

Decision of the FIBAA Accreditation and Certification Committee



9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/096 Cluster 4
Higher Education Institution:	Universitas Islam Negeri Sunan Kalijaga
Location:	Yogyakarta, Indonesia
Study Programme:	Islamic Theology and Philosophy (Bachelor of Religion (S.Ag.)) Qur'anic Studies (Bachelor of Religion (S.Ag.)) Hadith Studies (Bachelor of Religion (S.Ag.))
Type of Accreditation:	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

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

The FIBAA Quality Seal is awarded.



Assessment Report

The passages in green are identical for both reports in this cluster

Higher Education Institution:

Universitas Islam Negeri Sunan Kalijaga, Indonesia

Bachelor programmes:

1. Islamic Theology and Philosophy
2. Qur'anic Studies
3. Hadith Studies

Qualification awarded on completion:

Bachelor of Religion (Sarjana Agama (S.Ag.))

General information on the study programme

Brief description of the study programmes:

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

The Bachelor programme has the following three main areas of study: Islamic Philosophy, Islamic Theology (Kalam), and Sufism. Most of the courses in this programme are theology and philosophy courses that additionally associate with particular fields or disciplines outside theology and philosophy. BPITP aims to connect between text and context within theology and philosophy. It is in line with the concepts of hadlarah al-nash (sacred text), hadlarah al-'ilm (sciences) and hadlarah al-falsafah (philosophy).

Bachelor Programme in Qur'anic Studies (BPQS)

The programme was formed with the aim to produce highly qualified scholars of the Qur'an and tafsīr (qur'anic exegesis) who are able to carry out critical-analytical research on the topics related to the Qur'an and its interpretation and to participate in solving social problems related to the issues of the Qur'an and its interpretation. In BPQS students are trained to understand religious text and practices not only through traditional perspectives of Islamic sciences, but also through gender, sociology and anthropology, philosophy, hermeneutics, natural science, information and technology.

Bachelor Programme in Hadith Studies (BPHS)

The programme has been developed with the aim of equipping students with the ability to apply the basic principles of religious life in the context of religious moderation¹. Students shall develop the skills in analysing the role of religion/hadith in other subjects; applying the knowledge and skills gained to practice hadith study; interpreting and analysing the different hadith perspectives.

Type of study programme:

All programmes: Bachelor programme

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

All programmes: 144 SKS² credits/ 202 ECTS credits in seven semesters

Mode of study:

All programmes: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance

¹ "Religious Moderation" is a national policy in Indonesia that aims at preventing religious extremism and foster social harmony. Education in schools and universities is considered to play a crucial role within this national programme.

² *SKS: Satuan Kredit Semester (semester credit unit)*

Double/Joint Degree programme:

All programmes: no

Programme cycle starts in:

All programmes: September

Initial start of the programme:

BPTIP: 1960

BPQS: 2014

BPHS: 2014

Type of accreditation:

All programmes: initial accreditation

Accreditation in one cluster (cluster 4) with:

Islamic Studies (Dr.)

Procedure

A contract for the accreditation of the Islamic Theology and Philosophy (S.Ag.), Qur'anic Studies (S.Ag.) and Hadith Studies (S.Ag.) programme was made between FIBAA and Universitas Islam Negeri Sunan Kalijaga, on November 15, 2021. On March 10, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel³. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Amir Dziri

University of Fribourg, Switzerland

Professor in Islamic Studies, Director of the Swiss Center for Islam and Society

Ferid Heider

Teiba Cultural Centre e.V., IZDB e.V., ZRMG e.V. and NBS e.V., Berlin, Germany

Imam, Arabist, Theologian of Islamic Theology, Lecturer, Speaker

Prof. Dr. N.J.G. Kaptein

Leiden University, the Netherlands

Professor Islam in Southeast Asia

Dunja Mdakka

University of Tuebingen, Germany

Student Islamic Religion, English (Master of Education)

Dr. Claudia Seise

Humboldt University Berlin, Berlin Institute for Islamic Theology, Germany

Scientific Associate

Ass. Professor Dr. Tolkah

State Islamic University of Walisongo, Semarang, Indonesia

Vice Dean on general administration, planning, and finance, Faculty of Sharia and Law

FIBAA project manager:

Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid conference. The hybrid conference took place on October 25 – 27, 2022, at the HEI's premises in Yogyakarta (Indonesia) and via the video conferencing tool *Zoom*. The same cluster included an appraisal of Islamic Studies (PhD). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

³ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 28, 2023. The statement on the report was given up on March 8, 2023. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

Islamic Theology and Philosophy (S.Ag.), Qur'anic Studies (S.Ag.) and Hadith Studies (S.Ag.) Bachelor programmes 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 programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

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

The panel recommends

- that the programmes differentiate more precisely between the aim of forming academics in the sense of researchers/intellectuals and the training of (school) teachers in order to derive the necessary competences more concretely (see chapter 1.1).
- that the test formats be reconsidered in order to offer a wider variety (see chapter 3.1).
- that the University and faculty focus even more on establishing a coherent concept to promote the enrolment of international full-time students at UIN Suka and to systematically sharpen the profile of the programmes in a further international direction (see chapter 3.4).
- considering the use of additional staff through lectureships in order to relieve the university staff to some extent (see chapter 4.1).
- further expanding cooperation with the professional community and using more synergies to involve students more strongly in the practical area of their studies (see chapter 4.3).

For **Islamic Theology and Philosophy**, the panel additionally recommends

- aligning the qualification objectives and the curriculum more concretely (see chapter 3.1).

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 programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3);
- Positioning of the study programme on the job market for graduates („Employability“) (see chapter 1.3.2) ;
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3) ;
- Counselling for prospective students (see chapter 2.2) ;
- Interdisciplinary thinking (see chapter 3.1) ;
- Equality of opportunity (see chapter 3.2) ;
- Foreign language contents (see chapter 3.4) ;
- Internal cooperation (see chapter 4.1) ;

- Student support by the faculty (see chapter 4.1) ;
- Alumni Activities (see chapter 4.5)
- Information on activities during the academic year (see chapter 5)

In addition, the following criterion was rated as exceptional:

- Ethical aspects (see chapter 3.1)

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

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

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

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

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

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

Faculty of Ushuluddin and Islamic Thought (FUPI)

In 2013, based on the Regulation⁴ of the Minister of Religious Affairs (*Peraturan Menteri Agama*, PMA), the name of the faculty changed to Faculty of Ushuluddin and Islamic Thought (FUPI). This

⁴ Regulation of the Republic of Indonesia No. 86 of 2013 concerning the amendments of PMA No. 26 of 2013 concerning Organization and Work Procedures of UIN Sunan Kalijaga Yogyakarta, article 10, paragraph e.

faculty consists of four departments, namely Department of Aqidah and Philosophy (AF); Comparative Religion (PA); Tafsir Hadith (TH); and Sociology of Religion (SA).

The mission of the Faculty of Ushuluddin and Islamic Thought UIN Sunan Kalijaga is stated as the following:

1. Developing education and teaching that is oriented towards the integration and development of thought in the areas of the main sources of Islam, Islamic theology and philosophy, the study of religions and the sociology of religion.
2. Maintain scientific and intellectual traditions and foster *ijtihad* in multidisciplinary research.
3. Improve and develop faculty resources into effective and potential quality in order to participate in solving problems of society and the nation.
4. Develop faculty collaboration with various academic institutions and other institutions to realise the Tri-Dharma of higher education, especially in the field of *Ushuluddin*.

The **Islamic Theology and Philosophy** undergraduate programme is one of the oldest programmes at the Faculty of Ushuluddin and Islamic Thought and was established on August 9, 1960 based on the Decree of the Directorate of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia No. 43 in 1960. This study programme was initially known as *Aqidah dan Filsafat* (AF) and then transformed into *Filsafat Agama* (FA) (Philosophy of Religion), until finally it became *Aqidah dan Filsafat Islam* (AFI) (Islamic Theology and Philosophy).

The change of nomenclature re-emerged based on PMA number 36 of 2014 that required the Faculty to adjust the names of a number of study programmes. Based on this Tafsir Hadith programme was divided into two study programmes, namely **Qur'anic Studies** (*Ilmu Al-Qur'an*), and **Hadith Studies** (*Ilmu Hadis*), according to the Decree of the Director General of Islamic Education number 4979 of 2014 dated September 5, 2014.

Statistical data

Table 1: Statistical data: Islamic Theology and Philosophy

		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		80	90	90	96	96	96
# Applicants	Σ	444	612	633	668	682	668
	f	86	120	124	130	134	133
	m	358	492	509	538	548	535
Application rate		555,00%	680,00%	703,33%	695,83%	710,42%	695,83%
# First-Year Students (accepted applicants)	Σ	62	86	89	94	96	94
	f	12	23	24	12	21	9
	m	50	63	65	82	75	85
Rate of female students		0,193548387	0,26744186	0,269662921	0,127659574	0,21875	0,095744681
# Foreign Students	Σ	0	0	1	0	0	0
	f						
	m			1			
Rate of foreign students		0	0	0,011235955	0	0	0
Percentage of occupied study places		77,50%	95,56%	98,89%	97,92%	100,00%	97,92%
# Graduates	Σ	32	38	1			
	f	7	16	1			
	m	25	22	0			
Average duration of study		8 semester	8 semester				
Average grade of final degree		3,3	3,4				

Table 2: Statistical data: Qur'anic Studies

		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		120	120	130	130	140	140
# Applicants	Σ	655	1080	1890	2392	3202	3208
	f	206	550	1003	1222	1610	1699
	m	449	530	887	1170	1592	1509
Application rate		545,83%	900,00%	1453,85%	1840,00%	2287,14%	2291,43%
# First-Year Students (accepted applicants)	Σ	87	118	133	132	153	139
	f	42	53	62	57	67	59
	m	45	65	71	75	86	80
Rate of female students		0,482758621	0,449152542	0,466165414	0,431818182	0,437908497	0,424460432
# Foreign Students	Σ	0	0	2	2	0	2
	f			1	0	0	0
	m			1	2	0	2
Rate of foreign students		0	0	0,015037594	0,015151515	0	0,014388489
Percentage of occupied study places		72,50%	98,33%	102,31%	101,54%	109,29%	99,29%
# Graduates	Σ	60	45				
	f	33	25				
	m	27	20				
Average duration of study		8 semester	8 semester				
Average grade of final degree		3,3	3,4				

Table 3: Statistical Data: Hadith Studies

		1. Cohort	2. Cohort	3. Cohort	4. Cohort
# Study Places		(2020)	(2019)	(2018)	(2017)
# Applicants	Σ	853	1086	783	631
# First-Year Student	Σ	114	124	127	171
	f	42	40	34	45
	m	72	84	93	126
Rate of female students		0,368421053	0,322580645	0,267716535	0,263157895
# Foreign Students	Σ	1	1	0	0
	f		1		
	m	1			
Rate of foreign students		0,00877193	0,008064516	0	0
Percentage of occupied study places /		-5,64%	-6,14%	-6,29%	-8,48%
# Graduates	Σ	45	34	0	0

Table 4: Students recapitation (Year 2021-2022) based on drop out

NO	YEAR	BPITP			Religious Studies			BPQS			Sociologi of Religion			BPHS			Bachelor Programme		
		SUM	M	F	SUM	M	F	SUM	M	F	SUM	M	F	SUM	M	F	TOTAL	M	F
1	2021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	2020	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	2019	6	6	0	2	1	1	5	1	4	2	1	1	8	4	4	23	13	10
4	2018	7	6	1	4	3	1	2	1	1	1	1	0	1	1	0	15	12	3
5	2017	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
6	2016	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	2015	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	2014	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	14	12	2	6	4	2	7	2	5	3	2	1	9	5	4	39	25	14
	PERCENT (%)	100%	86%	14%	100%	67%	33%	100%	29%	71%	100%	67%	33%	100%	56%	44%	100%	64%	36%

Appraisal:

The panel noticed that many applicants seek the study places of the study programmes. This can be seen as an indicator that the market has a high demand for the study programmes and that they are well positioned in the educational market (see for more information chapter 1.3). With the exception of Qur'anic Studies, the drop-out rate seems to be slightly higher in the other two study programmes. The University explained that the main reasons for this were either that those students transferred to another study programme or that students did not want to continue studying due to economic issues. In general, however, the panel found the University's and faculty's student support network to be very positive and supportive in helping students with problems (see among others appraisal in chapter 4.1).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Based on the level specified in the Indonesian National Qualifications Framework (KKNI), the study programmes are at Level 6⁵ and graduates are expected to be able to apply theory, examine problems and issues related to scientific development, make design solutions with appropriate models, and be able to utilise science and technology in solving technical and procedural problems.

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

BPITP has three focus studies, namely: Islamic Philosophy, Islamic Theology (Kalam), and Sufism. The learning outcomes consists of components of knowledge (K), general skills (GS) and special skills (SS), and are arranged based on KKNI level 6 and the following graduate profile.

The graduates:

- K.1. Understand issues and theoretical concepts in the field of Islamic Philosophy, equally those from the classical, modern and contemporary eras.
- K.2. Understand issues and theoretical concepts in the field of Islamic Theology (Kalam), equally those from the classical, modern and contemporary eras.
- K.3. Understand issues and theoretical concepts in the field of Sufism, equally those from the classical, modern and contemporary eras.
- K.4. Understand the theory and philosophical concepts and use them as a mode of critical and analytical thinking.

The graduates are:

- GS.1. Able to apply logical, critical, systematic, and innovative thinking according to their area of expertise, i.e., Islamic Philosophy, Islamic Theology (Kalam) and Sufism
- GS.2. Able to analyse Indonesian social and religious problems based on Islamic Philosophy, Islamic Theology (Kalam) and Sufism.
- GS.3. Able to operate research methodology for scientific development in the fields of Islamic Philosophy, Islamic Theology (Kalam) and Sufism.
- GS.4. Able to imply the development of Islamic Philosophy, Islamic Theology (Kalam) and Sufism, based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or criticism, as well as compile scientific descriptions of the results of their studies in scientific works.

The graduates are:

- SS. 1. Able to apply the scientific fields of Islamic Philosophy, Islamic Theology (Kalam) and Sufism and use them in solving socio-religious problems.
- SS.2. Able to find relevance and dialogue in the scientific realm of Islamic Theology and Philosophy with other disciplines relevant to the context of scientific development.

⁵ This level is similar to level 6 of the European Qualifications Framework (EQF)

SS.3. Able to make theoretical and practical contributions, either verbally, in writing or in action in dealing with socio-religious problems.

Based on these objectives, the study programme has designed the following graduate profile:

Table 5: BPITP graduate profile

	Learning Objectives	Description
	Academics in Islamic philosophy, Islamic theology (<i>Kalam</i>) and Sufism	Become an educator/teacher in the fields of Islamic philosophy, Islamic theology (<i>Kalam</i>) and Sufism.
	Researcher in the field of Islamic philosophy, Islamic theology (<i>Kalam</i>) and Sufism	Become a productive researcher in the fields of Islamic philosophy, Islamic theology (<i>Kalam</i>) and Sufism, mastering research methods and are able to develop knowledge through research.
	Socio-religious activist	Become an activist (avantgarde) in socio-religious institutions, both non-governmental and governmental and able to contribute to socio-religious life according to their knowledge field.

Bachelor Programme in Qur'anic Studies (BPQS)

Based on KKNi and following an outcome-based education, the objective of this programme are the following:

1. Comprehending and developing the topics of the Qur'anic sciences ('ulūm al-Qur'ān) and qawā'id al-tafsīr transmitted from scholars across history.
2. Comprehending the Qur'an through its interpretation written by scholars across history and seeking for fresh contextualisation that could answer the contemporary needs.
3. Comprehending the intellectual history of 'ulūm al-Qur'ān and Qur'an exegesis written by scholars from the early phases until the latest developments.
4. Able to teach the Qur'an, Qur'anic sciences and tafsīr.
5. Able to explain and create a variety of religious contents relevant to the Qur'an and Tafsir on social media.
6. Able to spread the understanding of the Qur'an and moderate Tafsir that contributes both to the unity of the nation and the country.

Based on these objectives, the study programme has designed the following graduate profile:

Table 6: BPQS graduate profile

No	Learning Objectives	Description
1	Beginner exegetes	Becoming exegetes or translators of the Qur'an that are able to access the primary sources of the Qur'an commentaries and explain the meaning of the scripture modestly or comprehensively to the society and develop moderate and tolerant Islamic understanding in the context of democracy and a multi-religious society based on Islamic, scientific, and expertise ethics.
2	Academics in the field of Qur'an and Tafsir	Becoming teachers that are able to conduct Qur'anic teaching in formal education of elementary, junior, senior high school, and the university, both in public and private schools and informal teaching and cultural preaching sets.
3	Researchers	Becoming researchers that are able to conduct research on the Qur'an from interdisciplinary perspectives (linguistic, society, culture, gender, politics, and science) and to write essays, articles, or books on the relevant issues for the purpose of understanding the scripture and constructing moderate and tolerant Islamic theology.
4	Socio-religious activist	Become an activist (avantgarde) in socio-religious institutions, both non-governmental and governmental and able to contribute to socio-religious life according to their knowledge field.

Bachelor Programme in Hadith Studies (BPHS)

BPHS equips students to be able to apply the basic principles of religious life within the framework of Religious Moderation. The learning outcomes are presented as follows.

The graduates are:

PL01: Able to trace hadith in the source of the original book and read the original text well and correctly.

PL02: Able to memorize 200 specific Hadiths and consolidate meaning and content according to the dynamics of people's lives, science and technology.

PL03: Able to read foreign literature in Arabic and Non-Arabic related to Hadith Study.

PL04: Able to disseminate hadith and its content to the community properly and correctly in the framework of religious syiar.

PL05: Able to apply logical, critical and systematic thinking with an innovative in the context of the development and implementation of knowledge, and technology that pays attention to and applies humanities values according to the field of expertise.

PL06: Able to provide alternative solutions that are practical to problems that occur in the community based on the results of studies and objective research in the field of hadith.

The study programme has designed the following graduate profile:

Table 7: BPHS graduate profile

No	Learning Objectives	Description
1	Academic in the field of Hadith	Produce a professional and academically (teacher and Lecture) qualified scholar of hadith science and able to carry out critically-analytical research to participate in solving social problems related to hadith disciplines;
2	Socio-religious activist	Become an activist (avantgarde) in socio-religious institutions, both non-governmental and governmental and able to contribute to socio-religious life according to their knowledge field.
3	Researchers	Becoming researchers that are able to conduct research on the Hadith perspective from interdisciplinary study (linguistic, society, culture, gender, politics, and science) and to write essays, articles, or books on the relevant issues for the purpose of understanding the scripture and constructing moderate and tolerant Islamic theology.
4	Content Media Handling	Understanding of hadith sourced from original text to digital through the subject of hadith software, media, hadith and information technology, and hadith programming.

Appraisal:

The qualification objectives of the programmes are adequately explained. They take into account the requirements of the national qualifications framework of Indonesia and embrace the academic proficiency at Bachelor level.

The objectives are also presented convincingly as far as they relate to the intended professional field and the social context of the disciplines. However, the panel would like to point out with regard to the named graduate profiles that in order to become a (school) teacher additional educational skills are required. The panel understands that it is very important for the idea of “Religious Moderation⁶” that graduates of universities work as teachers in order to counteract, among other things, self-trained religious teachers. Therefore, the panel strongly **recommends** that the programmes differentiate more precisely between the aim of forming academics in the sense of researchers/intellectuals and the training of (school) teachers in order to derive the necessary competences more concretely.

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

⁶ “Religious Moderation” is a national policy in Indonesia that aims at preventing religious extremism and foster social harmony. Education in schools and universities is considered to play a crucial role within this national programme.

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

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

The direction of the BPITP is to develop the programme into a centre of excellence to transform UIN Sunan Kalijaga into a world-class University for Islamic Studies. The understanding of Islamic theological and philosophical knowledge and skills are largely within universal and national scope. The universal scope and intercultural aspects of content are reflected in studying universal theoretical approaches from different backgrounds and studying case studies from across the globe in comparative perspective.

The strategic plan 2020-2024 for international orientation is integrated within the Faculty Ushuluddin and Islamic Thought and also collaborated with the other programmes within the Faculty. Planned activities include for example:

1. academic cooperation with external faculty and programme in international level such as ASEAN;
2. international class;
3. student exchange programme;
4. international academic benchmarking;
5. visiting international forum and international conferences, such as the annual USICON (ushuluddin international conference).
6. In academic field, foreign lecturers and guest lecturers are also involved in the learning process at BPITP to provide an international orientation conducted by the Faculty Ushuluddin and Islamic Thought.

Bachelor Programme in Qur'anic Studies (BPQS)

BPQS conducts several programmes with international orientation. Foreign languages, especially Arabic and English, play the major part in the curriculum. Students are exposed with literature written in Arabic, both classical and modern, and English in almost every subject. The additional language programme also includes Turkish.

The faculty members of BPQS include graduates (or active doctoral students) from universities around the world, from the Middle East, North Africa, Europe, Australia and North America. The different backgrounds allow students to become familiar with a cosmopolitan and international academic awareness. Some of the faculty members of BPQS participate in international scholarly network in the field, namely IQSA (International Qur'anic Studies Association), whose headquarters are in Atlanta, USA.

BPQS holds regular international conferences discussing the relevant issues within the field, inviting scholars with international academic reputation both from Indonesia and abroad. Students are encouraged to participate in conferences, not only as attendances but also as speakers. Students have opportunities for student exchange through programmes officially held through the cooperation between BPQS /UIN Sunan Kalijaga with other institutes abroad.

Additionally, the students are able to apply for an exchange programme by themselves, for which the department would provide the necessary support. Students are also encouraged to continue their studies with a Master's degree abroad.

Bachelor Programme in Hadith Studies (BPHS)

BPHS believes that the international orientation of the programme's curriculum has a great interest for the work capabilities of future students in international organisations and global markets. In addition, the educational background and professional experience of educators in hadith studies should help future graduates get a multicultural perspective. In addition, some faculty members are also involved in consultation and training with several local and international organisations. Students attend the international forum on student exchange in other countries. Students are able to become presenters in international forums. Students also work with lecturers to write journals with international accreditation.

Bachelor Programmes in Qur'anic Studies (BPQS) and Hadith Studies (BPHS)

In addition, BPHS and BPQS work together to hold regular international conferences discussing the relevant issues within the field, inviting scholars with international academic reputation both from Indonesia and abroad. In the offline version, the conference is held annually. However, the online environment has enabled the programmes to hold it monthly. Students are encouraged to participate in the conference, not only as participants but also as speakers or guest lecturers. The joint research in the programmes also have an international context with foreign students from ASEAN countries.

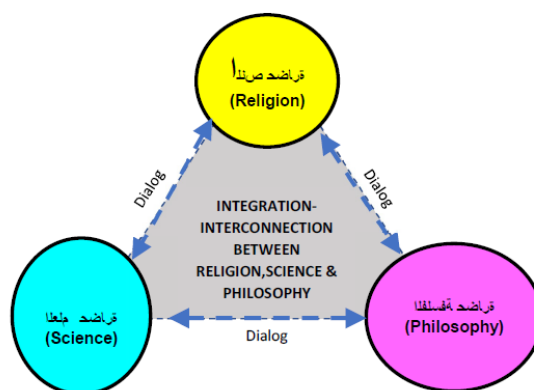
Appraisal:

The panel notes that the UIN Suka puts a lot of effort into the programmes to include international aspects. It is particularly positive that the University and study programmes rely on many different MOUs with higher education institutions and use many resources in English, as well as Arabic as an additional language for the benefit of the students (see appraisal chapter 3.4).

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

1.3 Positioning of the study programme

The University explains that the development of science at UIN Sunan Kalijaga is universal in nature, as there is no dichotomy between religious sciences (hadara annas) and natural and social sciences (hadara al-'ilmi) in its teaching. For this reason, UIN Sunan Kalijaga strives to be in line with the spirit of integration and interconnection as the trademark of UIN Sunan Kalijaga.



Bachelor Programme in Islamic Theology and Philosophy (BPITP)

BPITP is one of the oldest programmes at the faculty of Ushuluddin and Islamic Thought. The graduates of BPITP have specifications in three areas of expertise, namely as academics, researchers and socio-religious activists with specialisations in the study of Islamic Philosophy, Islamic Theology (Kalam), and Sufism. BPITP holds Accreditation A with a score of 370 valid until 15 November 2025 from Higher Education National Accreditation⁷. The Association of Southeast Asian Nations (ASEAN) University Network- Quality Assurance or AUN-QA has also certified BPITP since 2018. This specifies that this study programme is not only well known nationally but has stepped up to a further level at the international level in South East Asia. BPITP is the first Islamic Theology and Philosophy programme in Indonesia to be certified by AUN-QA.⁸ Due to this recognition, the ASEAN market is open to the graduates of BPITP.

The University also describes that at the academic level, BPITP has established itself as an avant-garde and excellent programme in Islamic theological and philosophical subjects in Indonesia and has become a regional force.⁹ Job Market compatibility, critical thinking, inclusiveness, moderation, and perseverance are the main characters of BPITP. It provides general-purpose life skills for its graduates. Stressing on these general-purpose life skills makes the graduates have the ability to deal with change. They should be able to reinvent themselves in many different situations. This is mentioned as reason why BPITP's alumni are spreading in many places in a very vast area.

Positioning on the job market

As the oldest study programme, graduates of BPITP can be found in many Islamic higher educations in Indonesia as scholars and researchers especially in fields of Islamic Philosophy, Islamic Theology (Kalam) and Sufism (Tasawwuf). UIN Suka explains further that this long history can be seen from the wide coverage of graduates' link of BPITP in society within the national level. Implementing an outcome-based education, to get an overview of the achievement of graduate learning with the needs of graduates after graduation, BPITP regularly conducts evaluation of the ongoing curriculum and steered a mapping of the absorption of graduates in various fields of work resulting from the curriculum. This study is conducted by distributing tracer study questionnaires with respondents from BPITP alumnae. The job market for BPITP alumnae is concentrated within

⁷ Based on Decree no. 7322/BAN-PT/Ak-PPJ/S/XI/2020.

⁸ See self-evaluation report p. 7

⁹ See self-evaluation report p. 8

ranges, i.e., as academics, researchers with specialisations in the study of Islamic Philosophy, Islamic Theology (Kalam), and Sufism and socio-religious activists with very vast area.

Positioning within the HEI's overall strategic concept

The vision of BPITP is excellence and leading in the integration and development of Islamic Philosophy, Islamic Theology (Kalam) and Sufism with the social sciences-humanities. It is in line with the vision of UIN Sunan Kalijaga Yogyakarta: excellence and leading in the integration and development of Islam for civilization with its core values, i.e., integrative, interconnective, dedicative, innovative, inclusive, and continuous improvement.

The overall strategic concept of UIN Sunan Kalijaga Yogyakarta is fully implemented when BPITP developed the basic framework of science and development of its curriculum i.e.,

1. Integrate and develop Islamic learning for the advancement of civilization;
2. strengthening the paradigm of integration and interconnection of sciences;
3. build the integrity of faith, science, and wisdom with a unified learning between hadharah nash, hadharah 'ilm, and hadharah al-falsafah;
4. inculcating inclusiveness in every lesson.

The course design in each course has embraced interdisciplinary, interconnectivity and integration of various disciplines especially Islamic Philosophy, Islamic Theology (Kalam), and Sufism; the philosophical education includes both humanistic and inclusive dimension.

Bachelor Programme in Qur'anic Studies (BPQS)

BPQS specialises in interdisciplinary studies on the Qur'an, primarily Qur'anic hermeneutics, Living Qur'an (Qur'an in social and cultural context) and Qur'an and science. Qur'anic studies programmes are spread throughout the Islamic Higher Education System in Indonesia (PTKIN). According to the University, BPQS of UIN Sunan Kalijaga is a study programme that has been a point of reference for other similar programmes across the country.¹⁰ The reason being is that historically state Islamic higher education institutions in Indonesia are originated from the initial form of UIN Sunan Kalijaga, namely Al Jami'ah al Islamiyah al-Hukumiyah in 1960, and a number of books written/coordinated by the Qur'anic studies programme of UIN Sunan Kalijaga have been textbooks in other Qur'anic studies programme in the country¹¹. BPQS is also actively involved in the Association for Qur'an and Tafsir Studies (Asosiasi Ilmu Al- Qur'an dan Tafsir, AIAT) throughout Indonesia. UIN Suka was one of the founders of the association, and the association currently is headed by one of the faculty members.¹² The association brings together all Qur'anic studies programmes at PTKIN throughout Indonesia.

Moreover, the interconnectivity and integrative paradigm developed in the BPQS UIN Sunan Kalijaga, as well as the openness to modern intellectual thought on the Qur'an developed either in Middle Eastern or Western academia, seems to be more appealing to students from Southeast Asia compared to similar programmes in the region.¹³

¹⁰ See self-evaluation report, p. 9

¹¹ such as Hermeneutika Al-Qur'an dan Hadis (edited by Sahiron Syamsuddin), Hermeneutika dan Pengembangan Ulumul Qur'an (Sahiron Syamsuddin), Metodologi Penelitian Living Qur'an dan Hadis (edited by Sahiron Syamsuddin), or Epistemologi Tafsir Kontemporer (Abdul Mustaqim)

¹² See self-evaluation report, p. 10

¹³ See self-evaluation report, p. 10

Positioning on the job market

BPQS UIN Sunan Kalijaga graduates have job prospects such as exegetes and/or Qur'an translators, religious counsellors or consultants, Qur'anic teachers, Imams, researchers, or religious-social analysts. The competencies of BPQS graduates were critically required in the production of textbooks on religious subjects for schools where the understanding of the Qur'an occupies a great deal of position. These positions are relevant for the government agencies – especially the Ministry of Religious Affairs, NGO, and private sectors. BPQS also allows flexibility; thereby graduates could contribute individually as essayists or book authors.

The strength of this programme among other similar programmes is rooted from the interdisciplinary approaches taught to the students.¹⁴ These approaches enable them to contextualise the Qur'an into the contemporary context, producing the religious views aligned to the modern world. For the specific context of Indonesia, the state is constantly working on maintaining the harmony between the democratic state of Indonesia, religions, and Indonesian multicultural legacy. In this context, the academic ability of the Qur'anic studies alumni is needed in conducting research and producing written materials on topics related to Islam and social, cultural, and political structure of Indonesia. Additionally, Indonesia is among the most religious countries and the tendency of Islamic populism makes the study of the Qur'an more desirable than other disciplines of Islamic subjects.¹⁵ Hence, the Qur'anic studies graduates would have a suitable profile for teaching Qur'anic subject, or generally Islamic subject, under the educational system of Indonesia, covering public or private school, or interpreting the Qur'an to answer the needs of society. This is considered of great urgency, especially recently, due to the lack of teachers and preachers in Indonesia who have specialised training in Qur'anic studies. The University cites this as a reason that many have provided a wrong orientation and interpretation of the Qur'an, leading to religious fundamentalism.¹⁶

Positioning within the HEI's overall strategic concept

The Qur'anic studies are considered one of the foundational disciplines within the whole knowledge structure of UIN Sunan Kalijaga. It is placed at the heart of the paradigm of knowledge developed by the University since 2004, through which religion is approached with interdisciplinary perspectives, primarily social humanities and sciences. In UIN Sunan Kalijaga's nomenclature, the paradigm is called integrasiinterkoneksi (integration-interconnection of knowledge). As a result, several courses of BPQS become basic courses taught across all study programmes in UIN Sunan Kalijaga.

Bachelor Programme in Hadith Studies (BPHS)

The University explains that although BPHS has only been an independent study programme for six years, it is currently encouraged to place its position in the global world. The academic staff consists of a wide range of members with extensive and diverse knowledge, skills and experience. In addition, BPHS is the first pioneering subject of Living Hadith, Programming Hadith, Software Hadith and other subjects within technological framework. Furthermore, BPHS has established a

¹⁴ See self-evaluation report, p. 10

¹⁵ See self-evaluation report, p. 10

¹⁶ See self-evaluation report, p. 10

network with the association of scientific communities across Indonesia and has begun to explore cooperation with scientific consortia globally.

Positioning on the job market

BPHS has extensive job prospects, such as religious counsellors, Imam Hadith teachers, researchers, or religious-social analysts. The strength of this programme among other similar programmes is rooted in the interdisciplinary approach taught to students. These approaches allow them to contextualise hadith into contemporary contexts, resulting in religious views that are in harmony with the modern world. For the specific context of Indonesia, the country continues to strive to maintain harmony between Indonesia's democracy, religion, and Indonesia's multicultural heritage. In this context, the academic ability of hadith study alumni is needed in conducting research and producing written material on topics related to Islam and the social, cultural, and political structures of Indonesia. In addition, hadith study also directs the achievement of learning profiles in the context of hadith and media, hadith software to become experts in digitizing hadith.

Positioning within the HEI's overall strategic concept

In accordance with the strategic plan of the University "excelling and leading in the integrating and developing of hadith studies with various disciplines for world civilization", BPHS focuses on academic programmes and quality assurance programmes. As stated in the strategic plan 2019-2025, the strategic objective "to conduct internationally recognized impact research on the socio-economic development of the country and to contribute to the knowledge" BPHS aims to increase the level of scientific research and support it to serve the people of Indonesia, to declare UIN Suka for the nation and internationally. BPHS also aims to enable students to prepare legal scientific research in accordance with known scientific research methods that are in line with the existing strategic plan.

For all programmes

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

Appraisal:

The panel is of the opinion that the justifications for the positioning of the study programmes in the education market are plausible and that they have a unique and competitive profile. For example, the panel assesses that the programmes are well positioned and have a good reputation. This was also confirmed, for example, by the students in the interviews, who cited this as one of the main reasons for taking up their studies at this University. UIN Suka has a very high number of applicants every year, which shows the high demand for the three programmes (see statistical data).

Furthermore, the panel highlights positively that UNI Suka has analysed the labour market with the help of tracer studies, among other things, and is incorporating the results into the curricula of the study programmes.

Moreover, the programmes are convincingly integrated into the UIN Suka's strategic concept of integrating and developing Islam and science, in the sense that the objectives are sustainably implemented through the study programmes and form the core of the University's mission and strategic planning. Especially with regard to the integration of Islamic ethical values, which the panel highly praises (see appraisal in chapter 3.1).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		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

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

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

The admission requirements are implemented in the Study and Examination regulations and the Standard Operation Procedures (SOP).

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

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.¹⁷
2. **UM-PTKIN (State Islamic Religious College Enrolment Exam)** is carried out through a written exam set by the Minister of Religion of the Republic of Indonesia. The prospective students taking this path are subject to registration fees.¹⁸
3. **Independent Path by Sunan Kalijaga Admission Centre (Mandiri Path).**¹⁹ Meanwhile, 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 memorization a minimum of 26 Juz, evidenced by certification or through direct verification. In addition, this path is also intended for prospective students who have special achievements in academics, arts, sports, national religious championship, evidenced by certification issued by trusted institutions.

¹⁷ See <https://www.um-ptkin.ac.id> (last access on January 10, 2023)

¹⁸ See <https://www.span-ptkin.ac.id> (last access on January 10, 2023)

¹⁹ See <https://admisi.uin-suka.ac.id/> (last access on January 10, 2023)

- c. Portfolio, which is prospective student admission selection on the basis of UTBK-SBMPTN score or a 2021 UM-PTKIN score. This path is intended for prospective overseas students who have passed the equivalent of secondary education and prospective students with special needs.²⁰

According to the University, about 5 % are admitted through the independent way.

Counselling for prospective students

For the information regarding the selection of new students at UIN Sunan Kalijaga, the Admission Center provides information services through the website, social media (Facebook, Instagram, and Twitter), WhatsApp, and the helpdesk, which is ready to provide information and services to prospective new students during working hours. Prospective students can also ask questions directly via Email or Social Media. A FAQ²¹ feature is provided which answers the most frequently asked questions regarding New Student Admission such as information on registration paths, fees, or requirements.

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

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

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.²²

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

Professional experience

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

²⁰ The detailed information can be seen at <http://pld.uin-suka.ac.id/p/admisi.html> (last access on January 10, 2023)

²¹ See <https://admisi.uin-suka.ac.id/faq> (last access on January 10, 2023)

²² <https://admisi.uin-suka.ac.id> (last access on January 10, 2023)

Ensuring foreign language proficiency

To make the study program and UIN Sunan Kalijaga Yogyakarta international standard, the admission of new students is based on academic ability and must obtain a certificate of passing the English and Arabic tests from the UPT Language Development Center (PPB). If they have good academic skills but have not passed the English and Arabic exams, then the student is required to take English and Arabic matriculation at the UPT Language Development Center until they passed it. Furthermore, during the study program students are required to have two languages with predetermined standards, namely English and Arabic.

Students must therefore provide evidence of their English skills in the form of a TOEIC certificate with a minimum score of 450, evidenced by a certificate from the Language Development Center (P2B) UIN Sunan Kalijaga Yogyakarta.

The skills in the Arabic language should be proven with an Arabic language proficiency test called IKLA with a minimum score of 350 as evidenced by a certificate from the Language Development Center (P2B) UIN Sunan Kalijaga Yogyakarta.

All international students from non-Malay countries must be able to demonstrate language proficiency in Indonesian. A certificate of ability of Indonesian language must prove this. For this UIN Sunan Kalijaga Yogyakarta organises a one-semester Indonesian Matriculation Programme.

Transparency and documentation of admission procedure and decision

The entire process of new student admissions and results are accessible through the official website of UIN Sunan Kalijaga Yogyakarta admission center²³ and the official page of UIN Sunan Kalijaga Yogyakarta²⁴.

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

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 2021 National Examination (UN), starting from semester 1 (one) to semester 5 (five). Based on the ranking of academic achievements carried out by the National Committee and according to the provisions of school accreditation, students who meet the requirements are allowed to register for SPAN-PTKIN 2021. The selection results are accessible on a schedule determined by the national implementing committee. Participants can check the selection results on the website by entering their registration number.
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.²⁵

²³ <http://admisi.uin-suka.ac.id> (last access on January 10, 2023)

²⁴ <https://uin-suka.ac.id/en> (last access on January 10, 2023)

²⁵ <https://www.um-ptkin.ac.id/home/information> (last access on January 10, 2023)

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 Yogyakarta²⁶ in the announcement column according to the date specified in the PMB Schedule.

Appraisal:

UIN Suka has clearly regulated the admission requirements for all three programmes. The admission requirements for national and international students are defined by state regulations, which are embedded in the University regulation and are therefore in compliance with the requirements of the Indonesian Higher Education Law.

In terms of the selection procedure, UIN Suka establishes clear transparency, which is also largely state-regulated. Only the Mandiri (Independent) Path is an admission procedure of the University. 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 or E-Mail. UIN Suka has its own admission centre for this purpose to ensure a constant availability for prospective students.

In terms of the selection procedure, it is mainly a nationally centralised process, therefore a clear transparency is ensured. The admission decision is also based on transparent criteria and is communicated to the students. Applicants receive a letter if they have not been accepted. In doing so, the government commits to communicating the response, thus it is based on transparent criteria and communicated in writing, according to the panel.

In regard to ensuring foreign language proficiency, the admission requirements and the language centre offered ensure that students keep up well and are able to successfully complete the study programme.

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

²⁶ <https://admisi.uin-suka.ac.id> (last access on January 10, 2023)

3. Contents, structure and didactical concept of the programme

3.1 Content

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

Table 8: BPITP curriculum

1 st Semester														
Modul No.	Cluster / Course Unit + Compulsory or elective	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	Name of Lecturer
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study				
M1	Indonesian Civics	4							200				4 / 158	
M 1.1	Pancasila (National compulsory)	2							100		L	Exam Paper (60 Min)		Muh. Fatkhan
M 1.2	Civics Education (National compulsory)	2							100		L			Rizal Alhamid
M2	National Language	2							100				2 / 158	
M 2.1	Indonesian (National compulsory)	2							100		L	Exam Paper (60 Min)		Dr. Adib Sofia
M3	Islamic Sacred Text	4							150	50			4 / 158	
M 3.1	Ulum Al-Qur'an (University compulsory)	2							100		L	Exam Paper (60 Min)		Dr. Shofiyullah Mz
M 3.2	Ulum Al-Hadis (University compulsory)	2							50	50	L/P			Dr. Shofiyullah Mz
M4	Science Integration	4							200				4 / 158	
M 4.1	Islam and Sciences (University compulsory)	2							100		L	Exam Paper (60 Min)		Dr. Alim Roswanto
M 4.2	Islam and Social-Humanities (University compulsory)	2							100		L			Dr. Mutiullah
M5	History dan Civilization	2							100				2 / 158	
M 5.1	Islamic Civilization (University compulsory)	2							100		L	Exam Paper (60 Min)		Muh. Fatkhan
M6	Study of Religion	3							100	50			2 / 158	
M 6.1	Religions of World (Faculty compulsory)	3							100	50	L/P	Exam Paper (90 Min)		Dr. Fatimah

2nd Semester

M5	History dan Civilization		2						50	50				2 / 158
M 5.2	History of Indonesian Islam (Faculty Compulsory)		2						50	50	L/P	Exam Paper (60 Min)		Muh. Fatkhan
M6	Study of Religion		2						100					2 / 158
M 6.2	Sociology-Anthropology of Religion (Faculty Compulsory)		2						100		L	Exam Paper (90 Min)		Rizal Alhamid
M7	Islamic Theology		4						100	100				4 / 158
M 7.1	Introduction to Islamic Studies (University Compulsory)		4						100	100	L/P	Exam Paper (120 Min)		Dr. H. Zuhri
M8	Sufism		2						50	50				2 / 158
M 8.1	Akhlaq Tasawuf (Programme Compulsory)		2						50	50	L/P	Exam Paper (60 Min)		Dr. Robby H Abror
M9	Islamic Philosophy		3						150					3 / 158
M 9.1	Introduction to Islamic Philosophy (Programme Compulsory)		3						150		L	Exam Paper (90 Min)		Dr. Imam Iqbal
M10	Philosophy (Historical Approach)		3						150					3 / 158
M 10.1	Greek Philosophy (Programme Compulsory)		3						150		L			Novian Widiadharna
M11	Philosophy (Systematically Approach)		5						250					5 / 158
M 10.1	Introduction to Philosophy (Programme Compulsory)		2						100		L	Exam Paper (60 Min)		Basir Solissa
M 10.2	Epistemology (Programme Compulsory)		3						150		L			Dr. Fahrudin Faiz

3rd Semester

M8	Sufism		3						100	50				3 / 158
M 8.2	Sufism of Nusantara (Programme Compulsory)		3						100	50	L/P	Exam Paper (120 Min)		Dr. Waryani Fajar
M9	Islamic Philosophy		3						150					3 / 158
M 9.2	Classical Islamic Philosophy (Programme Compulsory)		3						150		L	Exam Paper (120 Min)		Dr. Imam Iqbal
M11	Philosophy (Systematically Approach)		9						350	100				9 / 158
M 11.3	Ontology/Metaphysics (Programme Compulsory)		3						150		L	Exam Paper (120 Min)		Novian Widiadharna
M 11.4	Ethics (Programme Compulsory)		3						100	50	L/P			Dr. Fahrudin Faiz
M 11.5	Aesthetics (Programme Compulsory)		3						100	50	L/P			Dr. Robby H Abror
M12	Research and Methodology		6						300					6 / 158
M 12.1	Philosophy of Science (Faculty Compulsory)		3						150		L	Exam Paper (120 Min)		Dr. Alim Roswanto
M 12.2	Logics (Faculty Compulsory)		3						150		L			Basir Solissa
M13	Socio-Religious Application		3						100	50				3 / 158
M 13.1	Orientalism and Occidentalism* (Programme elective)		3						100	50	L/P	Exam Paper (120 Min) / Project Report		Dr. Fatimah
M14	Practical Skills		3						100	50				3 / 158
M 14.1	Leadership and Entrepreneurship* (Programme elective)		3						100	50	L/P	Exam Paper (120 Min) / Project Report		Dr. Muh Taufik

4th Semester

M6	Study of Religion				3				150						3 / 158	
M 6.3	Philosophy of Religion (Programme Compulsory)				3				150		L	Exam Paper (120 Min) / Project Report			Dr. Fatimah	
M7	Islamic Theology				3				100	50					3 / 158	
M 7.2	Classical and Medieval Islamic Theology /Kalam (Programme Compulsory)				3				100	50	L/P	Exam Paper (120 Min)			Prof. Iskandar Zulkarnain	
M8	Sufism				3				100	50					3 / 158	
M 8.3	Tariqat Studies (Programme Compulsory)				3				100	50	L/P	Exam Paper (120 Min) / Project Report			Dr. Waryani Fajar	
M9	Islamic Philosophy				3				150						3 / 158	
M 9.3	Medieval Islamic Philosophy (Programme Compulsory)				3				150		L	Exam Paper (120 Min)			Dr. Imam Iqbal	
M11	Philosophy (Systematically Approach)				3				150						3 / 158	
M 11.6	Philosophical Anthropology (Programme Compulsory)				3				150		L	Exam Paper (120 Min)			Dr. Muh. Taufik	
M12	Research and Methodology				3				150						3 / 158	
M12.3	Research Methodology (Programme Compulsory)				3				150		L	Exam Paper (120 Min) / Research Report			Basir Solissa	
M13	Socio-Religious Application				9				350	100					9 / 158	
M 13.2	Hermeneutics (Programme Compulsory)				3				150		L	Exam Paper (120 Min) / Project Report			Dr. Fahrudin Faiz	
M 13.3	Critics of Ideology* (Programme elective)				3				100	50	L/P					Dr. Mutiullah
M 13.4	Cultural Studies* (Programme elective)				3				100	50	L/P					Dr. Robby H Abror

5th Semester

M1	Indonesian Civics				3				100	50					3 / 158	
M 1.3	Philosophy of Pancasila* (Programme elective)				3				100	50	L/P	Exam Paper (120 Min) / Project Report			Rizal Alhamid	
M6	Study of Religion				3				100	50					3 / 158	
M 6.4	Eastern Philosophy* (Programme elective)				3				100	50	L/P	Exam Paper (120 Min)			Novian Widiadharna	
M7	Islamic Theology				3				100	50					3 / 158	
M 7.3	Islamic Theology /Kalam and Modernity (Programme Compulsory)				3				100	50	L/P	Exam Paper (120 Min)			Dr. Mutiullah	
M8	Sufism				3				100	50					3 / 158	
M 8.4	Tasawuf Falsafy (Programme Compulsory)				3				100	50	L/P	Exam Paper (120 Min)			Ali Usman	
M9	Islamic Philosophy				3				100	50					3 / 158	
M 9.4	Modern Islamic Philosophy (Programme Compulsory)				3				100	50	L/P	Exam Paper (120 Min)			Dr. Imam Iqbal	
M10	Philosophy (Historical Approach)				3				100	50					3 / 158	
M 10.2	Modern Western Philosophy (Programme Compulsory)				3				100	50	L/P	Exam Paper (120 Min)			Dr. Alim Roswanto	
M12	Research and Methodology				9				150	300					9 / 158	
M 12.4	Philosophical Research Methodology (Programme Compulsory)				3				50	100	L/P	Exam Paper (120 Min) / Research Report			Basir Solissa	
M 12.5	Sufism Research Methodology (Programme Compulsory)				3				50	100	L/P					Dr. Waryani Fajar
M 12.6	Islamic Theology / Kalam Research Methodology (Programme Compulsory)				3				50	100	L/P					Dr. H. Zuhri

6th Semester

M9	Islamic Philosophy						3	100	50			3 / 158
M 9.5	Contemporary Islamic Philosophy (Programme compulsory)						3	100	50	L/P	Exam Paper (120 Min)	Dr. Muh Taufik
M10	Philosophy (Historical Approach)						3	100	50			3 / 158
M 10.3	Contemporary Western Philosophy (Programme compulsory)						3	100	50	L/P	Exam Paper (120 Min)	Dr. Alim Roswanto
M12	Research and Methodology						3	50	100			3 / 158
M 12.7	Seminar Proposal Undergraduate Thesis (Programme compulsory)						3	50	100	L/P	Exam Paper (120 Min) / Proposal Report	Dr. Fatimah
M13	Socio-Religious Application						9	300	150			9 / 158
M 13.5	Philosophy of Language (Programme compulsory)						3	100	50	L/P	Exam Paper (120 Min) / Project Report	Ali Usman
M 13.6	Philosophy of History* (Programme elective)						3	100	50	L/P		Muh Fatkhan
M 13.7	Political Philosophy* (Programme elective)						3	100	50	L/P		Dr. Mutiullah
M15	Textual Application						9	100	50			9 / 158
M 15.1	Reading Texts on Philosophy (Programme compulsory)						3	100	50	L/P	Exam Paper (120 Min) / Reading Manuscript Report	Novian Widiadharna
M 15.2	Reading Texts on Sufism (Programme compulsory)						3	100	50	L/P		Ali Usman
M 15.3	Qiraatu al-Kutub (Programme compulsory)						3	100	50	L/P		Dr. H. Zuhri

7th Semester

M16	Practical Application						4		200			4 / 158
M 16.1	Community Service Program (University Compulsory)						4		200	P	Project Report / Presentation / Oral Examination	Center for Research and Communities Service UIN Sunan Kalijaga
C	Colloquium						1		50		Thesis Proposal	1 / 158
BA	Bachelor's Thesis						5		250		Thesis Defence	5 / 158

BPITP was established on August 9, 1960 based on the Decree of the Directorate of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia No. 43 in 1960. BPITP has three focus studies, namely: Islamic Philosophy, Islamic Theology (*Kalam*), and Sufism. The degree awarded for students completing their courses in this programme is S.Ag. (Sarjana Agama or Bachelor of Religion). Islamic Theology and Philosophy are one of the cores of ushuluddin or foundation of religion within Islamic academic tradition.

Integration of theory and practice

The BPITP curriculum is designed to promote theoretical and practical skills. General-purpose life skills, such as critical thinking and inclusivity, make them apt to deal with many practical circumstances. The learning outcomes have been adapted to the competences based on the interest of study. The integration is manifested in the following skills:

Table 9: Overview practical skills in BPITP

No.	Skill	Practical Objectives	Sample Courses	Method
1.	Critical and Analytical Thinking	Understand the theory and philosophical concepts and use them as a mode of critical and analytical thinking	Logics, Ontology/Metaphysics, Epistemology, Ethics, Classical Philosophy, Modern Philosophy, Contemporary Philosophy	Conceptual analysis, reflective thinking
2	Doing Research	Able to operate research methodology for scientific development in the fields of Islamic Philosophy,	Research Methodology; Philosophical Research Methodology; Sufism Research Methodology; Islamic Theology	Textual research, field research
		Islamic Theology (<i>Kalam</i>) and Sufism.	(<i>Kalam</i>) Research Methodology; Reading Texts	
3	Socio-Religious Problem Solving	Able to apply Islamic Philosophy, Islamic Theology (<i>Kalam</i>) and Sufism in solving socio-religious problems	Hermeneutics; Cultural Studies*; Philosophy of Language; Critics of Ideology*; Political Philosophy*; Philosophy of History*	Reflective analysis on socio-religious phenomena
4	Collaborative and Inclusivity	Able to find relevance and dialogue of Islamic Theology and Philosophy with other disciplines relevant to the context of scientific development	Orientalism and Occidentalism*; Sociology-Anthropology of Religion; World's Religions; Philosophy of Religions; Eastern Philosophy	Reflective conversation and dialog with "the other"
5	Practical Contribution	Able to make theoretical and practical contributions in dealing with socio-religious problems	Leadership and Entrepreneurship*; Community Service Program	Community action project

Interdisciplinary thinking

Interdisciplinary is a feature of the courses in BPTIP. Most of the courses in this programme are theology and philosophy courses that associate with particular fields or disciplines outside theology and philosophy. The programme tries to connect between text and context within theology and philosophy. It is in line with the concepts of hadlarah al-nash (sacred text), hadlarah al- 'ilm (sciences) and hadlarah al-falsafah (philosophy) and studied integrative-interconnectivity among them, i.e., sacred text, sciences, and philosophy.

The characteristics of interdisciplinary thinking are seen in subjects in M13 such as Hermeneutics; Cultural Studies; Orientalism and Occidentalism; subjects in M6 such as Sociology-Anthropology of Religion; World's Religions; Philosophy of Religions; Eastern Philosophy and also M16's subject,

i.e., Community Service which is very practical, in contrast to other subjects in BPITP. In Hermeneutics (M13.2), for example, text (reality of language) is always related to sciences (social and historical context) and philosophy (as framework). The language discipline, social discipline, historical discipline, and philosophical discipline interconnected one another as part of understanding.

Ethical aspects

The University explains that ethics, the philosophy of moral, is a compulsory and important subject matter in BPITP (e.g. also through “Ethics” course M.11.4) because it is an essential aspect of philosophy as well as theology. The moral issues are discussed and analysed critically both in theoretical and practical means within BPITP courses. Ethical dimensions are very crucial in theology and religious fields and they play an important role in many aspects of life. In practical terms, ethics is an integral part of all academic communities of UIN Sunan Kalijaga Yogyakarta, including BPITP. It is embedded in all activities and objectives.

Methods and scientific practice

BPITP ensures the acquisition of methodological competences and the ability to do scientific work by including research methodology in the courses. There are seven courses in the module M.12 “Research and Methodology” related to this competence such as: Logics, Philosophy of Science, Research Methodology, Philosophical Research Methodology, Kalam Research Methodology, Sufism Research Methodology, Seminar Proposal, and culminate in the undergraduate thesis. It is systematically designed to certify methodological proficiencies in order to meet BPITP’s objectives. For example, the Philosophical Research Methodology course includes meetings discussing and research methods in general. In addition, the students are also thoroughly trained in research methods with the assignments given in the courses. In a number of courses, the students were asked to present research papers that reflects their abilities to implement the right research methods and conduct scientific work. In the sixth semester, the students will take the Seminar Proposal as an initial step to decide their thesis topic.

Examination and final thesis

The final (undergraduate) thesis is the culmination of the learning process in BPITP. All students must write a thesis at the end of their study. The theme of their thesis should be related to the core studies of BPITP, i.e., Islamic Philosophy, Islamic Theology (Kalam) and Sufism. It reflected abilities to implement what they already learnt to conduct scientific work.

Bachelor Programme in Qur'anic Studies (BPQS)

Chapter 1.1 identifies the graduate profile of this study programme in three ways: exegetes, academics in Qur’anic studies, and Qur’anic teachers. To make sure that the curriculum meets these three objectives, the programme provides sixty-one courses that are classified under ten different yet interconnected courses. Each course is designed to achieve certain competencies and the accumulation of these competencies will lead to the achievement of the programme objectives.

Table 10: BPQS curriculum

Modul No. / Course Code	Title of Module / Course Unit	Credit Points per Semester							Workload		Learning Outcome (LO) E (Evegetes), A (Academics), R (Researchers)	Method of Teaching L/S/T	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study					
1st Semester															
M1 ULUM AL-QUR'AN (THE SCIENCES OF THE QUR'AN)															
<u>USK411002</u>	Introduction to Qur'anic Sciences	2							100		E, A, R	S	Exam Paper (120 Min)	40%	
M3 SOCIAL AND HUMANITIES															
<u>USK411005</u>	Islam and Social humanities	2							100		A	S	Exam Paper (120 Min)	40%	
M5 QUR'ANIC PEDAGOGY															
<u>IAT414001</u>	Islamic Practices Skill	2							20	80	A	S/T	Oral Exam (120 Min)	40%	
M6 LANGUAGE															
<u>NAS410003</u>	Indonesian Language	2							100		A	S	Exam Paper (120 Min)	40 %	
M8 CIVIL SOCIETY															
<u>NAS410002</u>	Civic	2							100		A	S	Exam Paper (120 Min)	40%	
<u>NAS410001</u>	Pancasila	2							100		A	S	Exam Paper (120 Min)	40%	
M9 TRADITIONAL ISLAMIC DISCIPLINES															
<u>IAT414002</u>	Islamic Law and Jurisprudence	2							100		E	S	Exam Paper (120 Min)	40%	
<u>IAT414003</u>	Tauhid (Classical and Contemporary)	2							100		R	S	Exam Paper (120 Min)	40%	
M10 RESEARCH METHODOLOGY															
<u>USK411001</u>	Introduction to Islamic Studies	4							100	100	E, R	S/T	Exam Paper (120 Min)	40%	

2nd Semester

M1		ULUM AL-QUR'AN (THE SCIENCES OF THE QUR'AN)														
<u>IAT414004</u>	Tajwid		2								50	50	A	S/T	Oral Exam / Paper Exam (120 Min)	40%
M2		TAFSIR														
<u>IAT414007</u>	Interpretation to Qur'anic Verses on Worship		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
M3		SOCIAL AND HUMANITIES														
<u>AT414010</u>	World Religions		2								100		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
M4		INTEGRATION OF QUR'AN AND SCIENCES														
<u>USK411004</u>	Integration-interconnection of Islam and Sciences		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414009</u>	Interpretation to Qur'anic Verses and hadith on nature		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
M6		LANGUAGE														
<u>IAT414006</u>	Introduction to Linguistics and Philology		2								100		R, E	S	Exam Paper (120 Min) / Essay Paper	40%
M7		PHILOSOPHY														
<u>IAT414005</u>	Logics		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
M9		TRADITIONAL ISLAMIC DISCIPLINES														
<u>IAT414008</u>	Islamic Ethics and Misticism		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>USK411006</u>	Islamic Civilization		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>USK411003</u>	Hadith Sciences		2								100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%

3rd Semester

M1														ULUM AL-QUR'AN (THE SCIENCES OF THE QUR'AN)																	
<u>IAT414020</u>	Qur'anic sciences II (Asbab and Sha'n al-Nuzūl)													2								100			E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%			
M2														TAFSIR																	
<u>IAT414018</u>	Interpretation to Qur'anic verses on Social Interaction													2									100			E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%		
M3														SOCIAL AND HUMANITIES																	
<u>IAT414013</u>	Hadith on Social Interaction													2												E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%		
<u>IAT414017</u>	Sociology-Anthropology of Religion													3								100	50		R, E	S/T	Exam Paper (120 Min) / Essay Paper	40%			
M4														INTEGRATION OF QUR'AN AND SCIENCES																	
<u>IAT414015</u>	Technology-based Qur'an and Hadith Studies													2								50	50		A, R	S/T	Exam Paper (120 Min) / Essay Paper	40%			
M5														QUR'ANIC PEDAGOGY																	
<u>IAT414019</u>	Qur'anic memorization I													2												A	S	Oral Exam (120 Min)	40%		
M6														LANGUAGE																	
<u>IAT414016</u>	Reading Text on Tafsir (English)													2								20	80		A, R	S/T	Oral Exam (120 Min)	40%			
M7														PHILOSOPHY																	
<u>IAT414011</u>	Philosophy of Knowledge													3													A, R	S	Exam Paper (120 Min) / Essay Paper	40%	
<u>IAT414012</u>	Islamic Philosophy													2													A, R	S	Exam Paper (120 Min) / Essay Paper	40%	
M9														TRADITIONAL ISLAMIC DISCIPLINES																	
<u>IAT414014</u>	Ma'anil hadis													2														A, E	S	Exam Paper (120 Min) / Essay Paper	40%
M10														RESEARCH METHODOLOGY																	
<u>IAT414021</u>	Social-Religious Research Methods													4														R	S/T	Exam Paper (120 Min) / Essay Paper	40%

4th Semester

M1		ULUM AL-QUR'AN (THE SCIENCES OF THE QUR'AN)												
<u>IAT414031</u>	Qur'anic Sciences III (Qawa'id al-Tafsir)				2				50	50	E, A, R	S/T	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414023</u>	Qira'at				3				150		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414030</u>	the history of the Qur'an				3				150		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
M2		TAFSIR												
<u>IAT414025</u>	Ma'ani al-Qur'an				2				100		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414027</u>	the History of Indonesian Tafsir				3				150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414028</u>	The Study of the Qur'an Commentaries (Classical and pre-Modern)				3				150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414029</u>	Interpretation to Qur'anic verses on Social issues				2				100		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
M6		LANGUAGE												
<u>IAT414024</u>	Qira'atul Kutub (Reading Arabic Text)				2				20	80	E, R	S/T	Oral Exam (120 Min)	40%
<u>IAT414026</u>	Semantics of the Qur'an				2				50	50	E, R	S/T	Exam Paper (120 Min) / Essay Paper	40%
M9		TRADITIONAL ISLAMIC DISCIPLINES												
<u>IAT414022</u>	Sirah Nabawiyah				2				100		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%

5th Semester

M2		TAFSIR														
<u>IAT414032</u>	Contextual Interpretation of the Qur'an						3				150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414034</u>	Mazahib Tafsir						3				100	50	E, R	S/T	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414037</u>	The Study of the Qur'an Commentaries (Modern)						3				150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414039</u>	Tafsir Maqashidi						3				150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414040</u>	Contemporary Thoughts of the Qur'an and Tafsir						3				150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
M5		QUR'ANIC PEDAGOGY														
<u>IAT424035</u>	Entrepreneurship						3				20	80	A	S/T	Oral Exam / Project Report (120 Min)	40%
<u>IAT414036</u>	Pedagogy of the Qur'an and Tafsir						3				50	100	A	S/T	Oral Exam / Essay Paper	40%
M10		RESEARCH METHODOLOGY														
<u>IAT414038</u>	The Study of the Manuscript of the Qur'an and Tafsir						3				50	100	R	S/T	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT424033</u>	Writing Skill on the Qur'an and Tafsir						3				50	100	R	S/T	Essay Paper	40%

6th Semester

M1		ULUM AL-QUR'AN (THE SCIENCES OF THE QUR'AN)															
<u>IAT424050</u>	Balāgha al-Qur'an										3	150		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414046</u>	Orientalism of the Qur'an										3	150		E, A, R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT424048</u>	Translation and Tashih of the Qur'an										4	50	150	E, A, R	S/T	Essay Paper	40%
M2		TAFSIR															
<u>IAT414044</u>	Interpretation to the Narrative Verses of the Qur'an										3	150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
M5		QUR'ANIC PEDAGOGY															
<u>IAT424045</u>	Qur'anic memorization II										3		150	A	T	Oral Exam (120 Min)	40%
M7		PHILOSOPHY															
<u>IAT424047</u>	Qur'an Hermeneutics										3	150		E, R	S	Exam Paper (120 Min) / Essay Paper	40%
M10		RESEARCH METHODOLOGY															
<u>IAT424049</u>	Interpretive Traditions										3	150		R	S	Exam Paper (120 Min) / Essay Paper	40%
<u>IAT414041</u>	Living Qur'an										3	100	50	R	S/T	Essay paper	40%
<u>IAT414043</u>	Bachelor Thesis Proposal Writing (Colloquium)										3	50	100	R	S/T	Essay paper / Project Report	100%
<u>IAT414042</u>	Methods of Qur'an and Tafsir Research										4	100	100	R	S/T	Essay paper / Project Report	40%

7th Semester

M3		SOCIAL AND HUMANITIES																
<u>USK412001</u>	Student Community Service											4	200		A, R	T	Oral Exam (120 Min) / Project Report	40%
M10		RESEARCH METHODOLOGY																
<u>USK413006</u>	Bachelor Thesis											6	300		E, R	T	Thesis Defense (120 Min)	100%

8th Semester

M10		RESEARCH METHODOLOGY																
<u>USK413006</u>	Bachelor Thesis (Cont)														E, R		Thesis Defense (120 Min)	

	Colloquium																	3 / 144
	Bachelor's Thesis																	6 / 144

There have been changes for the programme specialising in Qur'anic studies across the history of Islamic education system in Indonesia. Based on the latest regulation of the Directorate General of Islamic Education of the Ministry of Religious Affairs²⁷, the name of the programme is *Ilmu Al-Qur'an dan Tafsir* (IAT) (lit. the Science of the Qur'an and [its] Interpretation). Furthermore, on January 25, 2018, the rector of UIN Sunan Kalijaga issued a decision on the standard English equivalence for the names of the study programmes within the University. This decision translates *Ilmu Al-Qur'an dan Tafsir* as Qur'anic Studies. The reason for this translation is to follow the widely recognised name within the international scholarly network of the field.

The degree awarded for students completing their courses in this programme is S.Ag. (Sarjana Agama, Bachelor of Religion). The rationale behind this degree is that Qur'anic studies are the core discipline in Islamic religious disciplines.

Integration of theory and practice

The curriculum of BPQS is designed to integrate theoretical aspects of Qur'anic and Tafsir studies with relevant practical skills. The integration is manifested in the following skills:

Table 11: Overview: practical skills in BPQS

Skills	Practical Skills	Sample of courses	Methods
Skill in Interpreting the Qur'an	Able to provide contextual understanding of Qur'anic verses, especially verses related to current societal challenges	Interpretation to Qur'anic verses on social interaction (<i>Mu'amalah</i>), 'Ulumul Qur'an II (<i>Asbab dan Sha'n al-Nuzul</i>), Contextual Interpretation of the Qur'an, Tafsir Maqasidi, etc.	Mini research
Skill in teaching Qur'an	Able to teach Qur'an both in elementary and higher educational institutions	Tajwid, Islamic practices skill, Pedagogy of the Qur'an and Tafsir, Qur'anic memorization.	Social service, teaching practices, class presentations
Skills in Researching the Qur'an with interdisciplinary perspectives	Able to conduct academic research within the field of the Qur'an and tafsir studies	Islam and Social Humanities, Social-Religious Research Methods, Living Qur'an, Qur'an Hermeneutics, the Study of Qur'an Commentaries, etc.	Mini research, field observation, social analysis.

Interdisciplinary thinking

Interdisciplinary thinking is embedded in the paradigm of knowledge developed by UIN Sunan Kalijaga, locally called *integrasi-interkoneksi* (integration-interconnection), in which BPQS plays a central role. This paradigm calls scholars to approach religion and its text with interdisciplinary approaches, covering social-humanities and science. In BPQS, this paradigm is broken down into several courses in which students are trained to understand religious text and practices not only through traditional perspectives of Islamic sciences, but also through gender, sociology and anthropology, philosophy, hermeneutics, natural science, information and technology.

It is this idea that is represented by the courses such as Integration and interconnection of Islam and Sciences, Interpretation to Qur'anic verses on nature, Interpretation to Qur'anic verses on Social Interaction, socio-religious research method, contextual interpretation of the Qur'an, Qur'anic hermeneutics, and living Qur'an. Additionally, there is also an entrepreneurship course provided. In the seventh semester, students are obliged to take the Student Community Service

²⁷ No. 4979 the year 2014 on September 5th, 2014

subject, in which they would empirically implement their knowledge and skill in society. Additionally, when the students write their Bachelor thesis, they can have one out of two supervisors from the other programmes within UIN Sunan Kalijaga. This will allow them to consider different expertise of the prospective supervisor for their thesis projects.

Ethical aspects

BPQS of UIN Sunan Kalijaga is a study programme on Islamic sources of religious, ethical, spiritual inspiration. The school of Islamic thought developed at the University in general and specifically in BPQS is the moderate view of religious understanding – a view that calls for understanding the religious texts in the light of the current historical context and introduces the compatibility of religion with science, democracy, and civil society. Thus, the courses within the programme are designed to promote the contemporary theology rooted from both Islamic intellectual legacy and local heritage, wisdom, ethic, and spirituality that respect cultural and religious plurality, human right, gender equality, and academic liberty. It is reflected in many courses, such as Introduction to Islamic Studies, Islam and Social Humanities, Integration-Interconnection of Islam and Science, Contextual Interpretation of the Qur'an, or Qur'an Hermeneutics.

Methods and scientific practice

Research is one of the primary foundations of BPQS. Some courses include mini research, either library or field research. At the end of the study, students must write a research-based thesis. For this intention, the curriculum has one specific section focusing on research skills, both library and field research. It includes nine different courses distributed in all semesters, namely: Islam and social humanities, social-religious research methods, the study of the manuscript of the Qur'an and Tafsir, writing skill on the Qur'an and Tafsir, interpretive traditions, living Qur'an, bachelor thesis proposal writing, methods of Qur'an and Tafsir research, and thesis.

These nine courses are distributed in all eight semesters, started from the general introduction to more advanced training courses.

Bachelor Programme in Hadith Studies (BPHS)

Table 12: BPHS curriculum

Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	Modul 1	20											
NAS410003	Indonesian	2							100		L	Presentation/ Exam Paper (100 Min)	50%
USK411004	Islam and Science	2							100		L	Presentation/ Exam Paper (100 Min)	50%
USK411005	Islam, Social Science and humanities	2							100		L	Presentation/ Exam Paper (100 Min)	50%
NAS410002	Civic Studies	2							100		L	Presentation/ Exam Paper (100 Min)	50%
NAS410001	Pancasila	2							100		L	Presentation/ Exam Paper (100 Min)	50%
USK411006	Islamic Civilization	2							100		L	Presentation/ Exam Paper (100 Min)	50%
USK411003	Ulum al-Hadith	2							100		L	Presentation/ Exam Paper (100 Min)	50%
USK411002	Ulum al-Qur'an	2							100		L	Presentation/ Exam Paper (100 Min)	50%
USK411001	Introduction to Islamic Studies	4							100	100	L/P	Presentation/ Exam Paper (100 Min)	50%
M2	Modul 2		21										
IHD415004	Academic Writing		3						50	100	L/P	Project Essay / Presentation	50%
IHD414001	Religions in the World		3						150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414002	Philosophy of Science		3						150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414007	Hadith of Aqidah Syari'ah and Akhlaq		3						150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414006	<i>Sanad Hadith</i>		3						50	100	L/P	Presentation/ Exam Paper (50 Min)	50%
IHD414003	Sociology and Anthropology of Religion		3						150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414005	Social Theories in Hadith Studies		3						50	100	L/P	Presentation/ Exam Paper (50 Min)	50%

M3	Modul 3			21								
IHD414009	Social, Cultural and Political Hadith			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414010	<i>Matan Hadith</i>			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414011	<i>Rijal al-Hadith</i>			3				50	100	L/P	Presentation/ Exam Paper (50 Min)	50%
IHD414015	Religious Social Research Methodology			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414012	Sirah Nabawiyah			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414008	Study of the Primary Hadith Book			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD415013	Maqashid Theory in Hadith Studies			3				150		L	Presentation/ Exam Paper (150 Min)	50%
M4	Modul 4			21								
IHD414016	Hadith of Science			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414021	<i>Study of Ma'anil Hadith</i>			3				50	100	L/P	Presentation/ Exam Paper (50 Min)	50%
IHD414017	Mazahib al-Hadith			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414020	Hadith Syarah Method			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414018	Hadith Research Methodology			3				50	100	L/P	Presentation/ Exam Paper (50 Min)	50%
IHD414023	Contemporary Hadith Thought			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD414022	Hadith Thinking in Indonesia			3				150		L	Presentation/ Exam Paper (150 Min)	50%
M5	Modul 5			21								
IHD415027	Evaluation of Hadith Learning			3				50	100	L/F	Presentation/ Exam Paper (50 Min)	50%
IHD414024	Hermeneutics on Hadith			3				50	100	L/P	Presentation/ Exam Paper (50 Min)	50%
IHD415026	Hadith Learning Method			3				50	100	L/F	Presentation/ Exam Paper (50 Min)	50%
IHD414025	Introduction to Orientalist Hadith Thought			3				150		L	Presentation/ Exam Paper (150 Min)	50%
IHD415029	Qur'anic Tahfidz I			3				150		F	Memorization	50%
IHD425029	Tahfidz al-Hadith I			3				150		F	Memorization	50%
IHD425031	Qur'anic Tahfidz II			3				150		F	Memorization	50%

M7	Modul 6							34					
IHD414035	Hadith and Informatics Technology							3		150	L/F	Presentation/ Exam Paper (150 Min)	50%
IHD414036	Living Hadith							3	50	100	L/F	Presentation/ Exam Paper (50 Min)	50%
IHD414034	Proposal Seminar of Undergraduate Thesis							3	50	100	L/P	Seminar Paper	50%
IHD414039	Software Hadis							3	150			Presentation/ Exam Paper (150 Min)	50%
USK412005	Community Service Program							4		200	L/F	Project Essay / Presentation	50%
IHD425038	Hadith of Economics and Entrepreneurship)*							3	50	100	L/F	Presentation/ Exam Paper (50 Min)	50%
IHD425033	Study of <i>Takhrij Hadith</i>)*							3	50	100	LF	Presentation/ Exam Paper (50 Min)	50%
IHD424037	Programming Hadis							3		150	L/F	Presentation/ Exam Paper (150 Min)	50%
IHD425042	Qiroatul Kutub Syarah Hadis)*							3	150			Presentation	50%
IHD425040	Reading Text on Hadith)*							3	150			Presentation	50%
IHD425041	Study of Indonesia's Tafsir							3	150		L/F	Presentation/ Exam Paper (150 Min)	50%
M8	Modul 7							16					
USK412001	Community Service Program							4		200	L/F	Project Essay / Presentation	50%
USK413006	Undergraduate Thesis							6	300		L	Thesis/ Presentation	50%
IHD425044	Hadith, Gender and Disability)*							3	50	100	L/F	Presentation/ Exam Paper (50 Min)	50%
IHD425043	Tafsir Nusantara's Thoughts)*							3	50	100	L/F	Presentation/ Exam Paper (50 Min)	50%
C	Colloquium												
BA	Bachelor's Thesis												

L: Lecture
P: Practice
F: Field Practice

Hadith is the study of principles and regulations recognised in the form of Islamic studies. The reason for this translation is to follow the widely recognised name within the international scholarly network of the field. The degree awarded for students completing their courses in this programme is S.Ag. (Sarjana Agama, Bachelor of Religion). The rationale behind this degree is that Hadith study is the core discipline in Islamic religious disciplines. With the narrow fields of courses that develop skills in: analysing the role of the religion/hadith in other subjects; applying the knowledge and skills gained in order to practice Hadith study; interpreting and analysing the different perspectives on Hadith.

Integration of Theory and practice

The study plan is divided into various courses covering the necessary theoretical aspects of the programme. These courses include general knowledge in combination of religious science and humanities, which include the Qur'an and Hadith, as well as other scientific developments.

Table 13: Practical skills in BPHS

No.	Skill	Practical Objectives	Sample Courses	Method
1.	Critical and Analytical Thinking on hadith Perspective	Understand the science of text fields sourced from hadith and can then contextualize with current conditions	ulumul hadith, hadith maanil, Hadith Rijal, Sirah Nabawiyah	Conceptual analysis, reflective thinking
2	Young researcher	Can conduct research in the field of hadith in a text and applied manner in accordance with the field pursued	Living hadith, social research methods, hadith teaching methods	Textual research, field research
3	Socio-Religious Problem Solving	Able to understand the integration of hadith text science with social realities in society	Social theory in the study of hadith	Reflective analysis on socio-religious phenomena
4	Collaborative and Inclusivity	Able to find scientific relationships with other disciplines relevant to the context of scientific development	programming hadith, software hadith, hadith and media	Reflective conversation and dialog with "the other"
5	Practical Content Media Handling	Able to make theoretical and practical contributions in dealing with socio-religious problems	programming hadith, software hadith, hadith and media	Community action project

Interdisciplinary thinking

Interdisciplinary thinking embedded in the curriculum through compulsory and elective courses. In BPHS, this paradigm is broken down into several courses where students are trained to understand religious texts and practices not only through traditional perspectives of Islamic sciences, but also through gender, sociology and anthropology, philosophy, hermeneutics, natural sciences, information and technology. It is this idea that is represented by courses such as integration and interconnection of Islam and Science, interpretation of Hadith texts on nature, interpretation of various Hadith books on social reality, methods of religious social research.

In addition, there are also entrepreneurship classes provided. In the seventh semester, students are required to take on the subject of Student Community Service, where they will empirically apply their knowledge and skills in the community. In addition, when students write their undergraduate thesis, they can have one of two supervisors from another programme within UIN Sunan Kalijaga. This will allow them to consider the different expertise of prospective supervisors for their thesis project.

Ethical Aspect

Ethical aspects play a critical role in BPHS. The programme offers several courses that communicate ethical issues to the students in a direct or in an indirect way such as Programming Hadith and Hadith Media. Furthermore, the implementation of Islamic values, the rule of law, and morality in speaking, and acting is a benefit when compared to other programmes of other universities.

Methods and scientific practice

Students are provided with the necessary knowledge and skills to engage in scientific work through the following courses: Religious Social Research Methods; Academic Writing; Hadith Research Method; Hadith Syarah Method; Hadith Learning Method; Programming Hadith.

All programmes

The assessment used by the study programmes is adjusted to the learning outcomes of the courses and the learning methods used. There are three different types of examination that lecturers can select each semester, depending on the intended learning outcomes of each course: a comprehensive written examination (exam paper), oral/practical examination, and essay-based examination. The first type is the most common examination type, in which lecturers provide students with a set of questions to assess the extent to which they achieved the intended learning outcomes. Essay-based examinations can take shape as either essay paper, journal article, or report paper. Both summative and formative assessments are used to gauge students' performance.

Depending on the intended learning outcome of the course (course learning outcomes), different assessment methods are used which include quizzes, teacher-made exams, presentations, case studies, homework and classroom discussions. As per Undergraduate Academic Regulations, the assessments are as per table below:

Table 14: Assessment types

Assessment	Percentage
Final Written Exam	40 %
Mid-Term Exam	20-25%
Continuous Assessments (oral exams, quizzes, discussions, homework assignments, case reports)	25-30%

Students must write a Bachelor thesis at the end of their study. After completing their proposal, students are assigned to a supervisor. Thesis proposal writing values three credit points, whereas the thesis values six credit points. The regulation for examination and final thesis is published on the University website.

Ethical aspects

The study programmes believe that ethics is a very important aspect in academic and non-academic life. For this reason, policies, regulations, and organisations that monitor ethical aspects have been documented and implemented. This ethical aspect is implemented in teaching, research and community service. The programmes ensure that both students and graduates adhere to ethical aspects. The study programme has a strong commitment to ensuring that its students are familiar with ethical interdisciplinary thinking. The integration of theory and practice as described requires the application of interdisciplinary ethics. Furthermore, the implementation of Islamic values, the rule of law, and morality in speaking, and acting is a benefit when compared to other universities. Teaching in any subject must be developed in the spirit of integration and interconnection between disciplines, and for the context of UIN Sunan Kalijaga, it must be added in the spirit of integration of universal truth values in general and Islam.

Appraisal:

Islamic Theology and Philosophy (BPITP)

In general, the panel comes to the conclusion that the curriculum leads the students to achieve the qualification objectives of the study programme. With regard to conceptual coherence, however, the panel sees room for improvement. Based on the objective, one would initially assume that the study programme follows a textual approach. However, the curriculum shows that social science and anthroposophy/mysticism play also a predominant role in the curriculum. The panel therefore **recommends** aligning the qualification objectives and the curriculum more concretely. In this way, a clear profile of the content of the programmes can be conveyed.

The same applies to the name of the study programme, as the reference to the subject area "mysticism" in the title of the study programme would be an appropriate addition. However, the panel is aware that the names of the study programmes are assigned by the Ministry of Religious Affairs and are therefore highly regulated, so that the University is not able to directly influence it. Overall, however, the panel assesses that the degree and the title are basically in line with the contents of the curriculum and the programme objectives.

Qur'anic Studies (BPQS) and Hadith Studies (BPHS)

In principle, the curricula of the study programmes reflect the objectives of both programmes. During the interviews, the separation of the original Tafsir Hadith programme into the two programmes Qur'anic Studies (Ilmu Al-Qur'an) and Hadith Studies (Ilmu Hadis) was a point of discussion. The panel was initially not quite clear about the separation between both programme profiles, as both programmes have some of the same courses anchored in their curricula. One of the reasons given by the University was that both Qur'anic Studies and Hadith Studies offer a broad field of study and that research in both areas should be improved. In addition, the separation into two study programmes would allow more students to be admitted. Therefore, the panel would like to note that the profiles of both programmes should be more clearly distinguished from each other and that the Faculty could examine to what extent the same courses can be organised in a resource-saving way, for example, to relieve the teaching staff to some extent (see appraisal in chapter 4.1).

Overall, the names of the degrees and study programmes correspond to the contents of the curriculum and the objectives of the study programmes.

All programmes

With regard to the connection between theory and practice, theoretical questions are combined with practical exercises and examples. Through projects and community service, students are explicitly offered actual social challenges in a practical way during their studies. In addition, these social aspects offer students opportunities for reflection and the study programmes place an emphasis on preparing students for a profession that requires trans- or interdisciplinary knowledge. For example, modern analysis or modern Qur'anic hermeneutics are among the topics addressed.

The panel highlights that ethical aspects are implemented exceptionally within the curricula. Thus, the identification and reflection of ethical aspects is strongly promoted and considered key competences as well as an integral part of the study programmes' qualification objectives. In this way, the study programmes aim to meet the spirit of integration and connection between religious-ethical values and science, which is the main aspiration of UIN Suka (see chapter 1.3). Ethical aspects and concepts form the core of the entire programmes and are therefore reflected in all courses.

In all three study programmes, a range of courses are offered to introduce students to methodological competences so that they are enabled to do scientific work on the required Bachelor level.

The examinations, as defined for the courses, seem appropriate to identify the intended learning outcomes. The requirements are in line with the level necessary to attain the desired qualification level. Written examinations are predominantly used, as such the panel considers that other forms of examination such as oral examinations or discussions should be more integrated. Therefore, the panel **recommends** that the test formats be reconsidered in order to offer a wider variety.

The examples of Bachelor theses received for review show that students prove, especially in their thesis, their ability to do scientific work. There are thesis guidelines that students receive. In addition, a thesis supervisor is available to support 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

Projected study time	7 semesters
Number of Credit Points (CP)	144 SKS credits / 202 ECTS credits
Workload per CP	150 minutes (50 minutes independent study, 50 minutes assignment, 50 minutes contact hours)
Number of modules	BPITP: 16 BPQS: 10 BPHS: 12
Time required for processing the final thesis and awarded CP	6 months, 6 SKS credits

The study programmes use a weighted instrument based on the Indonesian credit system. 1 SKS credit consists of 150 minutes per week (50 minutes of face-to-face lectures, 50 minutes of structured academic activities, 50 minutes of self-study activities). 1 SKS = 150 minutes x 14 weeks = 2100 minutes (35 hours) - 1 ECTS = 25 hours. Therefore, the credit equivalent is 35/25 = 1.4 ECTS credits.

UIN Suka has implemented general study and examination regulations for all study programmes. This regulation is contained in the Buku Pedoman Akademik (Academic Guidance Book) that is available at the University's website.

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

The final grade component consists of Mid Exam, Final Exam, assignments, and other supporting components, such as the amount of attendance, whose detail goes in accordance with the learning contract agreed by lecturers and students. The conversion of the final grade is as follows:

Table 15: Grading table

Letters	Numbers	Rounding
A	95-100	4,00
A-	90-94,99	3,75
A/B	85-89,99	3,50
B+	80-84,99	3,25
B	75-79,99	3,00
B-	70-74,99	2,75
B/C	65-69,99	2,50
C+	60-64,99	2,25
C	55-59,99	2,00
C-	50-54,99	1,75
C/D	45-49,99	1,50
D+	40-44,99	1,25
D	35-39,99	1
E	30-34,99	0,75
Empty	0	0

Students' Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) determine the number of credits and course load. The normal course load is 15–18 SKS credits per regular semester. The minimum number of credits in which a student may register is nine credits, unless it is the student's final semester. Students may register to take 24 SKS credits maximum in a regular semester if they achieve CGPA \geq 3.00. Students on academic probation status (GPA $<$ 2.00 in the first two semesters) are allowed a maximum of 12 SKS credits and are subject to academic advising as per Academic Advising Policy.

Equality of opportunity

All study programmes are committed to supporting and implementing the policy of UIN Sunan Kalijaga to become an inclusive University, which means that the University respects, accepts, and accommodates all the different needs of campus residents, including students with disabilities. This policy is manifested in various affirmative steps aimed at increasing campus accessibility for all groups, both from the physical, academic and social aspects. Affirmative steps given by UIN Sunan Kalijaga to ensure equality through

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

units and administrative service units, regulates technical issues related to these services.

Both the Center for Gender Studies and the Center for Disability Services develop guidebooks related to gender accessibility and disability in the entire academic process, periodically provide socialization and workshops on related issues, monitor and evaluate the implementation process; and updating manuals according to input from field implementation.

UIN Sunan Kalijaga states that it became the first inclusive campus within the National Islamic Religious Higher Education.²⁸ Efforts to realise inclusive campuses have been conducted since 2007 with the establishment of a Disabled Service Centre (PLD). This commitment is further realised with practical policies that lead to the creation of physical and non-physical accessibility and efforts to systematise affirmative policies on governance and organisational structure of UIN. Efforts to improve the disabled-friendly service in expanding the accessibility of the students with special needs, ushered State Islamic University Sunan Kalijaga at the Inclusive Education Awards from the Minister of Education and Culture of Indonesia in 2013 in Denpasar Bali.²⁹ Currently, there are more than 70 disabled students enrolled as State Islamic University students.

UIN Sunan Kalijaga generally has official documents explaining the code of ethics implemented in the University (Senate Resolution No. 2, 2011), including protection against sexual harassment (the decision of the Directorate General of Islamic Education No. 5494, 2019 and the Rector Decision No. 187.2, 2020).

UIN Sunan Kalijaga is supportive of economically disadvantaged students. Among Indonesian universities, UIN Sunan Kalijaga is known as the 'people's campus' for its affordable tuition fees and various scholarship opportunities for students with outstanding academic qualifications.³⁰

There are disadvantages compensation for students with disabilities. It is stated on curriculum modification published by PLD (Disabel Service Center) on pages 73-170. The disadvantages compensation refers to the support for lectures and courses as well as special regulations for course works or exams.

Appraisal:

The panel concludes that the programmes' structure supports the successful implementation of the curriculum and is suitable to reach the defined learning outcomes. The programmes assign SKS credits per course based on an estimated student workload. The course descriptions provide detailed 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 the national requirements.

²⁸ See self-evaluation report p. 69

²⁹ See self-evaluation report, p. 69

³⁰ See self-evaluation report cluster 2, p. 44

The Republic of Indonesia has not ratified the Lisbon Recognition Convention, but the study programmes are designed so that students can study for a certain time at other higher education institutions or do internships without any extension of their overall study time.

With regard to the feasibility of student workload, the Faculty has a very good support system for its students (see also chapter 4.2). However, since there is no evaluation of students' actual workload at the time of the panel's assessment, it is difficult to track the real workload of the students. Thus, it cannot yet be determined whether the calculated workload corresponds to the real workload. It is therefore very much welcomed that Quality Management will as of now evaluate the actual workload of the courses/study programmes and make adjustments where necessary. Nevertheless, in the opinion of the panel, the structure of the programmes is comprehensible and appears appropriate to enable the students to achieve the intended goals of the programme in the designated time. The lecturers and study advisors ensure support in academic and general matters.

With regard to equality of opportunity, the panel is highly impressed with UIN Suka's Disabled Service Centre. The panel members who were on site were able to see for themselves that UIN Suka is very proactive with regard to disabled students and supports them well. The University also has access to sign language interpreters who support deaf students in their studies. In addition, the Disabled Service Centre facilitates an exchange between students with and without disabilities and thus enables the inclusion of all.

		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 programmes

This curriculum is structured using OBE (Outcomes Based Education). The forms/methods of learning include face-to-face / online lectures, discussions, and field practice. Teaching instruments and methods are designed and implemented to support the achievement of the learning outcomes. Instruments that are used are printed media, electronic media and E-Learning Models. The learning methods are a combination of Teaching Centred Learning (e.g., class teaching, demonstration, and practices), Student Centred Learning (e.g., group discussion, problem based-learning) and Research Methodology (e.g. find research ideas, write proposals/ research reports/ papers, give presentation).

UIN Sunan Kalijaga provides relevant training to ensure that all lecturers are competent in applying didactical methods and using the instruments to increase the achievement of the intended objectives. Lecturers carry out the preparation and updating of the course materials. Each lecturer prepares their own course material, which includes the course outlines that include the course description, learning objectives, schedule, credit points, teaching strategies, grading assessment plan, course rules, and references. The course file is distributed to students during the first week of the semester.

Furthermore, a course report, which contains instructor's comments and other pertinent information on course delivery, results, resources and facilities, administrative issues, course evaluation and plans for improvement, is provided. A course report includes students' progression through the semester results and confirms how course material and objectives have been covered.

Students can also acquire learning materials in the University library, both in the offline and online settings. During the pandemic, lecturers taught by using distance-learning mode. They upload the materials via WhatsApp group and the University e-Learning system. Some of them also deliver their learning materials through webpage or YouTube channels. In the academic process for learning, the faculty provides e-learning for the lecture process. With this system, it is possible to use information technology for the lecture process, for example in the assignment process, provision of material and in evaluating learning.

Guest lecturer

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

General-purpose life skills such as critical thinking, inclusive, moderate, and perseverance are the main characters of BPITP. By emphasizing these general-purpose life skills, BPITP students have the ability to deal with change and learn new things in many different situations. Guest lecturers, with their various backgrounds, will give diverse perspectives to students. It shall enrich them and open their capacity to be more critical and inclusive.

Periodically, mostly in general lectures, BPITP hosts guest lecturers from different backgrounds to share their experiences. Several times, practitioners especially within Islamic Philosophy, Islamic Theology (Kalam), and Sufism had the opportunity to become guest lecturers in BPITP. This applies not only to Islamic topics, but also to other religions, depending on what is a current topic of interest. For example, when the communal tension increased in the context of the Rohingya conflict in Myanmar, the Faculty had successfully invited the highest authority of Buddhism in Indonesia (Sangha Theravada Indonesia) to offer his standpoint in general lecture concerning the situation using Buddhist perspective.

Bachelor Programme in Qur'anic Studies (BPQS) and Bachelor Programme in Hadith Studies (BPHS)

Both programmes host a variety of guest lecturers from different universities, institutes and different public and private sectors to deliver seminars, workshops or to join the classes to share their work experience with the students. There is a regular session specifically designed for guest lectures from the parliament or ministries, namely Kuliah Umum (general lecture) that is held each semester.

Additionally, lecturers that are doing collaborative research with his/her colleagues are encouraged to hold the sessions for them to meet with students, both in regular class sessions or simultaneous lectures. Kuliah Umum is typically attended by speakers both from Indonesia and abroad. This session is an essential part of the programme, especially with regard to the latest development in the state of Quranic studies or the general presentation of Quranic studies on the other side of the globe, such as the Middle East, Europe, Australia, or North America.

Appraisal:

The panel rates the quality of the didactical concept of the study programmes as plausible and oriented towards the programme objectives. The teaching methods are adapted to the qualification level of the Bachelor study programmes. Furthermore, the concept encourages students to participate actively in the courses for example by group projects or community service.

The course materials correspond to the teaching approach used and the respective qualification level of the course for which it is intended. Students can also access these resources online.

In all study programmes, guest lecturers are invited to contribute with their special experience to the qualification process of the students and to bring current topics closer to them.

	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

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

The programme in general, provides an international or global orientation with exception only from a few courses³¹. The understanding of Islamic theological and philosophical knowledge and skills are largely within universal and national scope. Moreover, this understanding is a product of common human experiences in societies and cultures around the globe. The main apparatus of producing such knowledge and skills is through intercultural encounters, both locally and globally. It can be explicitly found for example in the course Orientalism and Occidentalism (M13.1).

At the practical level, the universal scope and intercultural aspects of content are reflected in studying universal theoretical approaches from different backgrounds and studying case studies from across the globe in comparative perspective. For example, BPITP includes theoretical

³¹ M1, M2, M8.2, M16 consider specificities within local Indonesian context.

approaches that were developed in Ancient Greek, Persia, Arab, India, Europe, and America. As for case studies, BPITP presents social and cultural phenomena from Indonesia, India, Arab countries, Europe, and many different places. Cosmopolitan is one character of BPITP's study contents. Moreover, the diverse social and cultural backgrounds of the faculty and students, within Indonesian context, bring together different academic traditions that create openness to international approach. These learning experiences provide inclusivity to student capability for working in international environments in the future.

A student from Malaysia is currently enrolled in the study programme.

The majority of the teaching staff at BPITP is Indonesian. However, some international lecturers had cemented international standards for the teaching and material course to BPITP. One of them is a Doctor from the University of Toronto (Canada) who for several semesters had taught in the BPITP. He taught General Philosophy and Logics within the BPITP. He introduced international standards in philosophical teaching to other faculties as well as to students.

The most recent international lecturers came mainly from Iran. On several occasions, they taught Islamic Philosophy and Sufism to BPITP students. Their standpoint gives balanced perspectives to BPITP students towards relation between the West and Islam, and towards Sunni and Shi'i understandings within theological and philosophical topics. Other guest lecturers from Australia, Malaysia and the United States of America also enriched the knowledge of the BPITP students.

Foreign language content

Indonesian and Malay are the main languages for teaching, learning, and assessment at BPITP, whereas English and Arabic are used as a supporting language. Some courses of BPITP are in English such as Occidentalism and Orientalism, Reading Text on Philosophy, and some in Arabic such as Qiraatu al Kutub, Reading Text on Kalam, Reading Text on Sufism.

Mastering the use of English and Arabic in reading and writing academic texts is a requirement in order to graduate. This is achieved through learning English and Arabic at the Language Centre. For critical readings in contemporary theological and philosophical issues, English is essential. Where for classical Islamic Theology and Philosophy sources, Arabic is significant.

Bachelor Programme in Qur'anic Studies (BPQS)

International projects provided in the Qur'anic studies programme can be divided into the following categories: 1. International conference; 2. International student conference; 3. International guest lecturers; 4. Summer school; 4. Ad-hoc international programme such as student exchange. Additionally, the department also encourages students to apply and present in international conferences.

Currently, four students from Malaysia are enrolled in the programme.

Teaching staff in BPQS represent three different nationalities. The vast majority are Indonesian citizens. In addition to that, there are two visiting lecturers, one from the USA, who teaches the sociology and anthropology of religion – and one other comes from Zayed University (United Arab

Emirates), who attended *Kuliah Umum* (general lecture) and summer course on Islam and Evolution.

In addition, many of the faculty members have international academic educational backgrounds and networks, including Middle East, North America, Europe, Australia, and North Africa. Furthermore, most of the teaching staff have practical experience at an international level and participate almost every year in international conferences and workshops. The experience from their studies brings an international dimension to the content and delivery of the course.

Foreign language content

Foreign language plays a major part in BPQS. The programme is essentially based on the Qur'an and the spiritual heritage of Islam, for which the Arabic language is of central importance. As the programme also takes into account the latest developments in Islamic scholarship, English is also considered as a matter of course. Students are exposed to literature written in Arabic, both classical and contemporary, and English. Additional language courses include Turkish and occasionally Persian.

Bachelor Programme in Hadith Studies (BPHS)

In terms of internationality, BPHS curriculum reflects various international and intercultural aspects. These international contents can be found in core courses such as Islamic Civilization; Academic Writing or Programming Hadith. Moreover, the students have the option to select elective courses that also reflect international contents such as: Orientalist Hadith Thought; Hadith, Gender, and Disability. International conferences and seminars are arranged to expose students to different cultures as USICON; International Guest Lecturer; Seminar International; Webinar International; International Student Conference.

Currently, four students from Malaysia are enrolled in the programme.

Teaching staff in BPHS represents three nations, Malaysia, Thailand and Africa. The experience from their studies brings an international dimension to the content and delivery of the course. In addition, most of the teaching staff have practical experience at an international level and participate almost every year in international conferences and workshops in Oman and abroad.

The programme uses both Arabic and English as a medium of instruction. Additionally, students have the option to take foreign language courses as electives.

Appraisal:

International content is part of the curricula and learning methods. For example, through courses that reflect international topics and using English references as well as extracurricular activities students gain the opportunity to further expose themselves to an intercultural environment.

With regard to the international composition of the student body, the study programmes' concept is complied with. Although the study programmes currently have very few international students, from the panel's point of view UIN Suka shows its efforts to promote and expand the international

outlook of the study programmes. Thus, the panel **recommends** that the University and faculty focus even more on establishing a coherent concept to promote the enrolment of international full-time students at UIN Suka and to systematically sharpen the profile of the programmes in a further international direction. Since the programmes are aimed at the national Indonesian labour market (e.g. as religious teachers; see chapter 1.1), it would also be advisable for a coherent concept that the objective of providing graduates for the Indonesian labour market and the strategy of internationalisation are reflected and evaluated in relation to each other, to avoid creating opposing dynamics.

The composition of the teaching staff is international in the sense that visiting lecturers are involved and teaching staff has the opportunity, among others, to participate in international conferences. Therefore, the measures taken are goal-oriented.

The panel positively emphasises the aspect of foreign language content within the programmes. Both English and Arabic are used as supporting languages and mastering the use of both languages in reading and writing academic texts is set as a requirement in order to graduate and is thus understood as elementary. In the interviews with the programme management, the panel also learned that students have the opportunity to write their Bachelor thesis in English or Arabic, but this option has so far only been taken up by around 5 % of the students. In addition, students in all three programmes have the opportunity to learn an additional language (e.g. Turkish or Persian) through electives.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

BPITP provides general-purpose life skills for its graduates. By emphasising these general life skills, graduates should be able to cope with change. Students learn and practice multidisciplinary competences, communication, and public speaking skills as part of the curriculum and other academic activities. In several courses, for example in hermeneutics (M.13.2), students are assigned oral presentations in which they describe their research projects and/or review academic texts from multidisciplinary perspectives, such as textual, social, historical and philosophical perspectives. Students use multidisciplinary approaches in their interpreting text project, but these are mainly applied to their idea. Students present their argument to faculty and fellow students at beginning, middle and final stages, and faculty work with students on their presentations and how

to develop an argument critically. Moreover, students are invited to discuss with their lecturer how to deal with questions and critiques that usually follow their presentations.

Furthermore, students engage in academic activities such as conferences, and gain interdisciplinary competences and communication experience by being exposed to a variety of public speaking models and practices from a variety of disciplines. As for cooperation and conflict handling skills, students learn these skills while working on course assignments in groups

Bachelor Programme in Qur'anic Studies (BPQS)

BPQS can be classified under the humanities. Nevertheless, the aim of this programme also includes the preaching and teaching of the Qur'an. Thus, multidisciplinary is a core foundation of the programme, reflected through three modules: module 3 Social humanities (four courses), module 4 Integration of the Qur'an and Sciences (four courses), and module 7 Philosophy (four courses). Additionally, students can also take the optional entrepreneurship course. This course enables students to approach religious text and public expression from different perspectives. This competence is critical in the current context, for religion needs to answer the ever-changing circumstances. This competence makes sure that the graduates would deliver a moderate religious vision. As for teaching and preaching are among the objectives, rhetorical and persuasive public speaking and communication are the skills that are taught in the programme.

Bachelor Programme in Hadith Studies (BPHS)

Communications and public speaking skills are integrated into the programme through the English courses and Arabic with specialisation courses. In addition, courses require students to prepare presentations in class. Projects allow students to develop teamwork, cooperation and conflict-handling skills. The students also attend the monthly internal seminars organised by the Faculty's office of Ushuluddin and Islamic Thought.

For all programmes

In addition, there is a study club called the laboratory of philosophy Al Hikmah (Laboratorium Filsafat Al Hikmah) and Laboratory of Qur'an and Hadith studies (LSQH, Laboratorium Studi Qur'an Hadis) in which students who are interested to have semi-formal sessions can organise tutor-like programmes, from students to students. The programmes typically include biweekly discussion forums concerning special issues like Islamic philosophical course, Sufism course, or reading philosophical text course / Qur'anic performance art, Qur'anic calligraphy, close reading of a particular text. These programmes improve students' communication skills, their critical and analytical thinking, as well as their depth understanding toward philosophy and theology.

Appraisal:

Through different project opportunities, students are able to acquire skills related to teamwork and critical discussions. Students thus acquire communication and public speaking skills as well as cooperation, conflict management and critical thinking skills in the study programmes.

		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)

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

With regard to the professional job market, BPITP equips its graduates with general-purpose life skills, such as critical thinking and inclusivity, which can be adapted to different situations in the work environment. Nevertheless, the most relevant professional occupation is as academic / researcher with specialisations in the study of Islamic Philosophy, Islamic Theology (*Kalam*), and Sufism in higher education / research institutions and socio-religious activists within very wide coverage area. The following table shows the skills taught and their relationship to employability.

Table 16: Overview: Employability skills in BPITP

No.	Skills	Objectives	Employability
1.	Critical and Analytical Thinking	Understand the theory and philosophical concepts and use them as a mode of critical and analytical thinking	Academic, Researcher, Socio-religious activist, any other professions
2	Doing Research	Able to operate research methodology for scientific development in the fields of Islamic philosophy, Islamic theology (<i>Kalam</i>) and Sufism.	Academic, Researcher
3	Socio-Religious Problem Solving	Able to apply Islamic philosophy, Islamic theology (<i>Kalam</i>) and Sufism in solving socio-religious problems	Socio-religious Activist
4	Collaborative and Inclusivity	Able to find relevance and dialogue of Islamic theology and philosophy with other disciplines relevant to the context of scientific development	Academic, Researcher, Socio-religious activist, any other professions
5	Practical Contribution	Able to make theoretical and practical contributions in dealing with socio-religious problems	Any other professions

Bachelor Programme in Qur'anic Studies (BPQS)

BPQS ensures employability through the incorporation of the different dimensions of Islamic thought into the curriculum that will equip students with the necessary knowledge and skills to join the segmentation in different sectors, and in different capacities. The employability of graduates from the programme is based on the following core elements of the programme:

Table 17: Overview: Employability skills in BPQS

No	Basic Skill	Learning Outcome
1	Basic Islamic practices skills	Academics
2	Basic competence to explain and teach the Qur'an	Academics and Exegetes
3	The integration of theory and practice (both curricular and extracurricular activities)	Academics and Researchers
4	The promotion of multidisciplinary competencies and skills,	Academics and Researchers
5	International and intercultural content,	Academics, Exegetes, and Researchers
6	The promotion of self-dependent and systematic work, and	Academics, Exegetes, and Researchers
7	The training of social skills.	Academics and Researchers

Bachelor Programme in Hadith Studies (BPHS)

BPHS ensures employability through the incorporation of the different dimensions of Islamic thought into the curriculum that will equip students with the necessary knowledge in skills to join the segmentation in different sectors, and in different capacities. The employability of graduates from BPHS is based on the following core elements of the programme:

Table 18: Overview: Employability skills in BPHS

No.	Skill	Practical Objectives	Job opportunities
1.	Critical and Analytical Thinking on hadith Perspective	Understand the science of text fields sourced from hadith and can then contextualize with current conditions	Beginner academics teachers and lecturers
2	Young researcher	Can conduct research in the field of hadith in a text and applied manner in accordance with the field pursued	young researchers in the field of text and applied hadith
3	Socio-Religious Problem Solving	Able to understand the integration of hadith text science with social realities in society	Religious extension and social empowerment
4	Collaborative and Inclusivity	Able to find scientific relationships with other disciplines relevant to the context of scientific development	Social workers, joint researchers
5	Practical Content Media Handling	Able to make theoretical and practical contributions in dealing with socio-religious problems	Expert programming hadith, software hadith, hadith and media

Appraisal:

In order to provide students with skills useful for their future careers, the programmes combine theoretical knowledge with practical application, so that skills for employment in all three study programmes are given to students implicitly during their studies.

		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

The faculty at UIN Sunan Kalijaga is divided into three categories: *Dosen Dalam Prodi* (Internal Programme Lecturers), *Dosen Luar Prodi* (External Programme Lecturers), and *Dosen Luar Biasa* (Visiting Lecturers). Internal Lecturers are civil servants officially registered to the programme. External lecturers are civil servants who are officially registered for other programmes or other units within UIN Sunan Kalijaga and teach courses in the programmes being assessed. Both categories are full-time lecturers at UIN Sunan Kalijaga Yogyakarta.

Visiting Lecturers are part-time lecturers that teach courses at the programmes. They could be invited scholars from other institutes or organisations as part of a cooperation project with the programme or UIN Sunan Kalijaga. In addition, visiting lectures may also be reserve lectures that contribute in the absence of full-time lectures due to other duties such as faculty or university leadership, research travel, maternity leave or others.

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

BPITP has 15 internal lectures and ten external lecturers. The faculties of BPITP have qualification in Islamic Studies, Islamic Philosophy, Islamic Theology (Kalam), Sufism, as well in Philosophy, Social Sciences and Humanities. Some of those individuals graduated from UIN Sunan Kalijaga itself or other eminent universities in Indonesia, Middle East universities, and Western universities. This structure shall ensure that the range of courses focusing on Islamic Philosophy, Islamic Theology (Kalam) and Sufism is well covered by lecturers with relevant educational backgrounds and that students are taught different academic traditions from different perspectives.

Bachelor Programme in Qur'anic Studies (BPQS)

Currently, BPQS has in total 43 internal and external programme lecturers. The faculty of BPQS is constituted of academics graduated from Qur'anic studies programme (or its previous form as Qur'an-Hadith programme). Some of those individuals graduated from UIN Sunan Kalijaga itself, other Islamic Religious Higher Education Institutions (PTKI) in Indonesia, Middle East universities, and Western universities. This structure shall ensure that the range of courses specialising in Qur'an is well covered by lecturers with relevant educational backgrounds and that students are taught different academic traditions from different perspectives. Lecturers with western educational background are especially tasked with courses in which the Qur'anic topics are approached through interdisciplinary perspective, because typically in European or American academic culture, Qur'anic studies belong to the wider disciplines, such as religious studies, philosophy, or humanities departments.

Bachelor Programme in Hadith Studies (BPHS)

The BPHS has 21 full-time and two part-time academic staff. Academic staff in BPHS have diverse qualifications. However, the qualifications still belong to the scholarly family of hadith study: First, the family of normative hadith studies is related to the basis of hadith study. Second, lecturers who have hadith study qualifications related to technology and information and social media. Third,

lecturers who have hadith study qualifications related to community religiousness, namely the study living hadith.

Practical business experience of faculty

Bachelor Programme in Qur'anic Studies (BPQS) and Bachelor Programme in Hadith Studies (BPHS)

Almost all the lecturers are at the same time holding positions in regular religious preaching sets in their respective communities or neighbourhoods; in fact, this aspect is formally required by the University and PTKI systems at the national level. Some others are also Qur'anic/Hadith teachers in private Islamic schools, widely known in Indonesia as *pesantren*. In this *pesantren*, students have the opportunity to obtain teaching and religious public service experience.

Many lecturers have a position in religious organisations/institutions, such as Muhammadiyah, Nahdlatul Ulama, or MUI (The Council of Indonesian Ulama). The activities in these organisations/institutions are closely related to understanding the Qur'an in the current context of Indonesia and deliver its message to the society. BPQS has also lecturers that are involved in the committee of interpreter and translator of the Qur'an coordinated by the state through the Ministry of Religious Affairs or are hajj instructors.

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

Most lecturers have gained practical experience through their work in the public sphere, so they bring their practical experience to the classroom with up-to-date knowledge of recent developments in Islamic Philosophy, Islamic Theology (Kalam) and Sufism. Some lecturers hold regular philosophical lectures or philosophical courses in public. BPITP has lecturers who are active in certain Sufi orders or Tariqat. This could be beneficial for students as they learn the subject not only from a theoretical perspective but also from the perspective of a real practitioner.

For all programmes

The pedagogical qualification of the faculty is established through a specific body within the University, namely CTSD (Centre for Teaching Staff Development). No new faculty member get teaching responsibilities unless he/she has taken pedagogical training. The training subjects include introduction to pedagogy, course management, exam management, class management, and any practical skills needed. Additionally, all the lecturers in the department already obtained *Sertifikasi Dosen* (lecturer's certificate) that is issued by the relevant institution in the state. UIN Sunan Kalijaga encourages faculty to actively engage in a variety of professional workshops, meetings, and conferences world-wide, which could benefit them in their teaching and research capabilities.

Internal cooperation

The faculty members conduct regular meeting for the educational purposes, including pre and post semester meeting (twice per semester), pre and post examination meeting (twice per semester), biennial meeting on curriculum review (once in two years), research (co-authoring articles or book between lecturers with each other or between lecturers and students), ad-hoc committee of

particular events such as conference and general lecture. Cooperation between the academic staff in the faculty can be observed through carrying out the programme throughout the year. Internal cooperation is institutionalised through programme/faculty councils, joint committee work and multi-group coordination.

In addition, the faculty also collaborates with each other to organise conferences, seminars and training activities in the campus. The faculty and the Dean usually collaborate in issues pertaining to the development and improving the existing modules and in developing new course modules. Each faculty contributes to the improvement and/or development in his/her specialised field.

Student support

Student support³² by faculty includes administrative support, Academic Advising (DPA), Thesis supervision, services for student with disabilities, career counselling, and personal counselling. The programmes facilitate the student guidance process by assigning Academic Supervisors during orientation week. Each student has an Academic Advisor who can be a consultant for students to consult on academic matters, such as consulting on course selection through the Academic Information System, Field Work Practice consultation, Final Project Title Consultation. Academic advising instructors may also monitor student performance on a regular basis per semester. Hence, Academic Advisors can call and motivate students recorded in the system experiencing a decrease in their Grade Point Average. The guidance process usually begins with class meetings attended by all students who are mentored. In addition, academic supervisors provide time outside of working hours using personal communication media (WhatsApp, SMS, and telephone). Each lecturer sets the general policy of the guidance process outside of working hours flexibly.

Appraisal:

In general, the panel concludes that the structure and number of teaching staff corresponds with the programmes' requirements. A list of all internal lecturers shows the availability of the required capacity to implement the programmes.

During the discussions with the teaching staff, the panel found out that teachers of the study programmes usually have a workload of 20 SKS credits per semester, which the panel considers to be relatively high. Therefore, the panel **recommends** considering the use of additional staff through **lectureships** in order to relieve the university staff to some extent.

According to the CVs, the academic ability of the teaching staff is in line with the requirements of the programmes for teaching. During the interviews, the faculty staff confirmed that measures for further qualification of the faculty members such as trainings for didactical methods take place to ensure the didactical qualification of the lecturers. The practical experiences of the teachers are also in line with the requirements of the study programmes and support the integration of practical experiences in the study contents.

The panel is positively convinced by the internal cooperation among the faculty staff. Many regular meetings take place on various topics concerning the study programmes or the exchange of

³² The University regulates the student support through Keputusan Rektor UIN Sunan Kalijaga Yogyakarta Nomor 1.462 Tahun 2018.

materials and information. Joint researches and projects as well as conferences are also planned and carried out. This was also confirmed during the discussions with the different teaching staff.

From the panel's point of view, the student support by the faculty is particularly noteworthy. As affirmed by students during the on-site visit, the counselling of students by teaching staff is intensive. Student support is an integral part of the services offered by the faculty and is reflected in every element of the study programmes.

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

4.2 Programme management

The study programmes are led by a Head of Study Programme who reports to the Dean and is responsible for him. One study programme consists of a Chair, Secretary, and lecturer of the study programme.³³ In addition, the Chair and Secretary of the study programme also have the duties and authority to:

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

³³ The explanation regarding the study programmes is based on the Ministry of Religion of the Republic of Indonesia Regulation Number 46 of 2017 (Second Amendment to PMA Number 26 of 2013) concerning the Organization and Work Procedure of UIN Sunan Kalijaga Yogyakarta.

The Faculty has four sub-departments: academic, students and cooperation, infrastructure and administration, which are all under the direction of a Dean. All study programmes work under and in coordination with the sub-department coordinators. In addition, the faculty has several supporting units that are either academic, administrative or strategic-managerial in nature: centre for journal publication, centre for gender studies, and office for international affairs.

All the decision-making and policy formulation is carried out in a coordinate manner, both formally and informally, involving all the stakeholders. Lecturers and students take part in the decision-making process that affects their area of activity as well. Faculty members can freely discuss with the Dean different issues related to their courses and activities. Students are involved in the decision-making process by participating in liaison committees and attending joint meetings with the Dean. This allows students to raise issues related to their own interests and ensures more transparency.

Administrative staff handle all students' needs related to administrative services. Both students' and lecturers' needs related to administration are also handled with a clear provision of administrative mechanism. The academic staff is responsible for facilitating the administration field. Every semester, the Head and students evaluate the performance of academic staff and carry out an academic staff assessment. Academic programme evaluation also involves the lecturers, staff, and students' contribution. Students are required to fill out an educational service satisfaction survey coordinated by the Quality Assurance Institute of UIN Sunan Kalijaga Yogyakarta. Information systems, websites, and social media, such as Instagram, Facebook, and YouTube, also support academic study programmes.

The University provides opportunities for increasing professional competence to all administrative staff to provide excellent service to lecturers and students. For example, administrative staff can attend English or capacity building courses, participate in government training, and there is a scholarship for staff to pursue a Master or PhD degree.

Appraisal:

In the discussions with the study programmes' management, the panel gained the impression that the study programmes are very well organised and that the overall programme organisation ensures effective and efficient management. During the interviews with the programme management as well as with the lecturers and administration, the panel was able to convince itself that the programme directors coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly.

Faculty members and students are supported by the administration in organising the programme. There is sufficient administrative staff available, who have the opportunity for continuous professional development. Furthermore, decision-making processes, authority, and responsibilities are clearly defined.

		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

Many MOUs are maintained at the University level³⁴ as well as at the faculty level (Faculty Ushuluddin and Islamic Thought), which also have an influence on the study programmes. In the following, the cooperation specific to the study programme will be discussed.

Bachelor Programme in Islamic Theology and Philosophy (BPITP)

BPITP has implemented academic cooperation agreements with various academic institutions locally and internationally, especially Iran, Morocco, and Malaysia. This cooperation is mainly implemented through guest lectures at BPITP. The recent international lecturers came intensively from Iran. In several occasions, they taught Islamic Philosophy and Sufism to BPITP students. Their standpoint gives balance perspectives to BPITP students towards relation between the West and Islam, and also towards Sunni and Shi'i within theological and philosophical view. Other guest lecturers also came to BPITP enriching and opening student's mind such from Australia, Malaysia, and lastly from the United States of America.

Cooperation with business enterprises and other organisations also takes place. One example for this assistance is the cooperation with Mizan publishing, a book publisher concentrating in religion and philosophical issues. The benefits of this collaboration are, for example, for faculty members, a connection and network to publish their work with a national publisher; for Mizan itself, they can promote their product to faculty members, students and other audiences through the campus network; and for students, there is the opportunity to discuss with the well-known author when promoting their Islamic or philosophical work on campus.

³⁴ Examples are listed here: <https://uinsuka.ac.id/id/page/mou/>

Bachelor Programme in Qur'anic Studies (BPQS)

The most important cooperation at international and national level as well as the benefits for students can be found in the following table:

Table 19: Academic cooperation and partnerships (BPQS)

International Cooperation				
	Partners	Benefit and Impact	Reference of Co.	End of Co.
	Al-Mustafa International University (Qum-Iran)	Research and Science (Seminar)	https://uin-suka.ac.id/id/page/mou/433	2023
	Universiti Kebangsaan Malaysia	Student Exchange	https://uin-suka.ac.id/id/page/mou/644	2022
	University Islam Sultan Sharif Ali	Academic Capability Reinforcement	https://uin-suka.ac.id/id/page/mou/439	2023
	Universiti Sultan Zainal Abidin, Malaysia	Optimalization of Academic Research Activity	https://uin-suka.ac.id/id/page/mou/596	2020
	Lisafa Centre (Lembaga Pendidikan)	Research Development	https://uin-suka.ac.id/id/page/mou/694	2025
National and Regional Level				
	Quranic Studies Association (AIAT)	Lecturer and Student Academic Reinforcement within Scientific	https://aiat.or.id/	2025

		Discussion, Academic Writing Course dan Course Material		
	Hadith Studies Association (ASILHA)	Lecturer and Student Academic Reinforcement within Scientific Discussion, Academic Writing Course dan Course Material	https://www.asilha.com/	2025
	STAIN Pare-pare	Research Collaboration	https://uin-suka.ac.id/id/page/mou/356	2022
	PT Telkom Indonesia (BUMN)	Internet Data Aid 5 GB monthly per student and 15 GB monthly per student during pandemic	http://kerjasama.uin-suka.ac.id/id/page/mou/732	2026
	Government of Sleman (Govt Institution)	Village Community Development in Sleman via KKN and Desa Binaan	http://kerjasama.uin-suka.ac.id/id/page/mou/780	2025
	Government of Wonosobo (Govt. Institution)	Village Community Development in Wonosobo via KKN and Desa Binaan	http://kerjasama.uin-suka.ac.id/id/page/mou/779	2026
	ADiTV Television Station (Private Institution/NGO)	News Reporting Publication via TV for BPQS 's activity	http://kerjasama.uin-suka.ac.id/id/page/mou/783	2026

Bachelor Programme in Hadith Studies (BPHS)

Hadith Study has academic cooperation agreements with various academic institutions locally and internationally, for example with:

Table 20: Cooperation with international Academic Institutions (Selected) (BPHS)

No	Country	University/ Institute
1	Malaysia	MOU with Universiti Kebangsaan Malaysia
2		MOU with Universiti Putra Malaysia
3		MOU with Universiti Sultan Zainal Abidin
4		MOU with UTM Malaysia
5	Thailand	LOA with Songkla University
6	Germany	MOU With Gottingen Germany
7	UK	MOU with The University of Newcastle
8		LOA with University of East London
9	New Zealand	MOU & LOA with University of Auckland
10	Russia	MOU with Council RI in Moscow

Bachelor Programme in Qur'anic Studies (BPQS) and Bachelor Programme in Hadith Studies (BPHS)

The cooperation of both programmes with regard to business enterprises and other companies are shown in the following table:

Table 21: Cooperation with business companies (BPHS & BPQS)

No	Partner Agency	Objective	Information	Ends
1.	PPPA Yayasan Darul Qur'an Nusantara	Financial Support for students	https://uin-suka.ac.id/id/page/mou/340	2021
2.	Bupati Rembang (Lembaga Pemerintah)	Finansial support for students with achievements	https://uin-suka.ac.id/id/page/mou/470	2022
3.	Lembaga Pengelola Dana Pendidikan (LPDP) (Lembaga Pemerintah)	Finansial support for students with achievements	https://uin-suka.ac.id/id/page/mou/646	2023
4	PT. Bank Mandiri (Persero) Tbk	Scholarship	Nomor MOU : B-5157.4/Un.02/R.3/KS.00.4/11/2016 & R07.Br.ADS/0587/2016	2024
5	Yayasan Astra Honda Motor	Scholarship	Nomor MOU : 13/X/2016/EXT/YAHM & B-5134/Un.02/R/KS.00.4/11/2016	2021
6	Lembaga Pengelola Dana Pendidikan dengan Pusat Pengembangan Bahasa	Scholarship	Nomor MOU : PRJ-2049/LPDP/2015 & UIN.02/L.4/KS.00.1/5375.4/2015	2024
7	LAZIS PLN	Scholarship	Nomor MOU : 001/LAZIS PLN/IV/2016 & B-2613/Un.02/R/KS.00.4/06/2016	2021
8	Yayasan Daarul Quran Nusantara	Scholarship	Nomor MOU : 006/MOU/BTQ/PPPA/VI/2016 & B-2502/Un.02/R/KS.00.2/06/2016	2021
9	Sonora FM 97,4 Yogyakarta	Broadcasting information, student internship, public speaking coaching	Nomor MOU: 118/MO.SNR/VII/2015 & UIN.02/R/KS.00.4/2669.4/2015	2021
10	PT TUV Rheinland Indonesia (TRID)	Quality assurance consultancy	Nomor MOU: 58/TRID/MOU-UIN/BSA/08/2017	2021

Appraisal:

Cooperation with other Higher Education Institutions or academic institutions and networks with effects on the programmes are actively pursued. By means of providing mobility options for students and faculty members as well as improving the study programmes' content, various agreements have an impact on the programmes and therefore on the students' competencies and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are also plausibly presented. Here, the panel still sees the potential to go into more cooperation within the professional field, which gives students a deeper insight into practice. While

the panel notes positively that students have various opportunities for different scholarships, more cooperation could be used to strengthen the students' practical employability skills. Therefore, the panel **recommends** further expanding cooperation with the professional community and using more synergies to involve students more strongly in the practical area of their studies.

	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

The infrastructure is designed to allow good interaction between the academic community. Such a supporting infrastructure includes:

1. Adequate lecture rooms, which are equipped with air conditioning, hotspots, LCD, whiteboards, and speakers to add to the comfort of lectures when needed.
2. A lecturer room which is equipped with air conditioning, hotspot, computer, printer, and waiting room sofa for consultations between lecturers and students.
3. Munaqosyah Room (Comprehensive exam, Proposal, Introduction, Closed and Open);
4. Student Discussion Room;
5. Library;
6. Lactation Room;
7. Smoking Room;
8. Lecturer Special Transit Room;
9. Prayer Room;
10. Meeting Room;
11. Auditorium Room with a capacity of more than 100 people;
12. Administration Room;
13. Leadership Room;
14. Room for Head of Study Programme and Secretary of Study Programme;
15. Parking Space and Waiting Room;
16. Special Toilet for disabled students;
17. Library Room.

In addition, there is Wi-Fi access spread across UIN Sunan Kalijaga Yogyakarta.

The standards for environment, health and safety, and access for students with disabilities are as follows:

1. Each faculty has been provided for wheelchair ramps, including in mosque areas, laboratories, and all buildings;
2. Closing all gutters so that students with disabilities do not fall;
3. Provide mobility service vehicles from CSR Astra Honda Motor, a three-wheeled vehicle modified by PT Astra to be used for transporting wheelchairs;
4. Sterilize the parking area of motor vehicles on the eastern campus to access students with disabilities.

Access to literature

The Library of UIN Sunan Kalijaga implements an automation system in their circulation, fines, member card checking, and statistics using a Local area Network (LAN) equipped with an Online Public Access Catalog (OPAC). The main library is a four-floor building located east of the campus and is accessible online³⁵. The service hour of the library starts at 8 a.m. and ends at 7 p.m.. The books are coded and fully managed through a database and searching system that enable students to find their desired book very easily.

Other services are also provided, including computer training, information desk services, photocopying services, references, final papers, theses, dissertations, serial clippings, and services on selected papers/articles downloaded from the internet. To carry out this task, the library is supported by 45 personnel, consisting of the Head of the library, two coordinators, eight sub coordinators, and 34 staff.

The library has 2,505 titles with 9,640 copies for the **Qur'an Studies**, 1,022 titles with 5,666 copies for the **Hadith Studies** and 2,813 titles with 9,530 copies for the **Islamic Theology and Philosophy programme**. Students can access literature owned by the UIN Sunan Kalijaga library through a digital service system by accessing the site <http://digilib.uin-suka.ac.id>.

To support academic services, the library subscribes to various international journal databases system, such as PROQUEST, GALE, Oxford Journals, IISTE, Taylor & Francis, Emerald Insight, Sage Journals, Oxford Islamic Studies, SIAM, IG Publishing Book, Cambridge, Ebook of the Ministry of Religious Affairs of the Republic of Indonesia, SCIENCE – AAAS, Wiley Online, EBSCOhost, SpringerLink, and JSTOR.

In addition to the main library of UIN Sunan Kalijaga, the postgraduate programme has its own library that facilitates all post-graduates students and is open for all other students. The Postgraduate library has a collection of classic and contemporary books in the fields of Islamic studies and the humanities. The Postgraduate library has 17.068 book copies for 8.472 titles.

Appraisal:

The site visit was conducted in a hybrid format, so that half of the panel (three experts) could visit the facilities on site at UIN Suka and the other half (three experts) received photos and videos for evaluation.

³⁵ <http://lib.uin-suka.ac.id/>

In the opinion of the panel, the number and size of the classrooms as well as the equipment of all learning facilities correspond to the described needs of the study programmes. The teaching rooms and laboratories are equipped with state-of-the-art technology.

Access to the internet via wireless LAN is free of charge and the courses where disabled students are participating are scheduled in barrier-free rooms. For example, although the faculty does not have a lift to reach the higher floors without stairs, it was explained in discussions with the programme organisation that in student cohorts that include students with physical disabilities, courses are planned in the ground floor teaching rooms, which are also equipped with ramps.

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

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

4.4 Additional services

In 2015, UIN Sunan Kalijaga Yogyakarta established the Student Counselling Centre. The centre provides a comprehensive programme of support services to assist students at UIN Suka in their adjustment to the demands of the University environment, including career counselling. The centre has membership in the International Association of Counselling Centres. Counsellors at the centre practice under the international counselling guidelines and counselling code of ethics. At the faculty level, there is Pusat Inkubasi Bisnis whilst at the department level, there is an optional entrepreneurship course.

Further services that aim to prepare students for the working world, including career guidance and job fairs hosted by the University in the Center for Entrepreneurship and Career Development (CENDI). For Career Preparation, CENDI has carried out several activities to ensure that its students get placement in the job market. The activities are carried out regularly.

Alumni Activities

Alumni of all three programmes are bound in one organisation called the UIN Sunan Kalijaga Alumni Association (IKASUKA). This organisation is based on the desire to maintain communication between fellow alumni and the University. This organisation is expected to be able to play a role in

improving the ability, expertise and skills of alumni to increase the role of Alumni for the community especially in the field of Qur'an and Tafsir Sciences.

The objectives of this organisation include:

1. Creating communication media for alumni through various media, especially web and other publications;
2. Able to play a role in improving skills, skills and skills in the field of Qur'anic Sciences and Tafsir;
3. To be a forum for alumni for various job information;
4. Provide media for alumni to communicate with each other;
5. Conduct Member Logging; and
6. Create and manage portal web databases and related matters.

In order to achieve the desired goals, this organisation undertakes the following efforts:

1. Improving insights for Alumni of the Qur'an and Tafsir Study Programmes;
2. Conduct alumni fundraising efforts through member dues or accommodate donations from various parties who are competent to the organisation;
3. Educate and build alumni cadres towards quality human resources;
4. Regular collection of the organisation's membership fee; and
5. Develop cooperation with various parties.

Appraisal:

The University offers students career guidance and placement services to promote their employability. Sufficient resources are provided by the University for this purpose. However, the panel would like to note that the staff of the Center for Entrepreneurship and Career Development, which consists of three persons, is available for the entire University and therefore consideration could be given to increasing the staff to take into account the increasing number of students. In addition, an alumni organisation has been set up with the aim of developing an alumni network and alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programmes.

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

4.6 Financing of the study programme (Asterisk Criterion)

UIN Sunan Kalijaga is a governmental work unit, so that the state guarantees its sustainability. According to the Ministry of Finance Regulation, UIN Sunan Kalijaga is included in the category of work units that implement the Financial Management of Public Service Agencies (PK-BLU). Based

on article 14 of Governmental Regulation number 23 of 2005, the sources of funds are divided into three, namely:

1. Government funds sourced from the governmental State Budget (APBN).
2. The funds generated by UIN SUKA come from educational services, and work contracts with the community and other institutions (student tuition fees, asset rentals, and businesses owned by UIN SUKA, which the business development center manages).
3. Scholarship funds³⁶.
4. Funds sourced from the community in the form of grants obtained from the community or other bodies (CSR, Waqf, Foundation, Alghazali).

Appraisal:

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

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

³⁶ from SUKA Endowment, UPZ FEBI, Bidikmisi Scholarship, DIKPORA Scholarship, Bank Indonesia Scholarship, PLN Laziz Scholarship, Religious Study Program Scholarship, Tahfidz Qur'an Scholarship, Bank Negara Indonesia, Achievement and academic scholarships, Regional Development Bank Scholarships, PT. Djarum, Bank Syariah Mandiri Scholarship, UIN Sunan Kalijaga Yogyakarta, including the destination universities for scholarship recipients from the Indonesian Endowment Fund for Education (LPDP) for master and doctoral programmes

5. Quality assurance and documentation

UIN Sunan Kalijaga has a quality assurance system that extends from the University to the faculties to the study programmes through the internal quality assurance system regulated by the Statutes of the UIN Sunan Kalijaga (Articles 72-74 of 2014) and implemented by the Quality Assurance Agency (LPM), which contains provisions for general, academic and non-academic supervision.

The systemic quality assurance system is part of the quality assurance system through the ISO 9001:2008 standard, implemented by the Quality Assurance Agency (LPM) of UIN Sunan Kalijaga. LPM is a technical support element within UIN Sunan Kalijaga in improving the lecturers' and students' academic quality (statute articles 200-203).

Current LPM organisational structure (2020-2024) consists of the chairman, secretary, and four Centers, namely the Head of the Center for Academic Quality Standards Development, the Head of the Audit and Quality Control Center, the Head of the Accreditation and Certification Center, and the Head of the Center for Information Analysis, International Publications and Ratings.

In the quality assurance system at the faculty and study programme level, particularly, the University Chancellor and the Dean of the faculty appoint a Quality System Controller at the Faculty level (PSMF) and a Quality System Controller at the study programme level (PSMP) who are responsible for ensuring and guaranteeing the well-organised process of academic activities and the curriculum.

An Internal Quality Audit led by the University Quality Assurance Agency carries out the quality assurance system for the study programmes. The Quality assurance includes a cycle of planning, implementation, evaluation, and corrective action as evidenced in money/audit reports.

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

The quality standards consist of three groups of standard, namely the Education Quality Standards, Research Quality Standards, and the Community Service Quality Standards. Each quality standard is further subdivided into eight standards³⁷.

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

UIN Sunan Kalijaga implemented the Quality Assurance Mechanism through a cycle of activities abbreviated as PPEPP or PDCA, which consists of:

1) Setting (Plan)

This is an activity to prepare standards of UIN Sunan Kalijaga, namely standard-setting activities consisting of quality standards of UIN Sunan Kalijaga;

2) Implementation (Do)

There are standard fulfilment activities consisting of quality standard of UIN Sunan Kalijaga;

3) Evaluation (Check)

Implementation of UIN Sunan Kalijaga Standards, namely comparison activities between the outputs of activities to meet UIN Sunan Kalijaga Standards with UIN Sunan Kalijaga Standards that consist of SN UIN Sunan Kalijaga and UIN Sunan Kalijaga Standards set by universities. These activities include auditing, monitoring, evaluation and survey.

4) Corrective Action (Act)

This activity is corrective action as an analysis of the causes of the UIN Sunan Kalijaga Standards consisting of the SN UIN Sunan Kalijaga and UIN Sunan Kalijaga Standards Determined by Tertiary Education Institutions that were not achieved for corrective action; and

5) Improvement (P)

UIN Sunan Kalijaga Standards, namely activities to improve the UIN Sunan Kalijaga Standards so that they are more elevated than the predetermined UIN Sunan Kalijaga Standards.

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

Evaluation by students

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

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

Governance Standards, Governance and Cooperation, Student Standards, Financial Standards, Facilities and Infrastructure.

research, community service, and external instruments and achievements of the tri dharma. Evaluation for the implementation of the study programme is carried out through a service satisfaction survey for Lecturers, Education Personnel, and Students.

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

Evaluation by faculty

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

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

The ICM score is calculated using the weighted average score of the individual service elements. Overall, lecturers and education staff evaluations use the written rules and procedures contained in the survey evaluation guidelines³⁸. The results are communicated to lecturers and education staff and are used as follow-up materials by the study programme. In addition, evaluation results are used and published to measure the achievement of key performance indicators and the additional implementation of academic quality standards.

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

³⁸ The measurement of the satisfaction index of the academic community refers to the Guidelines for Preparation of the Community Satisfaction Index (IKM) Ministry of PAN Regulation No. 25 of 2004.

Satisfaction surveys for lecturers and education staff are carried out regularly with the following survey schedule: Lecturers twice a year as a login requirement for evaluating lecturer performance load (BKD). For educational staff, twice a year as a requirement for Wi-Fi login. Lecturers fill out online surveys through the website provided by UIN Sunan Kalijaga. Furthermore, the study programme's quality controller processes survey data into reports. The faculty's quality controller coordinates all reports to be submitted to the faculty and Head of the study programme. The result of the survey are evaluated and responded to by the Head of the study programme in management review meetings. In addition, the Quality Assurance Agency, together with the study programme's quality controller, monitors the follow-up by the study programme. All evidence of survey guidelines, study programme survey reports, minutes of meetings, and follow-up plans by study programmes can be accessed on the website. All Lecturers, education staff, students, and stakeholders can access the evaluation results.

External evaluation

User satisfaction is assessed through surveys and questionnaires filled out by UPPS alumni users in a google form. Aspects used to assess user satisfaction include ethics, expertise in science (primary competence), foreign language skills, information technology, communication skills, cooperation, and self-development. The mechanism for implementing the user satisfaction survey starts with the person in charge of the survey who is in charge of contacting the alumni personally, then sending a google form via email, which the alumni will deliver to the superiors where they work. Next, the supervisor himself will fill out the user satisfaction form and submit it directly to the linked google form page. Thus, automatically, the user satisfaction survey results have been recorded in the google form results, and the results can be immediately known. Data analysis of user satisfaction survey results is carried out by identifying each aspect of all data entered. The subsequent analysis is to calculate the user satisfaction score.

The availability of valid evidence regarding measuring graduate user satisfaction that is carried out consistently can be seen on the google form, which continuously updates the number of users who have filled out user satisfaction forms. Interested parties to see the satisfaction of graduate users can access this evidence, especially those related to the assessment aspect. In the user satisfaction survey form, a follow-up column is also provided to be filled in by the user to provide input to improve aspects of graduates that are considered unfavourable.

Information on activities during the academic year

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

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

Appraisal:

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

In addition, it is positively noted that following the feedback during the on-site visit, UIN Suka has introduced a workload evaluation to monitor the actual workload of the students in the respective courses from now on.

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

In terms of the programme description, UIN Suka suitably documents and publishes them digitally on several platforms to provide students and lecturers with all relevant and required information online. The panel points out that description of the programmes could be further specified for third parties as the descriptions of the individual study programmes provided were quite similar, e.g. a more concrete differentiation of the two study programmes **Qur'anic Studies (BPQS)** and **Hadith Studies (BPHS)** could be highlighted (see appraisal chapter 3.1) and it could be clarified that the study programmes do not explicitly train for a teaching profession (see appraisal chapter 1.1).

To inform about the activities during the academic year, the University regularly publishes updated news and information about the study programme on its websites. In addition, press relations and network communication are actively maintained.

		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

Bachelor programme:

Islamic Theology and Philosophy (S.Ag.)

Qur'anic Studies (S.Ag.)

Hadith Studies (S.Ag.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		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		
3.2	Structure					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity		X			
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year		X			