to carry out continuous professional development.

The Master's Programme has utilised Academic Information System (SIA) to manage the academic administration interests in administration. The Academic Information System (SIA) is used to register, fill out KRS/Course Selection Form, find out the lecture schedule, check the attendance percentage, fill out questionnaires about the performance of lecturers, access the courses grades that have been taken, access digital library collections from the UIN SUKA library.

For supporting academic and student activities, the Faculty is assisted by the Faculty Quality Assurance System (PSMF), while the Master programmes are assisted by the Study Programme Quality Assurance System (PSMP). The primary function of PSMF and PSMP is to ensure and guarantee that the learning quality has been operating conforming to the regulations.

All support systems are integrated online via e-service. Therefore, students or lecturers can access it easily. Students can also contact the study programme and faculty staff during business hours for certain services. The Master programmes also provide an opportunity to the supporting staff to improve their skills.

The Master programmes consistently strive to improve the service, the staff is always available and in charge of delivering excellent service to students when they need something. One of the efforts

to improve services is to measure the satisfaction level of the academic community (lecturers, education staff and students) with the service.

Appraisal:

The heads of **all five study programmes** coordinate the activities of everyone involved in the programme and ensures that the programme runs smoothly. They successfully take initiatives to promote the systematic development of the study programmes in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development. What is more, the administrative staff acts as a service provider for students and faculty. The panel had the impression that the staff is very engaged and motivated.

		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

The **Bachelor of Islamic Early Childhood Education** programme has collaborated with similar study programmes, for instance, the collaboration with the Bachelor of Islamic Early Childhood Education Programme at UIN Syarif Hidayatullah Jakarta, UIN Antasari Banjarmasin, UIN Syarif Kasim Riau and IAIN Ponorogo. In addition, the programme has established cooperation that includes: scientific publications, visiting lecturers, and management of scientific journals.

Through faculty support, the programme has collaborated with Aligarh Muslim University, India, Sultan Idris Education University, Universiti of Malaya, Universiti Sains Islam Malaysia, as well as Senior Experten Service (SES) Germany and Association for Living Values Education (ALIVE) to undertake several programs, such as *visiting academics*, *visiting lecturers*, seminars, workshops and scientific publications.

In order to integrate theory and practice, the programme has collaborated with early childhood education institutions, such as RA Mu'ad bin Jabal, RA Insan Mulia, RA Ar-Rafif, TK Ceria, and the

RA Teacher Association to conduct student research programmes, internships, field practice and community service.

The **Master programme for Early Childhood Islamic Education** has collaborated with various agencies in the last five years, 33 domestic agencies and eight foreign agencies. Both parties' drafting and signing of MoUs aims to improve the quality of education, especially for the Master of Islamic Early Childhood Education Programme in UIN SUKA. The cooperation established includes: holding community service activities at school institutions, holding seminars/webinars, conducting lecturers exchange as resource persons for academic activities, conducting collaborative research and serving as a place for internships and field studies for Master students. The benefits of collaboration are strengthening networks, cross-culture understanding, national and international collaboration research and scientific publication.

This includes the following partner universities and higher education institutions:

1. UTHN Malaysia (Malaysia)
2. The Asia Foundation (TAF)
3. Nagoya University (Japan)
4. Tokyo University (Japan)
5. Fathoni University (Thailand)
6. Faculty of Education University of Malaya Kuala Lumpur (Malaysia)
7. Universitas Brunei Darussalam (Brunei)
8. Faculty of Qur'an and Sunnah Universiti Sains Islam Malaysia (USIM) and Institute of Teacher Education

The **Bachelor of Education for Islamic Elementary School Teachers programme** collaborates with various higher education institutions and programmes that support the study programme profile. Cooperation is carried out both at home and abroad. The following is a list of instances that cooperate with the study programme:

Table 23: Cooperation in the BEIESTP

No.	Institution	Forms of Cooperation	Benefit
1.	MI/SD	Integrative Community Service	To teach the students with teaching practice
2.	Master of Education for Islamic Elementary School Teachers Programme of UIN Sunan Kalijaga	Field Study/Competence Test	To teach the students with teaching practice
3.	Senior Experten Service (SES), Germany	Writing Scientific works	To train students on the scientific writing skills
4.	Aligarh Muslim University India	Research collaboration	To create cooperation with abroad universities
5.	Malaya University Malaysia	Field study and external benchmarking	To increase the study programme quality
6.	IPG (Teacher Education Institute) Malaysia	Educational Cooperation, research, and community service.	To add lecturer references in research and community service

7.	Victoria School Malaysia	Curriculum Review	To provide an overview of the curriculum in other countries
8.	Fatoni University (Thailand)	Knowledge Sharing in Teaching strategies and research strategies	To add lecturers insight regarding learning strategies and research conducted in other countries

In the last five years, the **Master of Education for Islamic Elementary School Teachers** programme has collaborated with 30 educational institutions in the home country and 15 educational institutions abroad. Both parties' drafting and signing of MoUs aims to improve the quality of education. Such cooperation established in the last five years with 30 educational institutions at home country includes: holding joint seminars, regular meetings with fellow Master's Programme managers through the Indonesian Islamic Education Masters Management Forum (FOPMAPI), conducting lecturer exchanges as resource persons with other universities, conducting collaborative research with other universities, becoming an internship place for students of the study programme and writing books collectively.

Meanwhile, the activities in collaboration with 15 educational institutions abroad include: conducting field studies with foreign universities, sending lecturers to attend seminars or training abroad, observing the learning process at foreign universities and conducting lecturer exchanges as speakers from foreign universities.

This includes:
1. UTHN Malaysia (Malaysia)
2. The Asia Foundation (TAF)
3. Tokyo University (Japan)
4. Fathoni University (Thailand)
5. Faculty of Education University of Malaya Kuala Lumpur (Malaysia)
6. Universitas Brunei Darussalam (Brunei)
7. University of Melbourne (Australia)
8. University Kebangsaan Malaysia (Malaysia)
9. Universitas Ibn Sa'ud Arab Saudi (Saudi Arabia)
10. Vritje University Amsterdam (Netherlands)

The **Bachelor of Islamic Education Management programme** collaborates with other institutions to support the learning process and the graduate competencies achievement. The programme collaborates with Bachelor of Islamic Education Management Programme associations throughout Indonesia to strengthen graduate profiles as well as cooperation in the fields of education, collaborative research and community service. Moreover, there are also lecturer exchanges, as well as collaborative research.

This includes the following partner universities:

1. Aligarh Muslim University (India)
2. UIN Raden Intan Lampung (Indonesia)
3. State Islamic Religious University (Indonesia)
4. Institute Agama Islam Negeri Manado (Indonesia)

5. UIN Syarif Hidayatullah Jakarta (Indonesia)

Moreover, partnerships with the Association of Bachelor of Islamic Education Management Programme are as follows.

1. Indonesian Islamic Education Management Study Program Association (PPMPI).
2. Indonesian Bachelor Association of Islamic Education Management (PERSMAPI).
3. Indonesian Association of Islamic Education Manager (PERMA PENDIS).
4. Association of Indonesian Education Management/Administration Study Programmes

Cooperation with other organisations

The Faculty of Tarbiyah and Education has cooperations with 50 schools around Yogyakarta and in other areas, such as in Lombok and Sumatra. These partnerships are used in particular to give students opportunities to gain practical experience, e.g., in form of internships and teaching experience.

The **Bachelor of Islamic Early Childhood Education** programme is a partner and network with scientific institutions and organisations.

1. National Association for the Education of Young Children (NAEYC) provides information on developing international early childhood education for students and lecturers through webinars and publications.
2. Childhood Education International (CEI) provides information on the latest developments in international early childhood education for lecturers and students through webinars and publications.
3. The Association for Early Childhood Islamic Education expands the network for similar study programmes throughout Indonesia to develop curriculum, collaborative research, and scientific publications. Lecturers have ample opportunities for self-development.
4. The Association for Early Childhood Education Journal Management supports managing Journal management for the study programme through the author's network, editors, and reviewers. Lecturers and students have vast opportunities for scientific publications.
5. The Raudhatul Athfal Teachers Association of the Special Region of Yogyakarta helps integrate theory and practice for lecturers and students with teachers' actual experiences in schools.
6. OmochaToys Bogor provides internships, student field practices, and research and development.
7. ABC Toys Yogyakarta provides internships, student field practices, and development research.
8. Indonesian Fairy Tale House, provides internships, student field practices, and development research.
9. Indonesian Muslim Storytellers Brotherhood, provides internships, entrepreneurship, and workshops.

The **Master of Islamic Early Childhood Education programme** also collaborates with some associations namely:

1. The Association for Early Childhood Islamic Education to expand the network for similar study programmes throughout Indonesia to develop curriculum, collaborative research, and scientific publications, hence lecturers have ample opportunities for self-development.
2. The Raudhatul Athfal Teachers Association of the Special Region of Yogyakarta helps integrate theory and practice for lecturers and students with teachers' actual experiences in schools.
3. Indonesian Early Childhood Education Journal Management Association.
4. National Accreditation Body for Early Childhood Education and Non-formal Education.
5. The Suka-Press printing office to support the learning quality in various subjects. For example, the Early Childhood Education Policy Analysis course generates some books published.

The **Bachelor of Education for Islamic Elementary School Teachers** programme cooperates with other organisations, including:
1. Neutron Tutoring
2. Prenada Media Publishing
3. Radio
4. Local TV
5. Event Organiser
6. Educational Toy Industry

The collaboration between Bachelor of Education for Islamic Elementary School Teachers Program and external parties above aims to improve student competence in Edupreneurship and internship carried out by final-year students, so that students can learn directly in the field.

Cooperation carried out in the **Master of Education for Islamic Elementary School Teachers programme** is divided into three categories:

1. Teaching (Part-Time Lecturer)-Lecturers are recruited as assessors by National Accreditation Board for Higher Education (BAN-PT). Lecturers who serve as the BAN-PT assessors come up with many benefits, including the ability to provide guidance and insight related to quality assurance of Master of Education for Islamic Elementary School Teachers Programme, and the possibility to provide considerations related to curriculum formulation in Master of Education for Islamic Elementary School Teachers Programme. Lecturers are also recruited as assessors by the National Accreditation Board for Schools/ Madrasah (BAN-SM). Lecturers who are selected as the BAN-SM assessors are also provided with many benefits as they can facilitate collaboration between Master of Education for Islamic Elementary School Teachers Programme and the local Education and Culture Office and Schools/Madrasah and that they can provide input on courses or programme activities in Master of Education for Islamic Elementary School Teachers Programme according to input from the Principal or Madrasah.
2. Research and publications. The Masters of Education for Islamic Elementary School Teachers Programme collaborates with publishers, such as Ombak Press, Prenada Media, Cakrawala Media and Rosda Karya to support various courses, for example, the Science

Learning Development course for SD/MI, the Strategy Analysis for Indonesian Language and Literature Learning in Elementary School /MI and Thematic Learning courses.

3. Cooperation with the Association of Lecturers-Educational Teacher Associations of Madrasah Ibtidaiyah throughout Indonesia, is shown by membership cards owned by all Master of Education for Islamic Elementary School Teachers Programme lecturers as well as the involvement of Master of Education for Islamic Elementary School Teachers Programme lecturers in the association's activities.

Cooperation with various associations **of Bachelor of Islamic Education Management programme** is very beneficial for study programme.

The following institutions established a partnership with the Bachelor of Islamic Education Management programme:

1. Directorate of Diniyah-Boarding school Ministry of Religious Affairs of the Republic of Indonesia
2. DIY Ministry of Religious Affairs Regional Office
3. Yogyakarta City Ministry of Religious Affairs
4. Ministry of Religious Affairs of Bantul Regency
5. Ministry of Religious Affairs of Sleman Regency
6. Ministry of Religious Affairs of Kulon Progo Regency
7. Ministry of Religious Affairs of Gunungkidul Regency
8. Ministry of Religious Affairs of Magelang Regency
9. LPMP Special Region of Yogyakarta
10. Joglo Alit Islamic Boarding School.
11. High School of Islam Al-Kamal Sarang Rembang

Appraisal:

For **all five study programmes**, the scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. Cooperation with HEI, other academic institutions and networks as well as with other organisations (particularly schools) are aligned with the strategy of the study programmes and actively promoted (for example, by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, to discuss the further development of the programme). Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. Particularly the practical experience in the network of schools is actively pursued by the study programmes. By means of specific measures (e.g. student and staff exchange, mutual sharing of course materials, and the joint offer of additional electives, as well as internship offers and cooperation in projects), they significantly contribute to the development of qualifications 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

UIN SUKA provides several types of information systems and facilities that have been used to support the learning process.

In practice, the information system and facilities are covered by several Sunan Kalijaga Services (SUKA Services), services are: SUKAnet, SUKAmail, SUKAstudia, SUKAmedia, and SUKAlibrarians since 2011. These services were developed by the Information Technology Centre and Base Data (PTIPD). This unit is responsible for managing and developing information systems, network and application maintenance, database management, other technology development and network cooperation. This service has covered needs related to learning activities, both for blended system-based e-learning needs, library access, as well as e-journal, e-conference, e-book, e-quiz and e-polling services.

a. Hardware

Licensed hardware managed by PTIPD has been available since 2011, including (a) Server: 20 units, (b) Fibre optic network from PTIPD to 24 buildings, (c) Controller access point: 3 units, (d) Switch: 32 units, (e) Controller Access Point: 150 points, (f) Computer or laptop: 920 units.
All computers and laptops are connected to the internet network either through a connection via LAN or Access Point. There are 150 points or APs scattered in several buildings in the University environment. SUKAnet service provides convenience for students, lecturers and employees in accessing information through the internet network that can be used as a supporter in the teaching and learning process.

Free Internet access is available for all activities. This facility covers most of the campus area, including faculties, master buildings, libraries, language development centre, PTIPD, Integrated Laboratory, Religion Laboratory, Polyclinic, Student Centre, Club House, Multipurpose, and University Administration Centre (PAU). Students who have paid tuition fees will automatically have the right to use free internet access at the University. For lecturers and employees, the account password is given when the person is registered in the staffing information system. The account can be used to access all electronic services provided by UIN SUKA. Since 2012, the *SUKAmail* service at UN SUKA has collaborated with Google to utilise the Mail Server. It is managed and centralised at PTIPD to provide free email services for students, lecturers and employees.

b. Software

In order to support the learning process, the software was developed independently by PTIPD, who are members of the SUKAmedia, SUKAstudia, and SUKApustaka services.

SUKAmedia, is an online media provided by the PTIPD, consisted of:

1. E-Repository (Internet)
2. E-Video
3. E-Book (Intranet)
4. E-Streaming
5. E-Journal/OJS
6. SMS Gateway (Intranet)
7. E-Conference/OCS
8. Reservation/Booking/Appointment
9. E-Event
10. Service/Complaint
11. E-Polling/E-Survey
12. Staffs' Email Address (Intranet)
13. E-Quiz
14. Students' Email Address (Intranet)
15. E-Calendar
16. IP-Phone Number (Intranet)
17. E-Agenda

SUKAstudia service is a service to support the lecture process for students and lecturers utilising internet technology. By using e-learning, students and lecturers can have interactive relationships, such as discussions through forums or online lectures. In addition, students can also view announcements, assignments given by lecturers and obtain teaching materials downloaded by students.

SUKApustaka is an e-library service that is made accessible from anywhere and anytime, providing access for all academics.

The following are several facilities to support students of the study programmes with technology-based information and learning provided by UIN SUKA:

a. Data & Network Centre Facilities. The Data and Network Centre is an essential facility, managed by PTIPD and valuable for placing computer servers and related components, such as telecommunications systems and data storage.

b. Monitor & Control Room Facilities is a room located in the PTIPD building and used for monitoring and managing information technology-based services. This room is equipped with monitoring and controlling facilities, such as a TV camera.

c. Video Conference Facilities. Video Conference facility is a facility for important meetings with a long-distance face-to-face communication system assisted by audio-video equipment with IT technology.

d. Studio Photo Facilities. A photo studio is a facility provided by the University in the PTIPD building for photo shoot-out for lecturers, staff and students. The photo shoot-out is mainly done to make Student Identity Cards (KTM), Alumni Cards and ID Cards for lecturers and staff.

e. Audio-Visual (Multimedia) Studio Facilities. An audio-visual studio is a facility for video recording and editing. UIN SUKA has several programmes to broadcast lectures, ceremonies or advertisements. These programmes are created to be broadcast on SUKATV. UIN SUKA also opens opportunities for students, employees and lecturers who want to contribute to the programme by creating the content of films/videos or advertisements/announcements that are feasible to be presented.

f. Computer Laboratory Facilities. This laboratory can be used for student activities in providing ICT training, workshops and seminars. This laboratory is equipped with 150 computers with 6 GB RAM specifications, Processor i7 with 24 inch LCD monitor and three rooms inside. The room is used as a laboratory located in the East PTIPD building (Old Rectorate Building 1st Floor). Each room has 50 computers.

g. Mobile Laboratory Facilities. To support the learning process, UIN SUKA provides Mobile Lab facilities, which refers to a computer laboratory that can move around the University or "mobile." Mobile Lab does not utilise a PC but a laptop because it has to be transportable. Laptops are provided and they can be used in any place that supports the learning process according to the number of learning participants.

h. ICT Training Service. ICT training is a mandatory activity for all students of UIN SUKA. This activity corresponds to the mandate of quality assurance. This ICT training includes learning to use the Internet, Microsoft Word, Microsoft Excel and Microsoft PowerPoint. The training activity begins with a placement test that aims to see the initial abilities of students.

i. ICT Certification Services. ICT (Information and Communication Technology) certification is an exam that is held regularly. This activity is intended for students who do not have an ICT certificate. This ICT certificate is essential for students because it is a requirement for *Munaqosyah's* registration. It covers students' ability to use the Microsoft Office applications and other tools.

j. Google Corner Service. Google Corner is one of the facilities owned by UIN Sunan Kalijaga Yogyakarta as a form of cooperation service between UIN SUKA and Google. Google Corner covers Google Mail, Google Drive, Google Books, Google Calendar, and Google Site.

k. Life@edu Corner Service. Life @edu Corner is one of the facilities owned by UIN SUKA resulting from the cooperation service with Microsoft.

The **Bachelor programmes** are equipped with facilities and infrastructure to support a conducive learning atmosphere, as presented in the following list.

Table 24: List of Supporting Rooms for the Bachelor programmes

No	Type of Utilities	Total Unit	Total Space (m²)	Time of Usage (Hours/Weeks)
1.	Classroom	10	800	55 Hours/ Weeks
2.	Child Laboratory Room	1	48	55 Hours/ Weeks
3.	Curriculum Laboratory Room	1	48	55 Hours/ Weeks
4.	Learning Laboratory Room	1	48	55 Hours/ Weeks
5.	Learning Media Laboratory Room	1	1320	55 Hours/ Weeks

6.	Computer Laboratory Room	1	70	55 Hours/ Weeks
7.	Meeting Room	1	270	55 Hours/ Weeks
8.	*Munaqosyah* (Undergraduate Thesis Exam) Room	1	70	55 Hours/ Weeks
9.	Professional Training Program and Community Service Office	1	80	55 Hours/ Weeks
10.	The Head and Secretary Office	1	30	55 Hours/ Weeks
11.	Secretariat Office	1	30	55 Hours/ Weeks
12.	Praying Rooms	1	50	55 Hours/ Weeks
13.	Teaching Journal Room and SIA	1	6	55 Hours/ Weeks

Table 25: List of Supporting Facilities for Students' Activities of Bachelor programmes

No.	Supporting Facilities	Total Unit	Total Spaces (m2)	Management Unit
1.	Sport Venues	1	15.506.000	University
2.	Multipurpose Building	1	4.350.000	University
3.	Students Centre	1	5.156.000	University
4.	Club House	1	815,36	University
5.	Language Centre	1	3.171,33	University
6.	Auditorium	1	190,10	University
7.	Court Room	1	155,52	Faculty
8.	Polyclinic	1	544,32	University
9.	Mosque	1	1239,04	University
10.	Club House	1	815,36	University
11.	Administration Room	1	570,24	Faculty
12.	Art Performance Room	1	20	Faculty
13.	RA DWP University	1		Dharma Wanita

Several laboratory services are made available at the Faculty of Tarbiyah and Education for the Bachelor programmes.

Table 26: Laboratory Services for Bachelor programmes

Academic Facilities	Research Facilities	Public Service Facilities
● Internship I, II, and III (Islamic Education, Arabic Education, Bachelor of Islamic Education Management Program, Bachelor of Islamic Early Childhood Education Program)	● Research development (media/multimedia/e-Learning, e-calligraphy, e-tahfizh, e-Tilawah, languages skills), and other technological learning ● School Laboratory	● Lesson Material Validation ● Research Instrument Validation ● Learning Clinic ● Abstract, journal, papers translation ● Research data management

• Professional Training Program (PLP) I and II (Islamic education management) • Field Practice • Micro leading • Computer Laboratory	• Standard Laboratory of Islamic Education • Library and Learning Sources • Academic Publication • Question Bank	• Photography and Cinematography • Question analysis test • Visit • Technician and Laboratory Facilities

For the **Master programmes**, the Faculty of Tarbiyah and Teacher Training occupies two buildings and is equipped with several facilities and infrastructure. The first building is used for integrated services, educational laboratories, Dean's office, Faculty Meeting rooms, theatrical rooms and lecture rooms for Bachelor programmes. The second building consists of four floors with 40 rooms, an integrated service room and a reading room for Master and Doctoral programme students, which is used for lecture activities. The Master programme occupies four rooms for lecture activities and one exam room for the thesis exam (*Munaqasyah*). Supporting facilities such as whiteboards, computers, sound systems, LCDs and air conditioners are also available in the lecturers' room.

In addition, there are other facilities and infrastructure provided for students of master programmes, such as:

1. Praying Room equipped with prayer kits.
2. Discussion room. The room has many tables, which are equipped with an electric socket, thus allowing students to do discussions and complete their assignments.
3. Reading Room, located in the Master programme building on the third floor. This room provides students access to borrow and read reading materials they need.
4. Theatrical Room, which is used for seminars, training, graduates parting ceremonies and art performance.
5. Lecturers Room, which is equipped with computers that can be used to practice materials related to statistics and research methods.

The Master programmes have utilised information technology to ensure a smooth process of learning, administration and decision-making. In turn, information technology is beneficial for leaders in decision-making because the data needed for decision-making can be easily obtained due to technological information assistance.

Access to literature

Students can utilise the literature provided by UIN SUKA through the library, which is made accessible online anywhere and anytime through the website[47]. Students can access digital collections through several columns, namely OPAC (online catalogue of library collection searches), Institutional Repository (collection of articles, journals, theses, theses, and other lecturers' scientific works), E-books & E-Journals (e-journal databases), and e-books subscribed to by the library), Local E-Journals (downloaded old e-journals), the access for the Disabled (digital content for disabled students). Students use their student identification number as a user name and a registration pin as a password to access it. In addition, the library provides a book column proposal to reach the needs of new literature for students who are not yet in the UIN SUKA library.

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[47] see: http://lib.uin-suka.ac.id (last access January 23, 2023)

Furthermore, the University also offers research tools to the students, such as Turnitin, Mendeley, Zotero, Vivo, Research Rabbit, Grammarly and Publish or Perish.

The working hours of the library are as listed:
- Monday to Thursday from 08.00 am to 07.00 pm
- Friday, from 09.00 am to 07.30 pm
- Saturday, from 09.00 am to 02.00 pm (open during and a period approaching MidTerm and Final Term Exams)
- During the National Holidays, UIN SUKA library is not open for services.

In order to obtain information related to the library, students and other users can contact Sicarik, Imum, and Reference Consultation. Sicarik is a consulting service for checking book collection, book return procedures and locker keys. Imum is a consulting service related to collecting and borrowing orders, information during a pandemic and other information required by students related to libraries. Reference Consultation is a consultation service with a librarian related to electronic collection searches for e-books and e-journals. All services can be contacted via message. General information about access to literature at the UIN SUKA library is also presented in an infographic posted on Instagram[48].

Table 27: Resources of UIN SUKA library

Resource	Number of titles	Number of copies
Printed books	50,285 titles	182,587 copies
Reference books	3,561 titles	13,375 copies
Audio-visual collections	628 titles	2,269 pieces
Special collections of theses, dissertation summaries, research reports, term papers and street vendor reports	46,626 titles	

Table 28: Journal Subscriptions and Databases

No.	Journal Subscriptions and Databases	Link of Journal Subscriptions and Databases
1	Database E-Book and E-Journal Online (Library of UIN Sunan Kalijaga)	https://lib.uin-suka.ac.id/database-e-journal/
2	Scopus	https://www.scopus.com/search/form.uri?display=basic#basic
3	Shamela	https://shamela.ws/
4	Taylor & Francis Online	https://www.tandfonline.com/ https://www.taylorfrancis.com/

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[48] see: @perpusuinyogyakarta

5	EBSCO	https://web.p.ebscohost.com/ehost/search/selectdb?vid=0&sid=d565801e-a42e-4e77-896e-df0940463105%40redis
6	OXFORD	https://academic.oup.com/journals/?login=true
7	IG PUBLISHING	http://portal.igpublish.com/iglibrary/
8	PROQUEST	https://ebookcentral.proquest.com/lib/uinsuka-ebooks/home.action
9	EMERALD	https://www.emerald.com/insight/
10	CAMBRIDGE	https://www.cambridge.org/core/what-we-publish/books https://www.cambridge.org/core/what-we-publish/journals
11	SAGE	https://sk.sagepub.com/ https://methods.sagepub.com/
12	EBOOK KEMENAG	https://diktis.kemenag.go.id/
13	PERPUSTAKAAN ISLAM DIGITAL (DIGITAL ISLAMIC LIBRARY)	https://perpustakaanislamdigital.com/
14	WILEY	https://onlinelibrary.wiley.com/
15	Society for Industrial and Applied Mathematics	https://siam.org/publications/journals
16	EBSCO ARABIC WORLD	https://web.p.ebscohost.com/ehost/search/selectdb?vid=0&sid=9d35488f-a61f-43c9-8b09-7e952d6ba82c%40redis
17	JSTOR COLLECTION	https://www.jstor.org/
18	American Association for the Advancement of Science (AAAS)	https://www.science.org/
19	Gale Databases	https://link.gale.com/apps/commonmenu.do?userGroupName=kemenag08
20	SPRINGERLINK	https://link.springer.com/
21	IISTE	https://www.iiste.org/
22	ANTI-CORRUPTION CLEARING HOUSE (ACCH) KPK Indonesia	https://acch.kpk.go.id/id/
23	MORAREF	https://moraref.kemenag.go.id/
24	ISJD (Indonesian Scientific Journal Database)	http://isjd.pdii.lipi.go.id/
25	DOAB (Directory of Open Access books)	https://www.doabooks.org/
26	The DOAJ (Directory of Open Access Journals)	https://doaj.org/
27	GARUDA (Garda Rujukan Digital)	https://garuda.kemdikbud.go.id/

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment). Moreover, the teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g., Microteaching), the University possesses appropriate rooms which possess the specific technical components needed. The panel team has the opinion that the IT equipment and services offered to students are very good.

Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library and also kept up to date. The panel especially appreciates the online material including the variety of international subscriptions. For the present literature, the panel suggest checking whether the number of books (e.g. textbooks) is sufficient. What is more, the panel **recommends** offering a data analysis tool subscription (e.g. SPSS) to the students.

The opening hours of the library take students' needs into account. However, the panel suggests reviewing the opening hours of the library after the pandemic has ended. A survey of the students' needs regarding the opening hours could point out necessities for the expansion of the offer.

Furthermore, the panel **recommends** offering additional equipment for disabled students in the library, especially tables that fit to wheelchairs and a braille printer for blind students.

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

4.5 Additional services

UIN SUKA has a Centre for Entrepreneurship and Career Development (CENDI). CENDI was established with a mission to develop entrepreneurial knowledge through research, education, partnership networks and publications in universities and the community to foster entrepreneurship awareness. The information of the centre are accessible via the website[49].

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[49] see: http://www.cendi.uin-suka.ac.id/

Meanwhile, at faculty level, career and entrepreneurship guidance is facilitated through the faculty website, which always provides the latest information regarding job vacancies.[50]

CENDI serves students with career information such as job vacancies, career news, and interview information for alumni and job applicants. It organises training and other activities in the context of self-development, improving skills and competencies (soft skills) of prospective students, job seekers, and organising special programmes and activities (events) tailored to the current needs, such as trade fairs and job fairs.

What is more, the Bachelor programmes provide career counselling services offered to students and alumni to prepare them for employment. Moreover, the alumni and students can join a WhatsApp Group to get career guidance and information. The Bachelor's Programmes also provide a briefing to students before they graduate with various insights and skills, such as soft skills, self-development skills, public speaking techniques and self-image development.

Services related to the career centre for students and alumni of the **Master programmes** are as follows:

1. Kalijaga Job Fair (KJF). CENDI undertakes KJF once a year or more with the other party's cooperation (if any). KJF is expected to bring students and alumni to the business and industrial world, and CENDI has information about the "quality" of students and alumni needed by the business world and the industrial world.
2. Kalijaga Career Information (KCI). CENDI provides information on various career fields and job vacancies from various companies and industries. This information is done through several methods, that is, through the CENDI website, CENDI social media, and by being posted at the CENDI office.
3. Kalijaga Career Preparation (KCP). KCP is a programme designed to prepare students and alumni to have the quality and capacity to enter the business and industrial world. Several programmes carried out in KCP, among others:
   a. Career Training, which is given to active students by focusing on improving students' soft skills as a provision to enter the job market;
   b. Career counselling, which is held 1-2 times a week with a booking system;
   c. Internship, which is conducted in a business or industry;
   d. Debriefing prospective alumni, which includes simulations on dealing with interviews, writing CVs, writing job application letters, fostering self-confidence, setting attractive strategies and appearances, and knowledge of work ethics through training activities. Sharing the Success Story of Alumni serves as the centre of attraction of this activity.

Alumni activities
All five study programmes have their own alumni network.

In general, alumni activities are grouped into the academic and non-academic aspects. The academic aspect is related to improvement and inputs to the study programme in curriculum

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[50] see: http://tarbiyah.uin-suka.ac.id/id/page/prodi/1300-Informasi-Lowongan (last access January 20, 2023)

development and learning processes. Meanwhile, the non-academic aspect is related to the establishment of social networks among alumni as a form of graduates and alumni participation in supporting the academic development of study programmes.

1. Academic support:
   a. Involving the alumni in scientific seminar activities, inviting alumni as the speaker at graduation ceremonies, engaging them as trainers in student activities, scientific writings.
   b. Involving the alumni in providing financial support for alumni gatherings.

2. Non-academic support:
   a. Job vacancies access for new graduates.
   b. Maintaining communication among alumni as a means for re-charging their spirit and strengthening network among the alumni.

In detail, alumni participation in developing the programmes are as follows:
1. Funds donations: the alumni can contribute by paying alumni fees whenever any alumni meeting is held and through incidental activities carried out by the study programme.
2. Facilities: alumni can also contribute to develop the study programme's facilities; the contribution is made by assisting the study programme in providing learning facilities, such as posters and learning software.
3. Academic activities: the alumni contribution in academic activities is established by participation as the speakers and participants in academic activities held by study programmes such as seminars, discussions, book reviews and curriculum workshops.

Furthermore, the programmes distribute questionnaires every year to obtain input and suggestions from alumni. These inputs and suggestions are used for improvements, such as improving curriculum, services, and programme activities. As a support system for this feedback, the programmes follow up with various activities, such as focus group discussions, curriculum formulation and alumni engagement in study programme activities.

The **Bachelor of Islamic Early Childhood Education Programme** graduates formed an alumni association named the Islamic Early Childhood Education Alumni Association, abbreviated as IKA PIAUD, in 2017. The alumni association conducted several activities for alumni who have contributed to the progress of the study programme. The contribution covers the academic and non-academic fields.

In August 2010, the Graduates Association of the **Master of Islamic Early Childhood Education Programme** was established, from what previously was known as Graduates Association of Raudhatul Athfal Teacher Education, and an integral part of the Sunan Kalijaga Graduates Association (IKA-SUKA). Furthermore, the graduates association of the Master of Islamic Early Childhood Education Programme was renamed as the Graduates Association of Early Childhood Islamic Education (Keluarga Alumni Magister PIAUD).

The **Bachelor of Education for Islamic Elementary School Teachers Programme** alumni activities with study programmes include collaboration in webinar activities, community service, especially

in madrasas (training teachers in MI related subjects, Olympic guidance, supervising Classroom Action Research (CAR), and research between lecturers and alumni as a way to solve problems faced by alumni, primarily who works as a teacher. Some alumni become Edupreneurs practitioners, including Wedding organiser (WO), Educational Toys (ET), Tutoring, laptop service centres and online shops. All graduates are invited to the alumni association.

The **Master of Education for Islamic Elementary School Teachers Programme** has an alumni network spread in nearly all parts of Indonesia. All alumni of UIN SUKA have joined the IKA SUKA (Sunan Kalijaga Alumni Family Association). However, the Master of Education for Islamic Elementary School Teachers Programme alumni have also formed a more specific forum known as the Master of Education for Islamic Elementary School Teachers Programme Alumni Association (HAM-PGMI).

The **Bachelor of Islamic Education Management Programme** officially inaugurated its alumni association in 2019 and named it Sunan Kalijaga Islamic Education Management Alumni Association (IKAMAPI SUKA).

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources to offer counselling, workshops, job fairs and alumni events.

Moreover, **all five study programmes** have their own alumni organisation. Activities within these alumni networks (e.g., alumni as guest lecturers in seminars) are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme and the further development of the curricula. Sufficient (staff) resources are available for this purpose.

		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 SUKA is a state University, so that the state guarantees its sustainability. According to the Ministry of Finance Regulation, UIN SUKA 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).
3. Scholarship funds and funds sourced from the community in the form of grants obtained from the community or other bodies (CSR, Waqf, Foundation, Alghazali).

Each study programme within the Faculty of Tarbiyah and Education of UIN SUKA is provided with funds for study programme and student development activities through the Operational Assistance for State Universities (BOTPN) and the Public Service Agency (BLU). These two sources of funds are given to every study programme to organise activities to develop the lecturers and students' competence and skills, such as public lectures, leadership training, workshops on writing scientific articles for publication of national and international journals, research and community service (PKM), as well as lecturers and students collaboration.

BOPTN is financial assistance from the Government sourced from the state revenue and expenditure budget given to state universities to finance the shortage of operational costs due to the limitation of the educational aid in state universities.[51] Meanwhile, the BLU funds at UIN SUKA have been regulated by the Ministry of Finance as a Government Agency that Implements the Financial Management Pattern of Public Service Agencies.[52]

All study programmes apply a Single Tuition (UKT) system, which is determined based on the financial ability group of prospective students and must be paid at the beginning of each semester. Prospective students of UIN SUKA who are admitted based on the SNMPTN, SBMPTN, SPAN-PTKIN, UM-PTKIN and Independent Pathways are grouped into one of the UKT groups.[53]

UIN SUKA applies the concept of Administrative Centralisation and Academic Decentralisation in its management. Consequently, study programmes must actively coordinate with faculties and the University to design activity programmes, determine budget allocations and manage funds. The coordination between study programmes and faculties is carried out through work meetings at the beginning of every year and faculty coordination meetings, which are held every two weeks. The

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[51] The BOPTN is regulated in more detail in the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia Regulation Number 12 of 2019 concerning Operational Assistance for State Universities (BOPTN).
[52] Decree No. 301/KMK.05/2007 concerning the Determination of UIN Sunan Kalijaga Yogyakarta at the Ministry of Religious Affairs
[53] This UKT was arranged by the Minister of Religion of the Republic of Indonesia Decree Number 1195 of 2019 concerning Single Tuition Fees at State Religious College (PTKN) at the Ministry of Religious Affairs for the Academic Year 2020-2021.

faculty leaders must approve the activity programme design, budget allocation and funds. The involvement of the study programme in programme planning, budgeting and fund management can be seen in the participation in preparing the Annual Strategic Plan, which contains activities to be done in the coming year and the funds required.

Appraisal:

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

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

5. Quality assurance and documentation

UIN SUKA applies a quality assurance system according to national policy in a cycle called Plan, Do, Evaluation, Control and Act (PDCA). The quality assurance work uses a working mechanism based on ISO 9001:2015.

An internal quality assurance system is needed to establish, implement, evaluate, control and improve the implementation of the Three Main Tasks *(Tri Dharma)* in the study programmes consistently and sustainably. All quality assurance policies are implemented consistently to ensure customers and stakeholders' satisfaction, transparency, efficiency and effectiveness.
The parties that execute the Quality Assurance system at UIN SUKA are the leaders within the University, faculties/graduate programmes, study programmes and related units. The personnel in charge of the Internal Quality Assurance System at UIN SUKA level are the senate, the Rector, the Vice-Rector, the dean, the postgraduate programme director, professors and faculty representatives.

The Quality Assurance Institute is a body appointed by the Rector's decision who has the task and responsibility of formulating the University's quality policy. In addition, at faculty level, the 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 Institute has auditors and assessors who monitor, evaluate and audit the study programmes.
Quality assurance implementation regulations are regulated through quality policies, quality standards, quality objectives, quality plans, quality assurance implementation manuals, quality forms, monitoring and evaluation guidelines and audit guidelines. The study programme applies 29 quality standards in managing the programme equipped with primary and additional performance indicators. In addition, quality standards are reduced to quality targets which are a detailed description of the primary and additional performance indicator targets.

In improving the implementation and expanding the quality standards, the Quality Assurance Officer and the study programmes invite alumni and graduate users to give their opinions. They are involved regularly in reviewing the quality objectives to implement the quality standards of each study programme. A follow-up audit mechanism controls all quality standard performance indicators implemented, modified, adjusted, and documented. The Quality Assurance Agency documents the entire work process in a dashboard application system.[54]

The Internal Quality Assurance System implementation in the Study Programmes covers:

1. Determining Higher Education Standards set by UIN SUKA as an activity to determine standards/measures for each work unit, including study programmes.
2. Implementing Higher Education Standards set by UIN SUKA as an activity to fulfil standards/measures in the form of quality targets and quality plans for each work unit, including study programmes.

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[54] see: http://lpm.uin-suka.ac.id/ (last access January 16, 2023)

3. Evaluating Higher Education Standards implementation set by UIN SUKA as an activity to compare the activities outputs to meet standards/measures with the predetermined standards/sizes for each work unit, including study programmes.
4. Controlling Higher Education Standards implementation set by UIN SUKA as an activity to analyse the causes of the standard/measurement, which could not meet to take corrective action.
5. Improving Higher Education Standards set by UIN SUKA as an activity to enhance standards/measures so that they are higher than the standards/ measurement that has been set.

Quality Standards in the study programme consist of three groups of standards, i.e., Educational Quality Standards, Research Quality Standards, and Community Service Quality Standards. Each quality standard is further divided into eight standards with the following details:

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, Infrastructure Standards, Research Management Standards, Research Financing Standards.
3. Quality Standards for Community Service consisting of Service Outcomes Standards, Service Content Standards, Service Process Standards, Service Assessment Standards, Service Implementing Standards, Service Facilities and Infrastructure Standards, Service Management Standards, Service Financing Standards.
4. Additional Quality Standards consist of Standards of Vision, Missions, Goals and Objectives Standards of Governance, Governance and Cooperation, Student Standards, Financial Standards, Facilities, and Infrastructure.

Monitoring and developing the quality of study programmes related to the content, implementation processes, and outcomes are regulated through Educational Quality Standards. The working mechanism includes monitoring and evaluating all standards every semester, internal quality audits, follow-up audits and submissions to management review meetings. In addition, an annual Surveillance is carried out by the certification body TUV Rheinland (Germany).

In the context of improvement as part of the "ACT" requirements in ISO 9001:2015, the study programmes must meet non-conformances, corrective actions and continuous improvement. To fulfil this requirement, the study programmes at UIN SUKA provide the following documents and work implementation: Follow-up meetings on audit findings and the timeline for compliance, periodic review of quality standards, quality objectives, SOPs and work instructions.

UIN SUKA conducts continuous improvement by reviewing all quality standard documents and quality objectives. Improvement of quality standards leads to quality standards that apply internationally, such as AUN-QA, ABET, JABEE/IABEE, and QS Ranking.

Evaluation of the internal quality assurance system implementation is in the form of evaluation results and analysis of student study loads, study success rates and employment levels for graduates and students. For students, lecturers and education staff are involved in the evaluation process through quality audits and evaluation monitoring. Besides being auditees, at the same time, they are also obliged to evaluate the performance of the study programme through a series of satisfaction surveys which are conducted every semester.

<u>Evaluation by students</u>
Overall, the students are required to evaluate the learning process according to the written rules and procedures in the survey evaluation guidelines. Afterward the results are communicated to students and serve as a follow-up plan for the study programmes. In addition, the evaluation results are used to measure the achievement of the leading performance indicators of student quality standards to be published. In order to control the implementation of this survey, all survey indicators are carried out, reviewed and evaluated in terms of quality and reliability and are evaluated periodically. This survey guide has been reviewed and adapted to the needs of national and international accreditation and has been documented in the quality assurance information system of UIN SUKA.

A satisfaction survey for the student is carried out based on a regular schedule online. The survey implementation for students are as follows:

1. A survey for students is performed at the end of each semester, along with the learning evaluation. The survey is done to validate that the students' wishes and expectations are fulfilled in the semester.
2. A survey at the beginning of the semester while filling out study plans serves to organise the study programmes implementation.
3. A graduation evaluation survey is to validate the management and organisation of the graduation process.

The preparation and review process for the evaluation survey guidelines involve various parties and the team consists of the Quality Assurance Agency (LPM) Leader and the Instrument Team. This instrument team involves lecturers from the Psychology Study Programme, Faculty of Social Sciences and Humanities. In addition, the study programme is involved in validating the instrument.

The study programme implementation is evaluated through a service satisfaction survey for lecturers, education staff, and students. In evaluating the study programmes implementation, students evaluate human resources, finance, facilities and infrastructure, education, research, community service, and output instruments and outcomes of the Three Main Tasks (Tri Dharma). The survey instrument is undertaken after testing the validity and reliability, which shows that the developed questionnaire does not need improvement.

Students fill out online surveys before the lecture ends and when they fill out the study plans at the beginning of the semester for surveys on the study programmes implementation.55 Furthermore, the quality controller of the study programme processes the survey data from the student into a report. The faculty quality controller coordinates all reports to be submitted to the faculty and head of the study programme. The head of the study programme evaluates and responds to the survey results. Furthermore, the Quality Assurance office, together with the study programme quality controller, monitors the follow-up by the study programme.

<u>Evaluation by faculty</u>
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 guidelines56. 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 SUKA, through the Quality Assurance Agency, issued regulations related to evaluating study programmes conducted by lecturers and education staff in the form of survey guidelines. Lecturers carry out performance evaluations and teaching staff in relation to the implementation of quality standards in study programmes, especially in relation to standards in training and programme management. In terms of evaluating the implementation of the study programmes, lecturers and education staff evaluate human resources, finance, facilities and infrastructure, education, research, community service, and the outcomes and achievements of the tri dharma.

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 SUKA. 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

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55 see: https://mutu.uin-suka.ac.id/ (last access January 16, 2023)
56 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.

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

UIN SUKA, through the Quality Assurance Agency (LPM), issued guidelines for evaluating study programmes involving alumni, graduate users and study programme partners. The preparation and review process for the survey guidelines involved various parties and the team consisted of the Quality Assurance Agency Leader and the Instrument Team. In evaluating the study programme's implementation, lecturers and education staff give feedback on human resources, finance, facilities and infrastructure, education, research, community service and the outcomes and outputs of the Three Main Tasks *(Tri Dharma).*

The service satisfaction survey also involves opinions given by alumni, employers and collaborative partners. It is carried out by distributing questionnaires in an evaluation questionnaire, through Focus Group Discussions (FGD) and direct socialisation. The execution of external evaluations is carried out in each semester. The quality assurance of the study programme processed the survey data into a report. Faculty quality assurance coordinates all information to be submitted to faculty leaders and study programmes. The survey results were evaluated and responded to by the Head of the Study Programme. Furthermore, the Quality Assurance Institution with the quality control of the study program monitored the follow-up by the study programme. The external evaluation results are communicated to alumni, graduate users, and study programme partners and serve as follow-ups for the study programme. All evidence of survey guidelines, survey reports, minutes of meetings and follow-up plans carried out are made accessible on the websites of the study programmes.

In addition, the evaluation results are included in the leading performance indicators for implementing student quality standards to be published. In order to control this survey, all survey indicators are carried out, reviewed, and evaluated in their quality and reliability, evaluated periodically if necessary. The aspects evaluated include the compatibility between competencies obtained during the study and needs in the job market and whether the waiting period for jobs meets the skills and type of work graduates are experiencing.

Programme description

UIN SUKA Academic Information System provides information on management, content of the study programmes, curriculum and exam schemes that are made accessible by the study programmes, lecturers and students.[57]
It includes:
1. Semester lesson plans and Exam schemes and regulations,
2. New Student Data Recap System, Student Profile Data, Registration System (Intranet), Registration File Checking System (Intranet),
3. Payment/Withdrawal/Renewal/Deletion System (Intranet), Student Identity Card Printing System, Alumni Card Printing System, Student Personal Data System,

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[57] see: http://lpm.uin-suka.ac.id/ (last access January 16, 2023)

4. Academic Information System (SIA), Lecture Attendance System, Practical Lecture System, Community Service Programme system (KKN),
5. Final Project/Munaqosyah System,
6. Lecturer Performance Index System, Lecturer Performance System, Lecturer Workload Plan System, Lecturer Performance Load System
7. System Scholarships and Activities, Scholarships & Activities Judiciary System,
8. Library User Education System, ICT Training and Certification System, Language Training and Certification System,
9. Practicum Management System, Laboratory Management System,
10. Graduation System, Graduation Judiciary System,
11. Alumni System/Tracer Study/Legalisation,
12. Research System and Community Service System.

The quality assurance system services include the study programme accreditation information systems, online monitoring and evaluation applications, audit applications and accreditation information systems. This website prepares supporting documents for accreditation and certification of each accreditation framework (BAN-PT, AUN-QA, FIBAA and ASIIN). This system also provides a survey application for lecturers, students, alumni, graduate users and partners. In addition, internal quality audit application services and monitoring and evaluation are also made available. For student services, study programme accreditation certificates are also available in this service.

Furthermore, the study programme's websites contain information about: profile of study programme, academic activities, collaboration programmes, research and publications, community service, facilities and infrastructure, student affairs and study programme documents.

<u>Information on activities during the academic year</u>
UIN SUKA regularly publishes news and information about the study programmes by using different communication channels. UIN SUKA also publishes an annual report which presents a summary of yearly academic activities.

In general, study programmes' activities are distributed on various platforms such as letters, email, WhatsApp Group, the study programme websites, social media such as Instagram, Facebook and YouTube. The latest information about the activities and achievements of the study programme are always conveyed on all these platforms.

Apart from these media, study programme activities are also planned, implemented, reviewed through meetings involving lecturers, education staff and student representatives. Furthermore, the study programme establishes a relationship with the mass media and news networks to ensure that information is adequately disseminated.

The study programmes assign one of the staff to handle study programme information in collaboration with the information technology and database centre.

All information related to the dissemination of activities can be seen on the study programme website:

1. Bachelor of Islamic Early Childhood Education Programme:
2. http://piaud.uin-suka.ac.id/
3. Master of Islamic Early Childhood Education Programme:
4. http://piaudmagister.uin-suka.ac.id/
5. Bachelor of Education for Islamic Elementary School Teachers Programme: http://pgmi.uin-suka.ac.id/
6. Master of Education for Islamic Elementary School Teachers Programme: http://pgmimagister.uin-suka.ac.id/
7. Bachelor of Islamic Education Management Programme:
8. http://mpi.uin-suka.ac.id/

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, student's workload 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. The evaluations are conducted anonymously. The panel is particularly positive about the process, which uses the PDCA-cycle, as well as the structure and instruments of the evaluation procedures.

Evaluation by the students and quality control by faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. These include course evaluations, satisfaction surveys and focus group discussions with students (see chapter 5.1). The evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. Stakeholders and alumni are included into curriculum revision every four years. What is more, tracer studies are carried out for all five study programmes; the outcomes are communicated and provide input for the quality development process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

In terms of the programme description, UIN SUKA suitably documents and publishes them on digital on several platforms to provide students and lecturers with all relevant and required information online. The panel is of the opinion that the websites of the study programmes and the faculty are very good. However, the panel **recommends** publishing all documents in English and Arabic in order to attract more international students. What is more, the panel **recommends**

checking regularly the English contents on the University website, since it is hard to navigate for international students.

The University regularly publishes current news and information about the study programme. The panel suggests considering to change the website's news-based style to a more academic information-based form in order to attract international students (see chapter 3.4). Press relations and network communication are actively maintained. All five study programmes carry out many social media activities to inform students, graduates and potential students about activities and offers. In its annual report, the University presents a summary of the activities of the academic year.

		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: Universitas Islam Negeri Sunan Kalijaga (UIN SUKA)

Bachelor / Master programme:
Bachelor in Education for Islamic Elementary School Teachers (BEIESTP)
Master in Education for Islamic Elementary School Teachers (MEIESTP)
Bachelor in Islamic Early Childhood Education (BIECEP)
Master in Islamic Early Childhood Education (MIECEP)
Bachelor in Islamic Education Management (BIEMP)

		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		X			
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	**Admission**					
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		

		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**					
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)		BIECEP, MIECEP	BEIESTP, MEIESTP, BIEMP		
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)		BEIESTP, MEIESTP, MIECEP, BIEMP	BIECEP		
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			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		
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			