

# Decision of the FIBAA Accreditation and Certification Committee



9<sup>th</sup> Meeting on March 22, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/096 Cluster 4
<b>Higher Education Institution:</b>	Universitas Islam Negeri Sunan Kalijaga
<b>Location:</b>	Yogyakarta, Indonesia
<b>Study Programme:</b>	Islamic Studies (Dr.)
<b>Type of Accreditation:</b>	Initial accreditation

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

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

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

The FIBAA Quality Seal is awarded.



## Assessment Report

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

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**Higher Education Institution (HEI):**

Universitas Islam Negeri Sunan Kalijaga, Indonesia

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**Doctoral programme:**

Islamic Studies

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**Qualification awarded on completion:**

Doctor (Dr.)

# General Information on the Study Programme

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

The Doctoral programme engages with interdisciplinary approaches to the study of Islam and Muslim societies, which aims to provide students with not only critical analysis but also comparative and multidisciplinary perspectives in dealing with Islam both as a religion and as a social phenomenon.

Graduates of the programme should receive competencies as independent lecturers and researchers, developing knowledge in the fields of Islamic studies through research by producing creative, original, and tested works. They are expected to be able to solve religious and Islamic problems in their scientific fields through interdisciplinary approaches, and to be able to manage, lead, and develop research for the benefits of humankind.

In addition, since students are classified according to certain specialisations in Islamic Studies that they choose, they are expected to develop specific skills in the concentrations they take in the second semester, e.g. Islamic Thought and Muslim Societies, Qur'anic and Hadith Studies, Inter-faith Studies, Islamic Law and Social Institutions, Islamic Education and Early Childhood Education, and Islamic Library and Information Studies.

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## **Type of study programme:**

Doctoral programme

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

59 SKS credits / 196.7 ECTS credits in eight semesters

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## **Mode of study:**

full-time

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## **Didactic approach:**

study programme with obligatory class attendance

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

no

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## **Programme cycle starts in:**

September

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## **Initial start of the programme:**

1983

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## **Type of accreditation:**

initial accreditation

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**Accreditation in one cluster (cluster 4) with:** Islamic Theology and Philosophy (S.Ag.), Qur'anic Studies (S.Ag.) and Hadith Studies (S.Ag.)

## Procedure:

A contract for the initial accreditation of the Islamic Studies (Dr.) 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 programme and further documents in order to prove that the criteria for programme accreditation are met.

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

**Prof. Dr. 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 – 2, 2022, at the HEI's premises in Yogyakarta (Indonesia) and via the video conferencing tool *Zoom*. The same cluster included an appraisal of Islamic Theology and Philosophy (S.Ag.), Qur'anic Studies (S.Ag.) and Hadith Studies (S.Ag.). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

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<sup>1</sup> 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

The Islamic Studies (Dr.) offered by Universitas Islam Negeri Sunan Kalijaga fulfils the FIBAA quality requirements for doctoral 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 two areas where the programme could be further developed:

The panel recommends

- that the didactic concept focuses more on enabling students to be independent in their research (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);
- that more full professors be appointed and/or that the promotion of associate professors be promoted with greater support (see chapter 4.1).

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

There are criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.2)
- Gender Equality and Equal Opportunities (see chapter 1.5)
- Internationality of the Teaching Staff (see chapter 4.1)
- Internal Cooperation within the Faculty (see chapter 4.1)
- Financial Support and Scholarship Programmes (see chapter 4.5)

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.

### Postgraduate School

Since the academic year 1983/1984, UIN Sunan Kalijaga has initiated formal education for scholars who wish to obtain Master and Doctoral degrees. This pilot is based on the Decree of the Minister of Religion No. 26 of 1983 which was redefined by the Decree of the Minister of Religion No. 208 of 1997 and the Decree of the Minister of Religion No. 95 of 1999. In the academic year 1985/1986, the Postgraduate School produced Master's graduates for the first time, and from that time onwards lectures

were also held under the Doctoral Programme (S3). It was originally called the Faculty of Postgraduate and Doctoral Education. As it developed further, the name of the Faculty was changed to Postgraduate School, and is headed by a Director. There are currently two programmes allocated: a Master programme in Interdisciplinary Islamic Studies and a Doctoral programme in Islamic Studies. The Doctoral Programme in Islamic Studies has been regularly reviewed by Indonesia's National Accreditation Board for Higher Education.

## Statistical data

Table 1: Statistical Data

		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		100	100	100	100	100	100
# Applicants	Σ	149	184	178	229	89	42
	f	84	94	97	108	16	17
	m	65	90	81	121	73	25
Application rate		149.00%	184.00%	178.00%	229.00%	89.00%	42.00%
# First-Year Students (accepted applicants)	Σ	65	92	92	173	83	34
	f	15	20	26	54	13	13
	m	50	72	66	119	70	21
Rate of female students		0,230769231	0,217391304	0,282608696	0,312138728	0,156626506	0,382352941
# Foreign Students	Σ	1	2	2	5	0	2
	f	0	1	1	1	0	0
	m	1	1	1	4	0	2
Rate of foreign students		0,015384615	0,02173913	0,02173913	0,028901734	0	0,058823529
Percentage of occupied study places		65.00%	92.00%	92.00%	173.00%	83.00%	34.00%
# Graduates	Σ	60	45	37	31	26	40
	f	33	25	6	4	2	15
	m	27	20	31	27	24	25
Average duration of study		8 semester	8 semester	8 semester	8 semester	8 semester	8 semester
Average grade of final degree		3,3	3,4	3,4	3,4	3,71	3,67

# Description and Appraisals in Detail

## 1. Goals and Strategy

### 1.1 Objectives of the Doctoral Programme

The graduates of the Doctoral programme in Islamic Studies (DPIS) are expected to possess key competencies as independent academics and researchers. Graduates should be able to

- develop knowledge in the field of Islamic studies through research to produce creative, original, and tested works;
- solve religious and Islamic problems in their scientific fields through interdisciplinary, multidisciplinary, and transdisciplinary approaches;
- manage, lead, and develop research and development that is beneficial for the benefit of mankind, and is able to get national and international recognition.

The objectives are designed in accordance to the Regulation of the President of the Republic of Indonesia No. 08 of 2012 on the Indonesian National Qualification Framework (KKNI), which qualifies the Doctoral programme at level 9.

The objectives are stated as follows:

<b>Mastery of Knowledge</b>	<p>Able to develop the theory and philosophy of Islamic study in an academic, practical and professional context in an interdisciplinary, multidisciplinary and transdisciplinary manner.</p> <p>Able to develop theories and philosophies to develop collaborative networks in the field of Islamic study</p>
<b>General Skills</b>	<p>Skilled in developing the theory and philosophy of Islamic study in an academic, practical, and professional context in the form of dissertations and papers published in reputable international journals in an interdisciplinary, multidisciplinary and transdisciplinary manner.</p> <p>Skilled in developing research theories and philosophies in the field of Islamic studies in the form of dissertations and papers published in reputable international journals in an</p>

	<p>interdisciplinary, multidisciplinary, and transdisciplinary manner.</p> <p>Skilled in developing theories and philosophies of community service in the field of Islamic in the form of dissertations and papers published in reputable international journals in an interdisciplinary, multidisciplinary and transdisciplinary manner.</p> <p>Skilled in developing collaborative networks in the field of Islamic studies are interdisciplinary, multidisciplinary and transdisciplinary.</p> <p>Skilled in developing and maintaining collegial and peer-to-peer relationships within one's own environment or through collaborative networks with research communities outside the institution, including domestic and foreign research communities.</p>
<b>Special skills</b>	<p>Skilled in constructing Islamic studies (study) theories in an interdisciplinary, multidisciplinary and transdisciplinary manner in the form of papers, dissertations, and articles in reputable journals.</p> <p>Skilled in designing Islamic studies (studies) in an interdisciplinary, multidisciplinary and transdisciplinary manner in providing consultations.</p>

Altogether, students have the possibility to choose one from twelve concentrations: Islamic Studies (SI), Study of al-Qur'an Hadith (SQH), Islamic Economics (EI), Islamic Cultural History (SKI), Islamic Education (KI), Islamic Library and Information Science (IPII), Middle East Studies (Summit), Inter-faith Studies (KAI), Legal Sciences and Social Institutions, Early Childhood Education (PAUDI), Islamic Thought and Muslim Society (ITMS) (International Class of English) and Islamic and Arabic Studies (DIA) (International Class Arabic).

The specific learning outcomes of each concentration can be found in Annex 1 of this report.

Based on the general objectives of the PhD programme, the following graduate profile was designed:

**Table 2: Graduate profile**

LEARNING OBJECTIVES	DESCRIPTION
Academia	Becoming an Educator (Lecturer), a productive researcher in the development of the field of Islamic studies and the Muslim community with academic integrity, professional and responsible.
Islamic Studies Researcher	Become a researcher in Islamic studies who has strong methodological and theoretical abilities.
Expert practitioners	Become an expert practitioner (manager, supervisor) in various fields according to the concentration taken who is professional, has a good personality, is honest, and has a social responsibility.

## Appraisal:

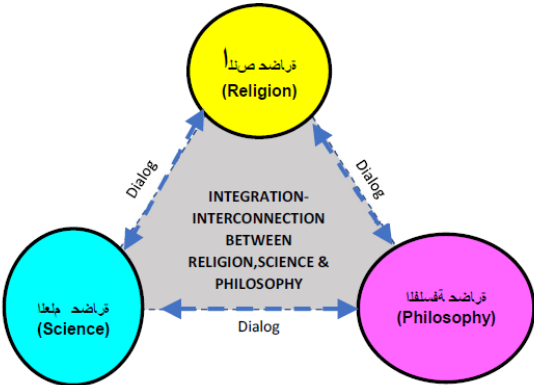
The qualification objectives of the programme are explained and convincingly presented by the University in relation to the target group and societal context of the discipline. They embrace academic proficiency as well as the development of the individual student's personality. The doctoral programme and the pursued qualification and competency goals are matched with each other.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1	Objectives of the Doctoral Programme			X		

## 1.2 Positioning of the Doctoral Programme on the education market

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.

Table 3: Visual representation of the spirit of integration-interconnection in the teaching of UIN Suka



DPIS is considered a vanguard in the training of professionals, teachers and researchers.<sup>2</sup> With the vision of "being superior and leading in the integration of science and Islam for civilization", UIN Sunan Kalijaga has a strong commitment to developing itself into a world-class University with a strong reputation in the international arena. In order to strengthen steps towards these goals, UIN Sunan Kalijaga is continuously preparing quality and internationally competitive human resources through developing cooperation with various leading universities in the world. The University explains that the readiness of the UIN Sunan Kalijaga DPIS is proven by the official recognition of the National Accreditation Board for Higher Education<sup>3</sup>, that the Islamic Studies Doctoral Programme was accredited A (Very Good) with a score of 374.<sup>4</sup>

According to the University, DPIS of UIN Sunan Kalijaga is one of the oldest doctoral programmes of Islamic Studies in Indonesia under the auspices of the Ministry of Religious Affairs (MORA).<sup>5</sup> Thus, the programme has been one of the most leading programmes in the field since its establishment on March 16, 1983 and has been among the most important destinations for students who are willing to pursue a doctoral degree in Islamic studies in Indonesia.<sup>6</sup>

In addition, it is stated that the programme hosts highly qualified professors whose research interests cover interdisciplinary Islamic studies. Interdisciplinary approaches to the studies of Islam and Muslim societies become the programme's hallmark to introduce students to not only critical analysis but

<sup>2</sup> See self-evaluation report, p. 7  
<sup>3</sup> based on the BAN-PT Decree no. 2801 /SK/BAN-PT/Akred/D/V /2020  
<sup>4</sup> See self-evaluation report, p. 7  
<sup>5</sup> See self-evaluation report, p. 7.  
<sup>6</sup> See self-evaluation report p. 8

also rich, comparative, and multidisciplinary perspectives in dealing with the subject of Islam both a religion and a social phenomenon. The University explains it as a big project that needs collaborative commitments with several parties. In this regard, the programme considers making partnership with various parties both domestic and overseas highly necessary to achieve this end. Cooperation and collaborative research have been done with partners from universities under the Ministry of Religious Affairs, some universities in Indonesia under the Ministry of Education like UGM, UII, UNY, and UMY, and foreign universities like Göttingen University (Germany), Radboud University of Nijmegen (Netherlands), Leuven University (Belgium), National Cheng Kung University (Taiwan), Ez-Zitouna University (Tunisia), and Canal Suez University (Egypt). By doing so, the programme shall equip students not only with a rich academic milieu but also with a wide academic network.

Students can choose one of twelve concentrations as part of their programme. UIN Suka explains that the possibility to choose a major can be seen as an additional special feature within the educational market, as all other PhD programmes in other Islamic HEIs in Indonesia are no longer offered with majors. In addition, the possible exchange with other religious views should distinguish the study programme from other universities teaching the same subject.

**Appraisal:**

The University was able to convincingly demonstrate the relevance and positioning of the programme in the Indonesian education sector through the profile and competency goals described. 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. The panel assesses that the programme is well positioned and has a good reputation.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	<b>STRATEGY AND OBJECTIVES</b>					
1.2	Positioning of the Doctoral Programme in the educational market		X			

**1.3 Positioning of the Doctoral Programmes on the Job Market for Graduates**

More than 700 doctors have graduated from DPIS. Its alumni have spread out around Indonesia as lecturers, university leaders, government administrators, NGO activists, and Muslims organisation leaders. According to UIN Suka, professors and lecturers of DPIS are well recognised both at the national and international levels.<sup>7</sup> They have occupied different roles in various regions in Indonesia and even abroad by engaging in diverse professional positions.

Furthermore, many alumni hold important positions at the State Islamic Religious University (PTKIN) and the Ministry of Religious Affairs (MoRA). Among others, as General Secretary of MoRA, Rector of

<sup>7</sup> See self-evaluation report, p. 7

UIN Mataram, Rector of IAIN Bengkulu, Rector of IAIN Tulungagung, or Director General of Islamic Community Guidance, MoRA. Several other alumni have held positions such as a member of the Indonesian Parliament, Governor of Gorontalo, Ambassador of the Republic of Indonesia to Azerbaijan, Director of Pesantren (MoRA), Indonesian Ombudsman National Committee, or Police Brigadier General.

The programme is designed by considering the University’s guidelines in implementing *tridharma* (three functions) of Higher Education: teaching, research, and community services. The curriculum is thus designed following these tridharma. A space is given to students to develop their skills, which might be useful to link their research findings with community services and development. This can be seen from the programme’s alumni who successfully carry out the task of community services. Some act as consultants in Islamic religious and social affairs in several state departments, while some others are involved in some *ulamatic* and educational institutions. In addition, some of the students and alumni are involved in environmental issues in their society.

**Appraisal:**

The doctoral programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research (see also chapter 1.2). The programme is more academically oriented, but nevertheless qualifies for other career paths in terms of competences in research and practice by taking into account the professional qualification for employment due to the described profile and the pursued focus of research (see chapter 1.1).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

**1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution**

DPIS has a mission to develop studies in the field of Islamic studies with integrative-interconnective scientific mastery supported by a strong methodology within the framework of humanist-transcendental social transformation. The vision of the Doctoral Programme is stated as the following: "To excel and foremost in preparing a Doctor of Islamic Studies with international standard in 2039". Upgrading in the above vision implies leading or being a pioneer in developing and combining various scientific



disciplines in the field of teaching Islamic studies, research in Islamic studies, and community service with Islamic insight and values. Leading means that it is widely known both nationally and internationally because of its excellence in the fields of teaching, research, and community service in the field of Islamic studies.

Therefore, the position of DPIS is seen as very strategic for the development of UIN Sunan Kalijaga. This is because DPIS is at the forefront of the internationalisation process of UIN Sunan Kalijaga's institutions. According to the University, DPIS also contributes to building international networks in the fields of education and research through collaboration with various leading universities in the world.

**Appraisal:**

The panel considers the programme to be 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 programme and form the core of the University's mission and strategic planning. Accordingly, the qualification goals of the study programme are in line with the mission and the strategic planning of UIN Suka.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

**1.5 Gender Equality and Equal Opportunities**

DPIS is open to all people, without any discrimination of religion, ethnicity, gender and others. There are different ethnic and regional backgrounds of the PhD students, who come from different parts of Indonesia. In addition, some students also come from Afghanistan, Algeria and Libya and attend international classes.

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.<sup>8</sup> 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 award from the Minister of Education and Culture of Indonesia in 2013 in Denpasar Bali.<sup>9</sup> 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.<sup>10</sup>

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:

UIN Suka fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students is ensured. Especially with the Center for Gender Studies and Center for Disability Services equal opportunities and gender equality are actively promoted.

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<sup>8</sup> See self-evaluation report p. 69

<sup>9</sup> See self-evaluation report, p. 69

<sup>10</sup> See self-evaluation report cluster 2, p. 44

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.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities		X			

## 2. Admission

The procedure for accepting new students at UIN Sunan Kalijaga is carried out in an integrated manner by the admission unit of UIN Sunan Kalijaga. The new student recruitment system includes new student recruitment policies, new student selection criteria, decision-making systems, and new student admission procedures. The recruitment system for new students is regulated by UIN Sunan Kalijaga under the coordination of Vice-Rector.

### General requirements<sup>11</sup>

The criteria for new students of the Doctoral Programme in Islamic Studies are as follows:

General requirements:

- M.A. graduates with a GPA of > 3.00 on a scale of 4 or equivalent from an A accredited study programme, or;
- M.A. graduates with a GPA of > 3.25 on a scale of 4 or equivalent from a B accredited study programme, or;
- M.A. graduates with a GPA of > 3.50 on a scale of 4 or equivalent for applicants from a C accredited study programme.
- Graduated from a university registered in PD-Dikti (For graduates of foreign universities, have the equivalent of a diploma from the Ministry of Research and Technology / Ministry of Religion).
- Paying the selection fee for Mandiri Admission of Sunan Kalijaga State Islamic University via Bank Mandiri or BNI.

Special Requirements: legalized certificate and transcript; two letters of recommendation; statement of purpose; curriculum vitae (CV)<sup>12</sup>; and doctoral proposal.

<sup>11</sup> With reference to the Academic Guidelines for Postgraduate and Doctoral Programmes published on <http://pps.uin-suka.ac.id/en/page/prodi/2463-New-Student-Admission>.

<sup>12</sup> Which contains the following: personal identity, educational backgrounds, important publication, academic exposure, and leadership or social activities.

These documents are to be submitted for the application process and constitute the portfolio that will be considered in the selection process.

#### Language requirements

- English skills: Minimum TOEFL score of 450 or IELTS of at least 5.5 or
- Arabic skills: Minimum TOAFL/IKLA score of 450

(TOEFL/IELTS must be issued by a Language Center managed by a credible university. TOAFL/IKLA must also be issued by the PTKIN Language Center).

#### Requirements for foreign students

- Arabic: Arabic report card with a score of at least 500;
- Indonesian Language Proficiency Certificate (for participants from Non-Malay Countries).
- English: minimum of TOEFL/IELT 5;
- For International Class: Arabic: IKLA/TOAFL (score of at least 550). English: TOEFL/IELT (score of at least 550/6)

In the context of internationalising the study programmes and UIN Sunan Kalijaga, the admission of new students from abroad is still based on academic ability and must obtain a certificate of passing the Indonesian language test from the UPT Language Development Center (PPB). If they have good academic skills but have not passed the Indonesian language test, the student is required to take Indonesian language matriculation at the UPT Language Development Center until they have passed.

#### Selection procedure

Admission for the DPIS is managed by the admission unit of UIN Sunan Kalijaga Yogyakarta. The admission is open four times a year, twice per semester. The selection procedure is carried out by two methods: the portfolio-based selection and the interview selection. The selection committee strongly considers applicants' English and/or Arabic proficiency, scientific publications, academic skills and convincing research proposals.

The admission is carried out transparently and documented by the Admission Office. All the information is available on the Admission Office official website and/or the website of UIN Sunan Kalijaga including admission procedures, requirements, selection procedures, tuition fees, scholarship opportunities, or announcements.

Already during the admission process, applicants consult with the professors of the programme in order to decide on and apply for one of the majors of the PhD programme. Each participant can choose a maximum of two concentrations and prioritise which of the two chosen concentrations is their first choice.

Exam results are announced via the official website<sup>13</sup> for admission of UIN Sunan Kalijaga Yogyakarta and the official website of UIN Sunan Kalijaga Yogyakarta.

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<sup>13</sup> <http://admisi.uin-suka.ac.id>

## Appraisal:

The admission requirements for PhD students are properly defined and set out transparently. The selection procedure is carried out in accordance with the national law and therefore satisfies the legal requirements. The selection procedure for the admission of doctoral students is presented in the overarching information document "Standard Operating Procedures of New Student Admission". The decision on admission is based on transparent criteria and it is clearly communicated. The responsibilities are also clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>2.</b>	<b>ADMISSION</b>					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

## 3. Implementation

### 3.1 Structure

Projected study time	Four years
Number of Credit Points (CP)	59 SKS credits / 196.7 ECTS credits. Every 3 SKS credits equal to 10 ECTS credits.
Workload per CP	1 credit is equal to 320 minutes per week per semester
Number of modules	10
Number of contact hours	5,901 study hours

In the Doctoral Programme lecture, one credit is equal to 320 minutes per week per semester. With the details of lecturers entering face-to-face lectures for 50 minutes per one credit per week per semester, thus lectures are two credits (100 minutes face to face in class) and three credits (150 minutes face to face in class).

120 minutes per one SKS conducts structured lectures per week per semester, thus two credits (240 minutes of structured lectures outside the classroom) and three credits (320 minutes of structured lectures outside the classroom).

150 minutes per one SKS credit conducts independent lectures per week per semester, thus two credits (300 minutes of doing independent lectures) and three credits (450 minutes of doing independent lectures outside the classroom). The following table details one credit in the Doctoral programme:

To obtain a doctoral degree, students must have successfully completed 59 SKS credits (equal to 196.7 ECTS credits), which are divided into ten modules: six courses, comprehensive examination, thesis proposal examination, article publication, and doctoral thesis. Students must have passed six courses in the first two semesters, while comprehensive and proposal examinations may be taken from the third semester. Article publication involving two thesis supervisors as corresponding authors must be completed before the thesis defence.

The thesis itself is examined in three levels by the thesis committee. The first (preliminary) examination assesses whether the thesis draft is academically feasible, and therefore its writing can be continued. The second (closed) examination assesses the quality and academic contribution of the thesis. Meanwhile, the third examination is the doctoral defence, which assesses whether the student is qualified to be awarded a doctoral degree with their thesis. Students must finish their studies within no longer than twelve semesters plus two semesters in case of a study leave.

Students are considered to have passed and awarded a doctoral degree if they can achieve a minimum grade of three out of the grading scale of four (good: 3.00-3.50; very good: 3.51-3.75; excellent: 3.76-4.00). Students can achieve a maximum grade (cumlaude) if they can finish their studies no later than ten semesters. All DPIS students are full-time students, DPIS has no part-time students nor paid working students.

## Appraisal:

The structure corresponds with the objectives of the doctoral programme and it properly connects the range of courses with the research tasks of the doctoral students. The research project is accompanied by courses that support the student in conceptualising and writing his or her dissertation.

The structural requirements of the doctoral programme are accounted for the national and higher education specific requirements in a doctoral degree regulation in Indonesia.

In terms of law and of fact the status of the doctoral students is regulated properly.

Course descriptions for the PhD programme were provided and were subject to review by the panel. They are informative and contain all necessary information on the content, duration, requirements, recommended reading and the learning outcomes to be achieved.

**Quality Ratings**

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulations			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

## 3.2 Content

Table 4: Curriculum Overview

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

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester											Workload		Method of Teaching	Form and Duration of Examinations	
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	Hours in Class			Hours Self-Study
<b>General Compulsory Courses</b>																	
M1	Islamic Studies: Text, Context and Methodology	4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M2	Philosophy of Islamic Sciences	4											250	250	Class presentation dan Discussion		
M3	Methodological Clinic	4											250	250	Class presentation dan Discussion		

### 2<sup>nd</sup> Semester

<b>Major Compulsory Courses</b>																	
<b>Major: Islamic Studies</b>																	
M4	Classical and Contemporary Islamic Thought		4											250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Islam and Social Theories		4											250	250	Class presentation dan Discussion	
<b>Major: the Qur'an and Hadith Studies</b>																	



M4	New Trends in the Qur'an and Hadith Studies		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Islamic Hermeneutics		4												250	250	Class presentation dan Discussion	
<b>Major: Islamic Economics</b>																		
M4	Econometrics		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Islamic Micro and Macro Economic Theories		4												250	250	Class presentation dan Discussion	
<b>Major: Islamic History and Culture</b>																		
M4	History and Social Theories		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Islamic Historiography		4												250	250	Class presentation dan Discussion	
<b>Major: Islamic Education</b>																		
M4	Thought and Politics in Islamic Education		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Education and Social Theories		4												250	250	Class presentation dan Discussion	
<b>Major: Islamic Library and Information Studies</b>																		
M4	Theories in the Studies of Islamic Library and Information		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Library and Information in Muslim Society		4												250	250	Class presentation dan Discussion	
<b>Major: Middle Eastern Studies</b>																		

M4	Geo-politics and Theories in International Relation	4													250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Social and Cultural Institutions in the Middle East	4													250	250	Class presentation dan Discussion	
<b>Major: Interfaith Studies</b>																		
M4	Interfaith and Peace Studies	4													250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Politics and Management of Religious Pluralism	4													250	250	Class presentation dan Discussion	
<b>Major: Legal Sciences and Social Institutions</b>																		
M4	Philosophy of Islamic Jurisprudence	4													250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Islam and Socio-legal Studies	4													250	250	Class presentation dan Discussion	
<b>Major: Early Childhood Education</b>																		
M4	Analysis and Innovation in Early Childhood Education	4													250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Theories of Early Childhood Education	4													250	250	Class presentation dan Discussion	
<b>Major: Islamic Thought and Muslim Societies (International Programme in English)</b>																		
M4	Islamic Thought in Local and Global Contexts	4													250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M5	Religion, Social Sciences, and Humanities	4													250	250	Class presentation dan Discussion	
<b>Major: Islamic and Arabic Studies (International Programme in Arabic)</b>																		
Exam Paper (60 Min)																		

M4	Islamic Thought in Local and Global Contexts		4													250	250	Class presentation dan Discussion
M5	Theories and Approaches in Islamic and Arabic Studies		4													250	250	Class presentation dan Discussion
<b>Elective course</b>																		
M6	Islamic Religious and Social Movements		4													250	250	Class presentation dan Discussion Exam Paper (60 Min)
M6	Religion and Global Issues		4													250	250	Class presentation dan Discussion
M6	Social and Cultural Studies of the Qur'an and Hadith		4													250	250	Class presentation dan Discussion Exam Paper (60 Min)
M6	Area Studies of the Qur'an and Hadith		4													250	250	Class presentation dan Discussion
M6	Strategic Management		4													250	250	Class presentation dan Discussion Exam Paper (60 Min)
M6	Islamic Finance and Banking		4													250	250	Class presentation dan Discussion
M6	Social and Political History of Islam		4													250	250	Class presentation dan Discussion Exam Paper (60 Min)
M6	Islamic Scholars and Knowledge Production		4													250	250	Class presentation dan Discussion
M6	Education and Digital Revolution		4													250	250	Class presentation dan Discussion Exam Paper (60 Min)
M6	Islam and Multicultural Education		4													250	250	Class presentation dan Discussion

M6	Library and Information Management		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Information Literacy and Knowledge Networks		4												250	250	Class presentation dan Discussion	
M6	New Issues in Middle Eastern Studies	M6	4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Indonesia's Foreign Politics in Middle East		4												250	250	Class presentation dan Discussion	
M6	Religion, Radicalism and Counter-radicalism		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Religion and Belief in Indonesia	M6	4												250	250	Class presentation dan Discussion	
M6	Islam and Legal Pluralism		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Sociology and Anthropology of Islamic Law		4												250	250	Class presentation dan Discussion	
M6	Foundation, Processes, and Assessment in Early Childhood Learning		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Research and Development		4												250	250	Class presentation dan Discussion	
M6	Islamic Political Thought and Activism		4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Religion and Global Issues		4												250	250	Class presentation dan Discussion	

M6	Education, Da'wa, and Culture in the Islamic World			4												250	250	Class presentation dan Discussion	Exam Paper (60 Min)
M6	Islamic Theology and Philosophy			4												250	250	Class presentation dan Discussion	

**3<sup>rd</sup> Semester**

<b>Comprehensive Examination</b>																			
M7	Comprehensive Examination			5													625	Independent studies supervised by a promotor	

<b>History dan Civilization</b>																			
M8	Thesis Proposal Seminar			5													625	Independent studies supervised by a promotor	

**4<sup>th</sup> Semester**

<b>M6 Study of Religion</b>																			
M9	Article Publication			5													625	Independent studies supervised by two promotors	
M10	Doctoral Thesis			20													2500	Independent studies supervised by two promotors	

<b>total</b>																				
		12	12	10	25												12950	17175		

\*The standard duration of study is eight semesters, the maximum permitted duration of study is twelve semesters.

DPIS designs its curriculum in order to equip students with critical thinking, creative understanding of new issues, and innovative skill of research. The courses are classified in three categories: general courses in Islamic studies, competence-based courses, and elective courses. The general courses equip students with theoretical discussions and research skills in Islamic studies. The competence-based courses equip the students with special competence on certain topics of research, while elective courses are aimed at facilitating students with specific knowledge that will enrich their particular research topic. For each course students are required to show their ability to sufficiently master selected readings, and to take part in class presentation and discussions. At the end of the class students are required to write an academic paper, to conduct a small research project, or to show certain mastery of selected readings.

Compulsory lectures are offered in the first two semesters. The first semester is used to bring all doctoral students up to the same level. The course "Methodological Clinic" in the first semester is used to teach students different research methods. In the second semester, students then attend the courses required for their chosen concentration and additionally choose one course from the electives offered. The two study concentrations "Islamic Thought and Muslim Society" and "Islamic and Arabic Studies" are considered as international study specialisations, as the first is conducted in English and the second in Arabic. In the following semesters, students conduct dissertation research and writing, and examinations.

The lecture process at the DPIS is based on an assessment of classical and contemporary literature, both in the form of books and the latest international journals. Up to date references from international journals and the latest relevant books must be used. The professors of DPIS encourage and direct students to refer to authoritative references in their fields. Likewise, the policy of the DPIS in writing comprehensive papers, dissertation proposals and dissertations must refer to international journals that are relevant to the topic of study of each student.

The graduates are qualified to become academia, researchers in the fields of Islamic studies, and practitioners. For that purpose, DPIS offers general compulsory courses in Islamic studies, major compulsory courses in each selected concentration, and an elective course. In order to strengthen the competence of students, DPIS designs the course of Methodological Clinic as an underlying course that enables students to develop and conduct research properly. This course equips students with tools for doing literature review, mapping theoretical discussions, and planning and conducting doctoral research. In addition, students are also required to publish an academic article related to their doctoral research as a way to communicate their research finding to wider research communities.

DPIS offers a number of programmes strengthening students' academic competency including sandwich programme, joint conference, academic writing, colloquium, and a series of public lectures. In addition, DPIS collaborates with the Language Center of UIN Sunan Kalijaga to provide Indonesian students with Arabic and English courses, and foreign students with Indonesian courses.

#### Multidisciplinary Qualifications

DPIS is designed to create independent researchers and thinkers. All classes and activities are therefore designed to equip students not only with critical thinking and analysis, but also with skills of

public speaking. In other words, students are not only required to develop their own research projects, but also to present their research findings to the public, and in some cases to develop policy recommendations that might be useful for the government and other related parties. As future independent researchers and thinkers after their graduation, students are trained with other skills that enable them to cooperate and collaborate with their colleagues as well as governmental and societal elements, and to independently handle some problems that they may encounter. For this purpose, the programme implements a curriculum that gives space for students to develop their own projects and provides some facilities and services by which they may solve their problems and take an active role in conflict resolution.

## Appraisal:

The panel formed the view that the curriculum of the study programme reflects the programme objectives, as described in chapter 1.1, in a way that allows students to develop their research skills based on the scientific state of the art in the respective field. Furthermore, the teaching presents the associated relevant research. The course offer covers the relevant requirements to achieve the pursued research competency of the doctoral students.

The goals of a doctoral degree according to the National Qualifications Framework are fulfilled. The PhD programme ensures that graduates have methodological competence and are empowered to conduct academic work. Methodological competences are acquired by students, among other things, in the Methodological Clinic course on research methods and approaches, during the scientific and research work, as well as in the process of preparing the Doctoral thesis under the guidance of scientific supervisors.

Multidisciplinary contents are part of the programme. Students develop communication and rhetorical skills by taking part at conferences. Students are enabled to present their work and to discuss the knowledge gained in the specialised fields with their colleagues.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

### 3.3 Examination Procedures

Students have to pass six coursework assignments (courses 1-6) mainly demonstrated by writing final papers or literature reviews for each module. Once all course works have been passed, students are eligible to take the comprehensive examination and the doctoral thesis proposal examination. In addition, students have to publish an academic article in a peer-reviewed international journal before submitting their thesis for the doctoral defence. The thesis itself is examined in three levels of examination by the thesis committee. Students must write their thesis in English.

The first (preliminary) examination assesses whether the thesis draft is academically sound and feasible, and therefore its writing can be continued. The second (closed) examination assesses the quality and academic contribution of the thesis. Meanwhile, the last is the doctoral (open) defence to assess the qualification of the student to be awarded a doctoral degree.

DPIS proceeds levels of examination consisting of:

1. Comprehensive examination by a committee consisting of one chairperson and two examiners.
2. Proposal examination by a committee consisting of one chairperson and two examiners.
3. Preliminary examination by a committee consisting of: (a) Chairperson (b) Secretary (c) three examiners: a supervisor, a co-supervisor, and a primary examiner.
4. Closed examination by a committee consisting of (a) Chairperson (b) Secretary (c) five examiners: a supervisor, a co-supervisor, and three primary examiners.
5. Doctoral (open) defence by a committee consisting of: (a) Chairperson (b) Secretary (c) six examiners: a supervisor, a co-supervisor, three primary examiners, and an external examiner.

Assigning the examiners, DPIS considers their expertise backgrounds, multidisciplinary aspects, and gender perspectives.

The predicate of graduation at the end of the Doctoral Program level which is stated in the Cumulative Achievement Index (GPA) is classified according to the level of assessment as follows:

**Table 5: Grading table**

<b>Grade Point</b>	<b>Predicate of Graduation</b>
3,76 – 4,00	Pass With Praise (Cumlaude)
3,51 - 3,75	Very Satisfying (Very Good)
3,00 - 3,50	Satisfying (Good)
2,50 - 2,99	Not pass

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 examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research.

In principle, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national or international assessment carried out by scientists. In this context, the panel would like to encourage the recruitment of more international examiners, as this would contribute to the internationalisation goal of the programme (and of the university as a whole) (see chapter 1.4) and, if needed, could also attract more full professors (see appraisal chapter 4.1).

The examinations are properly and transparently organised in terms of number, distribution, process and form registration. The examination is divided into different steps in which the students can transparently observe for themselves where their level of knowledge is and what their level of development is. Then follows the defence of the dissertation. The disadvantage compensation is regulated to ensure equal opportunities (see also chapter 1.5).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

## 3.4 Didactic Concept

The development of an Islamic studies curriculum is based on the relationship between Islamic studies and other disciplines, both from classical Islamic studies, religious studies, social sciences, humanities, and natural sciences (science), also with the reality of Muslim society. DPIS implements various methods of teaching: reading assignments, presentation, response papers, literature review, class discussion, or lecturing.

In Islamic studies, the academic field of religious studies is dedicated to researching religious beliefs, attitudes, and institutions. Religious studies are based on the encounter of texts (revelations) and historical-humanitarian realities. Besides studying related religious sciences (Islam or other), religious studies adopt a socio-humanities approach in understanding religious texts. Religious studies

describe, compare, interpret, and explain religion, emphasizing systematic, historical, and cross-cultural perspectives. Therefore, issues in religious studies cover a scope within one religion and across religions.

Social science becomes an analytical tool for understanding Muslim society. As an analytical tool, social science shall not be used in a copy-paste manner but is read critically based on the context of a dynamic Muslim society.

### Networking of the Doctoral Students

The DPIS students build international networks through active participation in international conferences, joint seminars, short courses, workshops, sandwich programmes, and social services. The following are some examples of networking activities by the DPIS students:

**Table 6: Examples of networking activities**

<b>Activities</b>	<b>Place</b>
1. The Short Course of Islamic Studies, Islamic Republik of Iran, 2018	Republic of Iran
2. Joint Seminar on Post Graduate 2016, Universiti Tun Hussein Onn Malaysia, Malaysia 2016	
3. The International Joint Conference, International Islamic University Malaysia, Malaysia 2018	
Sandwich Program Georg-August University Cottingen, Jerman 2017	Germany
7 <sup>th</sup> international Conference on Law and Society, University Malaysia Sabah (UMS), 2018	Malaysia
1. Short Course The Leadership for Senior Multi-faith Women Leaders, Australia Awards Indonesia collaborate with Deakin University, Australia, 2018.	Australia
2. China-Asia Peace & Leadership Workshop, Institute for Peace and Conflict Studies Jinan University Guangzhou China 2017.	
Joint Seminar on Post Graduate 2016, Universiti Tun Hussein Onn Malaysia	Malaysia

### Scientific Supervision

DPIS supervision of students begins at the start of the studies with the appointment of academic advising lecturers. Academic advisors are permanent postgraduate lecturers who are tasked with providing assistance, consideration, and advice related to the academic affairs of the students they supervise. Supervision is also carried out in assisting the writing of scientific articles and dissertation proposal writing. After DPIS students pass the dissertation proposal examination, DPIS determines the dissertation promotor and co-promotor.

### Appraisal:

The didactical concept of the doctoral programmes is developed in accordance with the respective programmes' objectives. The mandatory and elective courses as well as the research activities are particularly aimed at enabling doctoral students to be able to carry out critical analyses and research regarding the students' individual research ideas.

Mainly class presentation and discussion are chosen as teaching methods in order to promote students' interdisciplinary skills (see also chapter 3.1). However, the description of the didactic concept still seems to be very teacher-oriented through the use of reading assignments, presentation, response papers, literature review, class discussion, or lecturing. In this respect, the panel would like to encourage the faculty staff to enhance the variety of formats that promote students' self-learning ability, such as group work, pair work, project-based presentations or collaborative research. Therefore, the panel **recommends** that the didactic concept focuses more on enabling students to be independent in their research.

By encouraging Doctoral students to participate in conferences and seminars on the national and international level, UIN Suka promotes the exchange of experience and research results between the students and researchers from other universities.

The programme allocates two supervisors to a student to secure professional, methodological and scientific supervision. The supervision is evaluated on a regular basis (see chapter 5).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

### 3.5 Professional Competencies/Employability

The majority of DPIS students are lecturers and practitioners. Therefore, the doctoral study programme is focused on efforts to improve student abilities in the academic field to support each student's professional career. To realise this goal, DPIS students are provided with subjects that can improve their abilities in the field of research and moderate Islamic insight. The “Methodology Clinic” course is an instrument for strengthening mastery in the field of research and the “Islam: Text and Context” course represents moderate Islamic course material with an integration-interconnection approach to science.

In addition, students are taught not only critical thinking and analysis, but also public speaking skills to present their research findings to the public and also to develop useful policy recommendations for government and other stakeholders. Students are trained with skills that enable them to cooperate and collaborate with their peers as well as with governmental and societal elements.

## Appraisal:

The doctoral programme is intended to provide doctoral students with professional qualifications in the academic and research-oriented fields of activity and focuses on building up lecturers and researchers. Through the attainment of multidisciplinary qualifications (see also chapter 3.2), the professional qualification aims both at a research-oriented activity, but also enables a practical professional employment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

## 4. Scientific Environment and Framework conditions

### 4.1 Teaching Staff

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.

To meet the balance of the ratio of lecturers to students as well as the need for expertise based on concentrations and fields of study for student dissertation research, DPIS involves permanent lecturers at UIN Sunan Kalijaga, both those who serve in DPIS and other programme throughout the faculty to teach and guide students after receiving consideration from the Academic Advisory Board. Their assignment was carried out through a Director's Decree on behalf of the Chancellor of UIN Sunan Kalijaga.

In addition to permanent lecturers, DPIS also has non-permanent lecturers who have expertise in accordance with the knowledge developed by DPIS. In coordination with the Postgraduate Director, DPIS determines the duties of non-permanent lecturers in teaching and mentoring dissertations based on the expertise and learning needs of the study programme.

**Table 7: Number and qualification of current lecturers**

No .	Academic Position	Academic Title	Academic Background	Experties
1.	Professor	Ph.D., Drs.,	S1 Religious Studies S3 Islamic Philosophy	Islamic Philosophy
2.	Professor	Dr., M.A., Drs.	S1 Arabic Literature S2 Islamic Studies S3 Islamic Studies	Islamic History and Civilization
3.	Professor	Ph.D., M.A., M.Phil., S.Ag.,	S1 Islamic Law S2 Religious Study S2 Sociology S3 Social Anthropology	Islamic Politics
4.	Professor	Dr., M.A., Drs.	S1 Islamic Law S2 Islamic Studies S3 Islamic Studies	Islamic Law
5.	Associate Professor	Dr., M.Ag., S.Ag.,	S1 The Qur'an and Hadis Studies S2 Religion and Philosophy S3 Islamic Studies	Islamic Studies
6.	Associate Professor	Ph.D., M.Ag., M.A., S.Ag.	S1 Religious Studies S2 Religion and Philosophy S2 Religious Studies S3 Sosiology of Religion	Sociology of Religion
7.	Associate Professor	Dr., M.Pd., S.Ag.,	S1 Islamic Religious Counsellor Guidance S2 Non-Formal Education S3 Community Development	Community Development
8.	Assistant Professor	Ph.D., M.A., S.Ag.	S1 The Qur'an and Hadis Studies S2 Islamic Studies S3 Religious Studies and Theology	Religious Studies and Theology
9.	Assistant Professor	Ph.D., M.Ag., M.A., S.Ag.	S1 The Qur'an and Hadis Studies S2 Religion and Philosophy S2 Interdisciplinary of Islamic Studies S3 Religious Studies	Islamic Studies
10.	Assistant Professor	Ph.D., M.A., S.Ag., S.Pd., B.SW.	S1 Arabic Education S1 English Education S1 Social Work S2 Islamic Education S3 Social Work	Social Work
11.	Assistant Professor	Dr.phil., M.A., Lc.	S1 Stuiies in the Qur'an and The Sciences of the Qur'an S2 Islamic Studies S3 Islamic Studies	Islamic Studies

### Scientific Qualification of the Teaching Staff

DPIS is a home for professors having expertise in various fields in and related to Islamic studies: history of Islam and Muslim societies, political Islam, Islamic philosophy, Islamic law, Islamic studies, social work, and community development.

As the programme is strongly committed to developing interdisciplinary studies of Islam, it also invites professors from other faculties within UIN Sunan Kalijaga as well as professors from outside the University, especially those with different expertise from the professors based in the programme, to participate in teaching and supervising students.

### Pedagogical Qualification of the Teaching Staff

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.

### Internationality of the Teaching Staff

Several professors who teach at DPIS are also active internationally as examiners of dissertations, guest lecturers and at international conferences. One Professor of the teaching body has tested dissertations at Deakin University, Australia, Nanyang Technological University, Singapore, and Malaya University, Malaysia. This professor was also involved in international conferences and as a resource person for the book review "Salafism and the State: Islamic Activism and National Identity in Contemporary Indonesia" at Alwaleed Centre University of Edinburgh. In addition, lecturers also been visiting professors at the Netherlands Interuniversity Center for Islamic Studies (NISIS) Summer School, Erasmus+ Radboud University, Nijmegen, the Netherlands and Mahathir International School for Global Peace UMY or University Kebangsaan Malaysia.

### Internal Cooperation within the Faculty

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 through out 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.

### 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 lecturerships 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. The panel came to the conclusion that the research activities of the academic staff correspond with the requirements for the Doctoral programme and support the scientific education of the doctoral students. In order to more strongly implement research-based lectures, the panel **recommends** that more full professors be appointed and/or that the promotion of associate professors be promoted with greater support. Particularly after discussions with various lecturers, the panel sees a high potential to support the teachers even more academically, so that they can advance from associate professor to full professor.

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 panel notes positively that the teaching staff of this programme have many relevant international experiences as well as many international publications, thus providing an essential element that contributes to further strengthening the students' intercultural competences.

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 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.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty		X			

## 4.2 Cooperation and Partnership

To support DPIS students in the development of research and publications, postgraduate school and DPIS collaborate with various universities in the world. The activities carried out were in the form of joint conferences held at National Chen Kung University (Taiwan), Zaytuna University (Tunisia), al-Azhar University (Egypt), or International Islamic University (Malaysia). DPIS students participate in different conference activities, as for a recent example, the Joint Conference “Islam, Knowledge Production, Religious authority and Law in Southeast Asia” at UIN Sunan Kalijaga Yogyakarta.

Scientific networks that have recognisable benefits for doctoral students include for example the Writing Academy network in Yogyakarta or the International Symposium on Religious Life (ISRL). The impact of the programme is that students can gain experience and knowledge about writing academic papers.

Furthermore, one of the organisations collaborating with DPIS is the Norwegian Center for Human Rights (NCHR) Oslo Coalition. This collaboration is carried out in the type of activity Understanding Religious Diversity and Human Rights through a Fiqh-based Approach: Continuing Education of Civil Servants on Local Level in Sharia and Human Rights, Women and Religious Freedom. The benefit of this collaboration is the involvement of lecturers in increasing the insight and understanding of employees of the Office of Religious Affairs (KUA) on Religious Freedom and Human Rights through a Fiqh-Based Approach.

DPIS invites its professors and students to get involved in knowledge production. Several programmes have been set up for this purpose. Through Memorandum of Understanding (MoU) with partners from neighbouring countries (Malaysia, Singapore, Thailand, Taiwan, and Japan), the programme annually hold joint conference in which the programme’s professors and selected students are invited to present their papers.

The programme also supports its professors to conduct fellowships in several partner universities (like Radboud University of Nijmegen and University of Vienna). It also supports its students, especially those who have interesting and convincing research projects, to conduct a sandwich programme at partner universities (like Canal Suez University (Egypt), al-Zaituna University (Tunisia), Göttingen University (Germany), Österreichischen Akademie der Wissenschaften (Austria), and Radboud University of Nijmegen (Netherlands)). More importantly, the programme also offers students with packages of training through which they are able to upgrade their research and academic writing skills, particularly for the purpose of publishing their articles in reputable (non-predatory) international journals.

### Appraisal:

The scope and nature of cooperation with higher education institutions/networks relevant for the programmes are plausibly presented. The cooperation is actively pursued and has a very clear impact on the students’ studies (exchange research possibilities, conferences) and contributes to the development of the students’ qualification and skills. The scientific networking has a benefit for doctoral students.



During the interviews with students and graduates of the programme, they confirmed that they can expand their scientific network especially through participation in international events, where they, for example, present their research project.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

### 4.3 Programme Management

The study programme is managed by the Head of the study programme and the secretary of the study programme. In the decision-making process, the Director cooperates with the deputy director and the Head of Sub-section. In academic services with service operational standard guidelines, the Head of Sub-section has Postgraduate Programme personnel<sup>14</sup>.

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 Director different issues related to their courses and activities.

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

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

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

<sup>14</sup> which consist of: Coordinator of General Administration, Planning and Finance, Assistant Expenditure Treasurer, Academic Service Manager, General Administration, Doctoral Programme Academic Service Manager, General Administration, Academic Service Administrator Doctoral Programme, Administration of Academic Services Master Programme, and Administration of Libraries.

- a summary of the programmes' aims and intended learning outcomes
- an outline of the course structure
- a matrix that shows how the programmes' learning outcomes are achieved through the courses
- a set of course specifications<sup>15</sup>. The programme specifications serve as source for different stakeholders (applicants, students, lecturers or professional and statutory bodies).

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

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

## 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.

Students are supported by the administration in the organisation of the study programme. During the assessment conference the panel talked to several persons from administration providing students' academic and non-academic support and formed the view that the administrative staff available is sufficient. Therefore, management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively.

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

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<sup>15</sup> The information in the programme specifications include: awarding body/institution, teaching institution (if different), details of accreditation by professional or statutory bodies, name of the final award, programme title, expected learning outcomes, admission criteria or requirements, relevant benchmark reports, external and internal reference points that may be used to provide information on the programme learning outcomes, programme structure and requirements including levels, courses, credits, date of writing the programme specifications.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

#### 4.4 Material Resources

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 online<sup>16</sup>. 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.

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.

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.

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<sup>16</sup> <http://lib.uin-suka.ac.id/>

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.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		

## 4.5 Finance Planning and Financing

UIN Sunan Kalijaga Yogyakarta implements the SADA management system (System Centralized Administration and Academic Decentralization). This means that administratively it is included in the policy of fund management planning, it is centralised at the University, but in terms of academic planning, it is decentralised in the study programme. The existence of academic decentralisation has made the PhD Programme actively and fully involved in planning, management, and reporting as well as accountability for the use of funds. In conclusion, the Islamic Studies Doctoral study programme carries out the allocation planning and fund management autonomously.

The average amount of operational funds per year is IDR 41.98 million per student. This amounts to more than IDR 36 million per student per year (41.98 million > 36 million), which UIN Suka claims exceeds the standard for financing study programmes at the national level.<sup>17</sup>

DPIS receives financial assistance and scholarships given to students who meet the specified qualification standards. The funds and scholarships are sourced from:

<sup>17</sup> See self-evaluation report, p. 71

1. Education Fund Management Institution (LPDP) of the Ministry of Finance of the Republic of Indonesia through the management of educational scholarships for doctoral level;
2. Directorate of Islamic Higher Education, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia through the Implementation of the 500 Doctoral Scholarship Programme;
3. Directorate of Islamic Higher Education Directorate General of Islamic Education Ministry of Religion of the Republic of Indonesia through the Academic Writing Debriefing Programme for the 5000 Dissertation Drafting Doctoral Programme Proposal;
4. Norwegian Center for Human Rights (NCHR) Oslo Coalition through the programme Understanding Religious Diversity and Human Rights through a Fiqh-based Approach: Continuing Education of Civil Servants on Local Level in Sharia and Human Rights, Women and Religious Freedom;
5. Cooperation with RSIS Singapore;
6. Tripartite Research Cooperation between UNDP/Concey, Puspidep and Postgraduate.

## Appraisal:

Based on the information provided, the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

With regard to the internationalisation of the programme and the UIN Suka as a whole, the panel points out that even more attention could be paid for the amelioration of the research infrastructure as part of the financial planning in order to be and remain competitive on an international level.

With regard to the financial support of the students through scholarship programmes, the panel was particularly impressed by the fact that students are offered a lot of different possibilities and that the financial support of these is actively promoted by UIN Suka, among other activities by involving many different agencies and third parties.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes		X			

## 5. Quality Assurance

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 standards<sup>18</sup>.

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<sup>18</sup> 1. Education Quality Standards, consisting of: Graduate Competency Standards, Learning Content Standards, Learning Process Standards, Learning Assessment Standards, Lecturers and Education Personnel Standards, Learning Facilities and Infrastructure Standards, Learning Management Standards, Learning Financing Standards;  
2. Research Quality Standards, consisting of: Research Results Standards, Research Content Standards, Research Process Standards, Research Assessment Standards, Research Standards, Research Facilities and Infrastructure Standards, Research Management Standards, Research Financing Standards;  
3. Community Service Quality Standards, consisting of Service Result Standards, Service Content Standards, Service Process Standards, Service Assessment Standards, Service Implementation Standards, Service Facilities and Infrastructure Standards, Service Management Standards, Service Financing Standards; 4. Additional Quality Standards consist of: Standard Vision, Mission, Goals and Targets, Governance Standards, Governance and Cooperation, Student Standards, Financial Standards, Facilities and Infrastructure.

UIN Sunan Kalijaga implemented the Quality Assurance Mechanism through 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.

All evidence of survey guidelines, survey reports of DPIS minutes of meetings, and follow-up plans by the study programme can be accessed on the website.

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, 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/supervisors

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

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

The ICM score is calculated using the weighted average score of the individual service elements. Overall, lecturers and education staff evaluations use the written rules and procedures contained in the survey evaluation guidelines<sup>19</sup>. 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.

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<sup>19</sup> 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.

### 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. The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

A positive note is that UIN Suka has implemented a workload evaluation after the feedback during the on-site visit in order to be able to monitor the actual workload of the students in the respective courses from now on.

Evaluations by the students, by the faculty/supervisors, 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.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

# Quality Profile

Institution: Universitas Islam Negeri Sunan Kalijaga

Programme: Islamic Studies (Dr.)



FIBAA

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market		X			
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities		X			
<b>2.</b>	<b>ADMISSION</b>					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
<b>3.</b>	<b>IMPLEMENTATION</b>					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents					

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability			X		
4.	<b>SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty		X			
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					

4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programm			X		
4.5.2	Financial Support and Scholarship Programms		X			
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

## Annex 1 Learning Outcomes

Table 8: Learning outcomes of the Doctoral Programme in Islamic Studies

Learning Outcomes	To Know	To Do	To Be	To Live Together
Have good morals, ethics, and personality in completing their duties.				
Acting as citizens who are proud and love their homeland and support world peace.				
Able to work together and have social sensitivity and high concern for the community and the environment.				
Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions / findings of others.				
Upholding law enforcement and having the spirit to put the interests of the nation and society at large.				
<b>A. Learning Outcomes of the Concentration of Islamic Studies (IS)</b>				
Able to study and develop studies related to Islamic Hermeneutics.				
Able to develop science and technology through research				

<b>B. Learning Outcomes Concentration Study of al-Qur'an Hadith (SQH)</b>				
Able to work together and have social sensitivity and high concern for the community and the environment.				
Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions / findings of others.				
Upholding law enforcement and having the spirit to put the interests of the nation and society at large.				
Able to study and develop scientific studies related to the main themes of the Qur'an and hadith				
Able to study and develop scientific studies related to new trends in the study of qur'an and hadith				
Able to study and develop studies related to living qur'an and hadith				
Able to study and develop scientific studies related to the Arabic language qidah and ushul fiqh				



Able to develop science and technology through research				
<b>C. Learning Outcomes of Islamic Economics Concentration (IE)</b>				
Able to study and develop scientific studies related to Islamic public economics and monetary				
Able to develop science and technology through research				
<b>D. Learning Outcomes of Islamic Cultural History Concentration (ICH)</b>				
Able to study and develop scientific studies related to the philology of Indonesian Islamic texts				
Able to develop science and technology through research				
<b>E. Learning Achievements of Islamic Education Management Concentration (IEM)</b>				
Able to work together and have social sensitivity and high concern for the community and the environment.				
Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions / findings of others.				
Upholding law enforcement and having the spirit to put				

the interests of the nation and society at large.				
Able to study and develop scientific studies related to Islamic education in historical, social and political perspectives.				
Able to study and develop studies related to education and social theories.				
Able to study and develop studies related to Management and Islamic Education Curriculum.				
Able to study and develop studies related to neuroscience in education.				
Able to develop science and technology through research.				

<b>F. Learning Outcomes Library Science and Islamic Information Concentration (LSII)</b>
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Able to study and develop scientific studies related to library management and information.				
Able to develop science and technology through research.				

<b>G. Learning Outcomes of the Middle East Studies Concentration (MES)</b>
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Able to study and develop scientific studies related to				
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manuscripts in the Middle East and the Islamic world.				
Able to develop science and technology through research				
<b>H. Learning Outcomes of the Interfaith Studies Concentration (IS)</b>				
Able to work together and have social sensitivity and high concern for the community and the environment.				
Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions / findings of others.				
Upholding law enforcement and having the spirit to put the interests of the nation and society at large.				
Able to study and develop scientific studies related to Interfaith and Peace Studies.				
Able to study and develop scientific studies related to Religion and Belief in Indonesia.				
Able to study and develop studies related to Politics and Governance of Religious Diversity.				

Able to study and develop scientific studies related to radicalism and counter-radicalism.				
Able to develop science and technology through research				

<b>I. Learning Outcomes Psychology of Islamic Education Concentration (Psi IE)</b>
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Able to review and develop science studies related to educational evaluation.				
Able to develop science and technology through research.				

<b>J. Learning Outcomes Legal studies and Islamic Social Institutions Concentration</b>
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Able to study and develop scientific studies related to politics and governance in Islam.				
Able to develop science and technology through research.				

<b>K. Learning Outcomes Islamic Early Childhood Education Concentration (IECE)</b>
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Able to work together and have social sensitivity and high concern for the community and the environment.				
Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions / findings of others.				

Upholding law enforcement and having the spirit to put the interests of the nation and society at large.				
Able to study and develop scientific studies related to the analysis and innovation of IECE learning.				
Able to study and develop studies related to basic science, process and assessment of IECE learning.				
Able to study and develop scientific studies related to student development theories.				
Able to study and develop science studies related to character education.				
Able to develop science and technology through research.				

**L. Learning OutcomesIslamic Thought and Muslim Society Concentration (ITMS)(International Class in English)**

Able to study and develop scientific studies related to Islamic Political Thought and Activism				
Able to develop science and technology through research				

**M. Learning OutcomesDirasāt al-Islāmiyya wa al-'Arabiyya Concentration (DDIA) (International Class in Arabic)**

Able to work together and have social sensitivity and high concern for the community and the environment.				
Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions / findings of others.				
Upholding law enforcement and having the spirit to put the interests of the nation and society at large.				
Able to study and develop scientific studies related to Islamic thought in Indonesia and the world.				
Able to study and develop scientific studies related to basic literature in Islam and Saudi Arabia.				
Able to study and develop scientific studies related to linguistic problems in Islamic studies.				
Able to study and develop studies related to Al-Tarbiyah, WA al-Da`wa, wa al-Thaqafa fi al-`Alam al-Islami.				

Able to develop science and technology through research.				
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