

Decision of the FIBAA Accreditation and Certification Committee

12th Meeting on November 29, 2023



PROGRAMME ACCREDITATION

Project Number: 22/082 Cluster 1
Higher Education Institution: Universitas Islam Negeri Sunan Gunung Djati Bandung
Location: Cipadung, Indonesia
Study programme: Islamic Education Doctoral Programme / Doctor (Dr.)
Type of accreditation: initial accreditation

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

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

Period of Accreditation: November 29, 2023 - November 28, 2028

The FIBAA Quality Seal is awarded.

**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):

Universitas Islam Negeri Sunan Gunung Djati Bandung
(UIN SGD Bandung)

Doctoral programme:

Islamic Education Doctoral Programme – (Doctor)

Qualification awarded on completion:

Doctor (Dr.)

General Information on the Study Programme

Brief description of the study programme:

Islamic Education Doctoral Programme (IED) aims to produce graduates who can work as researchers, especially in the field of Islamic education. Graduates are prepared to become researchers who will contribute to society at various Islamic Educational Institutions and Government Institutions. They also have additional competencies as consultants and managers who can work in various Islamic Educational Institutions.

While studying at the IED programme, students will be equipped with various academic competencies, such as the ability to research, analyse data, write, and have a comprehensive and in-depth understanding of Islamic Education. In addition, they will also be equipped with additional skills in the field of consulting and managerial education. The personal skills possessed by the students after completing their studies are in the form of the ability to think scientifically, work independently, cooperate, make decisions, and communicate ideas clearly.

Type of study programme:

PhD programme

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

Maximum 14 semesters (seven years) / 62 sks credits / 89.4 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

Maximum 10 semesters

Programme cycle starts in:

July

Initial start of the programme:

April 2004

Type of accreditation:

initial accreditation

If applicable: Accreditation in one cluster (cluster 2) with:

Master of Religious Studies Programme

Procedure

A contract for the initial accreditation of the Islamic Education Doctoral Programme – (Doctor) was made between FIBAA and Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung) on July 7, 2022. On October 25, 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 panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Jamile Khalil

Rainbow Kidz Kita, Berlin-Charlottenburg, Germany

Teacher and pedagogical manager of the Rainbow Kidz Kita (Islamic children day care center)

Dr. Claudia Seise

Humboldt University Berlin, Berlin Institute for Islamic Theology, Germany

Prof. Dr. Zekirija Sejdini

University of Innsbruck, Institute for Islamic Theology and Religious Education, Austria

Ass. Prof. Dr. Sahiron Syamsuddin

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Vice-Rector, Former Head of Quranic Studies Department at the Faculty of Ushuluddin and Islamic Thought Master programme in Institute of Islamic Studies, McGill University, Canada

El Houbba, Zakaria

Leuven University, Belgium

Ph.D. Candidate, Research Fellow Malik Saad University

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August 7 and 8, 2023 via the video conferencing tool *Zoom*. The same cluster included an appraisal of Master of Religious Studies Programme. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on November 8, 2023. The statement on the report was given up on November 9, 2023. It has been taken into account in the report at hand.

Summary

The Islamic Education Doctoral Programme – (Doctor) offered by Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung) 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 November 29, 2023 and finishing on November 28, 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 with the Bologna Declaration.

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

TABLES

Table 1: IED Statistics Data	11
Table 2: Taxonomy	21
Table 3: The IED programme Curriculum Structure	25
Table 4: Description of IED Courses	27
Table 5: Data of IED programme Lecturers.....	41
Table 6: Data of Non-Permanent Lecturers (Part-time) of IED programme.....	42
Table 7: Cooperation Table	46
Table 8: Data of Lecture Facilities of the IED Program	53
Table 9: Evaluation Content for External Parties.....	61

FIGURES

Figure 1: Learning process 23

Information

Information on the Institution

Sunan Gunung Djati State Islamic University (UIN SGD) Bandung is one of the State Religious Universities (abbreviated as SRU - or known as PTKN in Indonesia) in Indonesia, which has been accredited A by the National Accreditation Board for Higher Education (abbreviated as NAB-HE) since 2019. In recent years, the HEI has had much recognition for the following achievements, among others (see self-evaluation report p. 8):

1. In 2021, UI SGD Bandung placed second, after the University of Indonesia (UI), in the SCImago Institution Rankings,
2. In 2021, 37 lecturers were internationally certified by the International Boards of Standards;
3. From 2016 to 2018, UIN SGD Bandung received the highest score from the Science and Technology Index (SINTA) in the field of scientific publication performance within Islamic Religious Colleges (IRC);
4. In 2020, UIN SGD Bandung became one of the best among the Webometric State Religious Universities; and
5. In 2019, UIN SGD Bandung achieved the best State Sharia Securities Manager from the Ministry of Finance of the Republic of Indonesia.

The Islamic Education Doctoral Programme (IED) has a long history that began with the opening of the Postgraduate programme in 1997. At that time, the Postgraduate programme only opened the Master's programme in Islamic Studies but received a fairly good response from alumni. Then, in 2004, the Islamic Education programme was opened for the Doctoral level. The opening of IED was a privilege for the Postgraduate programme and the university at that time because Postgraduate programmes of other campuses generally preferred to open Islamic Studies Programs, or the like, which are programmes more general in nature for Islamic Studies.

Statistical data

Table 1: IED Statistics Data

		2019	2020	2021
# Study Places		IED	IED	IED
# Applicants	Σ	55	55	54
	f	44	45	39
	m	11	10	15
Application rate		$(55/55) \times 100\% = 100\%$	$(55/64) \times 100\% = 86\%$	$(54/54) \times 100\% = 100\%$
# First-Year Student	Σ	27	55	54
	f	8	18	16
	m	19	37	38
Rate of female students		$(8/27) \times 100\% = 29.6\%$	$(18/55) \times 100\% = 32.7\%$	$(16/54) \times 100\% = 29.6\%$
# Foreign Students	Σ	2	0	0
	f	2	0	0
	m	0	0	0
Rate of foreign students		$(2/27) \times 100\% = 7.4\%$	0%	0%
Percentage of occupied study places		100 %	100 %	100 %
# Graduates	Σ	6	7	11
	f	1	5	3
	m	5	2	8
Success rate		$(6/27) \times 100\% = 22.2\%$	$(7/55) \times 100\% = 12.7\%$	$(11/54) \times 100\% = 20.4\%$
Dropout rate		0%	0%	0%
Average duration of study		3.5	4.1	4.3
Average grade of final degree		3.8	3.7	3.6

Based on the data in the table above, during the last three years, there has been an increase in the number of registrants and active students. This may be due to the increase in socialisation activities regarding the LOs of IED. Moreover, the study programme has produced many graduates who work as professional researchers in the field of Islamic education, both at national and international levels.

In general, the majority of active students come from the island of Java. IED also has several students from abroad. The average completion of the study period is 3.97 years. If there are any students who experience delays and/or difficulties in completing their studies, various steps have been prepared to address this, including personally contacting the students concerned, conducting consultations with both students and supervisors regarding the obstacles faced by the students, and taking appropriate follow-up actions oriented to problem solving.

Appraisal

The panel members agree that the statistical data show a solid development. The application rate is steady and on a high level. Despite the low number of foreign students, the quantitative development of the programme has been convincing so far.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

Islamic Education Doctoral Programme (IED) aims to produce graduates who can work as researchers, especially in the field of Islamic education. Graduates are prepared to become researchers who will contribute to society at various Islamic Educational Institutions and Government Institutions. They also have additional competencies as consultants and managers who can work in various Islamic Educational Institutions.

While studying at the IED programme, students will be equipped with various academic competencies, such as the ability to research, analyse data, write, and have a comprehensive and in-depth understanding of Islamic Education. In addition, they will also be equipped with additional skills in the field of consulting and managerial education. The personal skills possessed by the students after completing their studies are in the form of the ability to think scientifically, work independently, cooperate, make decisions, and communicate ideas clearly.

To expand international networks, in particular to strengthen the research and/or managerial competence of students and graduates, IED collaborates with various universities and research institutions both in Indonesia and abroad, such as the University of Malaya. The study programme has also provided various facilities, such as a library and research network, aimed at supporting research activities and/or managerial practice for both students and lecturers.

To be declared passed or graduated, students must be able to complete 62 sks credits, which is equivalent to 89.4 ECTS credits, within four semesters (two years) and no later than 14 semesters (seven years). The curriculum presented by IED is in accordance with the Indonesian National Qualifications Framework level nine (Doctoral), namely:

1. To produce graduates who are able to compare various theories of Islamic education from various perspectives and practical goals;
2. To produce graduates who are able to apply both inter and multidisciplinary approach models when carrying out their duties as researchers in the field of Islamic Education, so that they can be accepted in various circles of society with various different backgrounds; and
3. To produce graduates who are able to produce research products that are published in various national and international accredited journals, and gain recognition as nationally certified Intellectual Property.

Appraisal:

The Doctoral programme corresponds to the goals of the European and national qualification framework. 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
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

The Doctoral programme market in Indonesia still has huge opportunities, especially with the support from the government in the form of policies that encourage lecturers and other professionals to have a Doctorate degree. IED is the only study programme that has a graduate profile as a Researcher in the field of Islamic Education and is proven by recognition at national level in the form of A (excellent) accreditation from the National Accreditation Board for Higher Education (see self-evaluation report p. 14).

IED has no competitors in other State Universities in the West Java region or nationally because it is the only study programme in Indonesia; however, in other State Islamic Religious Universities, its competitor is the Doctoral programme in Islamic Religious Education (IRE). Compared to the available competitors, the IED programme has the advantages of nationally recognised researchers in the field of Islamic Education and being a reference for Islamic Education in Indonesia as it has several experts and leading lecturers in the field of Islamic Education.

In addition, most of IED lecturers (especially full-time lecturers) are active professors and researchers who regularly publish their research findings in reputable journals. The lecturers are also often invited as guest lecturers in public lectures at various universities, such as in Turkey, the Netherlands, Egypt, Australia, Canada, and Malaysia. Another advantage of the study programme that supports and strengthens the achievement of the student competence as qualified researchers is in its heterogeneous research studies with qualified lecturers' human resources.

So far, 95 % of IED graduates have worked either as researchers, consultants, managers, and another 5 % have worked as Islamic education practitioners in various educational institutions, government institutions, or organisations/industries in various regions in Indonesia. Students of the programme have the competitive advantage of minimal competitors, affordable tuition fees, a qualified team of lecturers, and an extensive network of cooperation.

From various studies related to regional, national, and international insights on Islamic education, it has been confirmed that the need for researchers in the field of Islamic education is still high. The results of a tracer study show that the absorption of IED graduates in the job market is 61 % of the total graduates of the faculty at UIN SGD Bandung. The number of graduates who work as researchers is 50 %, consultants 27 %, managers 18 %, and others 5 % with the average waiting period for alumni to get a job being twelve months.

All student learning processes are supported by qualified lecturers, practitioners, and alumni who are

very competent in their fields, and are supported by various facilities that suit learning needs, especially for conducting research.

Appraisal:

The Doctoral programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals.

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

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

In the research fields

Based on the results of a tracer study conducted by the Career Centre at University level, in collaboration with IED, the need for the researcher profession in the field of Islamic Education, both in Indonesia and abroad, is still quite high. The study programme also holds meetings with stakeholders every year to get input on the competency criteria of graduates who are not only proficient in the field of research, but also proficient in observing, analysing, and presenting the results of observations and analyses of various problems of Islamic education in the community.

From the results of these activities, the study programme has assigned researcher in the field of Islamic Education as a graduate profile in order to answer market needs for the profession. The research roadmap in IED is sourced from the Development Master Plan established by the Institute for Research and Community Service at UIN SGD Bandung. Students' research is supported by assessing the dissertation research proposal at the time of registration as a new student and appointing a supervisor based on the Postgraduate Director's Decree.

If the supervising lecturer conducts research in accordance with the research roadmap, the lecturer can apply for funding from the Research and Community Service Institute. Research reports are accepted in the form of Intellectual Property Rights and/or reputable journal publications. The findings of joint research between lecturers and students are published in both national and international journals.

The impact of the research findings and/or other relevant studies on universities and/or the community is the dissemination of research, development of educational institutions, and community advocacy to obtain information about Islamic education. So far, numerous graduates have had publications in various national journals indexed by the Science and Technology Index, and various international journals indexed by Scopus.

The graduates' research findings have also been widely cited by many other researchers. In addition,

many graduates are research reviewers in various national and international journals, such as Advances in Science, Technology and Engineering Systems Journal (ASTESJ) and Educative Journal.

Outside The Research Fields

IED also plays a role outside the main scientific field. This is evident from several alumni succeeding in becoming book writers, policy makers in their capacity as officials in various agencies, including the Ministry of Religion, other State Islamic Religious Universities (UIN Palembang and Cirebon State Islamic Institute), and Post Doc grant recipients to INSA France, New Zealand, Abu Dhabi and Dubai.

Aside from being a researcher, other occupations held by graduates of IED include consultant or manager. Students are prepared to become consultants or managers through a curriculum that provides supportive courses such as Curriculum Innovation and Islamic Learning Technology, Islamic Education Management, and Educational Policy Analysis.

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.

The Doctoral programme is also strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research.

Furthermore, the positioning outside the research field was analysed. The competitiveness of the programme with regards to the pursued qualification and competency goals for employment outside the science and research fields is stated.

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

One of the goals of UIN SGD Bandung, based on the 2020-2024 strategic plan, is to realise the results of the revelation-based lectures, research, and scientific studies that guide science to develop knowledge and technology. One of the University's efforts in realizing this goal is by opening the IED programme in which its graduate profiles, curriculum content, lecturer teams, and work programmes

strongly support the realisation of its LO, namely to produce researchers in the field of Islamic Education.

The IED programme contributes to the University's strategic plan by being actively involved in the International Conference on Islam in Malay World (ICON-IMAD), whose implementation entered its 11th year in 2022. ICON IMAD can be used as an event or place for students to practice carrying out research, starting from research implementation and dissemination to publication at the international level.

The Postgraduate Director has a performance contract with the Chancellor in the form of Strategic Goals to Improve the Quality of Research, Service, and Publications. This is divided into seven Key Performance Indicators, namely:

1. Number of research studies carried out;
2. Number of publications of research findings in accredited national journals;
3. Percentage of scientific publications in international journals;
4. Percentage of scientific publications in international journals cited;
5. Percentage of research findings that obtained Intellectual Property Rights;
6. Number of publications resulting from community service; and
7. The number of research and community service outputs that have succeeded in obtaining national or international recognition or have been implemented in the community per number of lecturers.

Both lecturers and students have produced many research works that have been published in various seminars and conferences, both nationally and internationally. In addition, almost all lecturers have won research grants, such as Research, Publication, and Community Service grants from Ministry of Religion as well as International Collaborative Research Clusters in France, UAE, and New Zealand.

Through this activity, both students and lecturers of the IED programme have contributed to the achievement of UIN SGD Bandung appearing in the best webometrics ranking in State Religious Universities and the Science and Technology Index in 2020 (see self-evaluation report p. 17).

Appraisal:

The goal-oriented integration of the programme in the strategic concept of the higher education institution is described and presented in a comprehensive manner.

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

Based on the University and Postgraduate Academic Guidelines, everyone who has met the qualifications can apply to the IED programme, without any discrimination. This is evidenced by the absence of a quota for gender, so anyone who meets the stipulated requirements can be a student. UIN SGD Bandung welcomes students with special needs to continue their studies within the University.

Support for students with special needs is evidenced by the provision of disabled facilities, such as roads, sidewalks, elevators, and bathrooms that are friendly to people with disabilities. Meanwhile, for examinations, the University provides an exam companion facility (reader) to assist students with disabilities in taking the exam. In addition, the support for students with disabilities in research activities is through the provision of affirmations to get the opportunity to conduct collaborative research with lecturers.

In addition to providing readers, the University also motivates students with disabilities through psychological assistance that aims to support study success. This includes psychological services (run by the Psychological Services Unit) that can be easily accessed by students, also via WhatsApp Chat. As for students in general, the form of support provided by IED and/or the University is in the form of facilities and infrastructure that support the achievement of LOs, including budget allocations for conducting research and community service in collaboration with lecturers. Thus, it can be concluded that every student without exception has equal opportunity to express opinions, receive the same counseling and services, conduct research, publish work, receive guarantee of the security of personal data (privacy), and receive recognition for their findings.

In addition, the IED programme also ensures that all learning processes up to and including assessment are based purely on student academic achievements and objective assessment criteria.

Appraisal:

The higher education institution 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 in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured. Furthermore, the HEI offers psychological services.

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

Admission conditions and procedures (Asterisk Criterion)

Prospective applicants who are interested in continuing their studies to the IED programme must meet the following requirements:

- Have graduated from a Master's programme with a minimum GPA of 3.25, preferably from a major/master programme that is in accordance with the field of Islamic Education;
- Have filled out the registration form and paid the registration fee according to the applicable regulations;
- Have prepared a research proposal as material for the Dissertation (tentative) according to the specific themes or studies of the IED programme;
- Have attached the Bachelor's and Master's Degree Diplomas and Transcripts, recommendations from previous lecturers (in the Master's programme), Test of English for Academics (TOEFA) and Test of Arabic as Foreign Language (TOAFL) scores organised by the Language Centre of UIN SGD Bandung (each with a minimum score of 450). TOEFA and TOAFL are tests of Arabic and English language proficiency that are internal at the University.

Prospective students can register by downloading the form from the website² or the Postgraduate mobile apps, or directly take the registration form to Postgraduate Administration to be submitted online. Following this, the registrant takes a series of entrance tests according to the schedule set by the Postgraduate Admissions Committee. Registration and payments up to the implementation of the exam are carried out online.

The Written Examination is carried out using the Computer Based Test (CBT) model. After prospective students take CBT, they move on to the interview stage which covers important points such as:

1. Why do you want to continue your studies to the Doctoral level?
2. What field of work do you want to pursue after graduating from the IED programme?

The new student registration rules are an elaboration of the Academic Guidelines at both the University and Ministry of Religion level, which generally only regulates the mechanism for new student admissions. Therefore, the Decree of the Director of the Postgraduate programme is the main reference in the new student registration process. Graduation is determined through the Rector's Decree, which takes into account the data determined by the Postgraduate Director based on the selection process that the prospective students underwent.

The conditions and procedures for admitting new students are transparent at every stage of the test, from the administrative selection to the determination of graduation. All of which is announced on the website and can be accessed by the wider community.

Selection procedure

The selection of new student admissions consists of three stages, namely:

² <https://pps.uinsgd.ac.id/> (last access?)

1. The selection of administrative documents completeness

The selection of the completeness of the administrative documents is carried out by assessing all files, including the diplomas and GPA of the Bachelor and Master programmes. The requirements to pass the administrative document selection stage are that the Bachelor thesis and Master thesis score at least a B, and the score for the Research Methodology Course is A both at the Bachelor and Master levels.

2. Tests (English Proficiency, Arabic Language, and Academic Potential Test)

- These are tests or selection held as an effort to attract qualified prospective students.
- Prospective students must take an Arabic and English language proficiency test.
- The Academic Potential Test, which was specially made by the Psychology Service Unit of the Faculty of Psychology, covers aspects based on the qualification needs of IED students.

3. Scientific skill interview, especially related to research plans in the field of Islamic Education:

Prospective students who pass the language tests and the Academic Potential Test will be tested for their academic ability in research and mastery of Islamic Education theory through interviews and evaluation of proposals submitted by the prospective students. The passing grade is a minimum of 75 out of a scale of 100. The interview assessment criteria are listed in the Postgraduate Director's Circular on New Student Admissions.

Transparency of the Decision on Admission

Regulations related to New Student Admission are based on Chapter II of the Academic Mechanism of Point A regarding the Student Recruitment Process in the Postgraduate Academic Guidelines of UIN SGD Bandung. Prospective students can download the regulations from the website and mobile apps or through the brochure provided by the IED programme. After the selection process has been completed, prospective students can view their result through the postgraduate web and mobile apps with their respective accounts or ask via the official postgraduate WhatsApp Chat.

Appraisal:

Admission conditions and procedures are properly defined and transparent.

The selection procedure satisfies the legal requirements and is based on transparent criteria.

The decision on admission is based on transparent criteria and it is clearly communicated. If there is a rejection or failure in the selection, applicants are provided with a logical reason. Communication is done via various student-friendly channels.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
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

Structural Setup of the Doctoral Programme (Asterisk Criterion)

Projected study time	Maximum 7 years (14 Semesters)
Number of Credit Points (CP)	62 sks credits = 89.4 ECTS
Workload per CP	3 sks credits = 3 x 170 minutes = 510 minutes
Number of courses	15
Number of contact hours	175 hours (15 sks credits x 50 minutes x 14 sessions)

IED offers research-based programmes, particularly in the field of Islamic Education. The calculation of its credits, when compared with ECTS, is 89.4 ECTS credits with the following calculation:

$$Number\ of\ ECTS = \frac{\left(\frac{Number\ of\ minutes\ in\ 1\ Credit}{60\ minutes} \times 14\ meetings \right)}{27.5\ hours} \times number\ of\ credits$$

The calculation of the load per credit is done by calculating the load of the courses from the breadth and depth of the LOs and study materials for each course based on the following Bloom's taxonomy:

Table 2: Taxonomy

LEVELS	ABILITIES	LOs
1	To know / to find out	To mention, to tell, to recognise, to mention again, to quote / to cite
2	To understand / to grasp	To summarise, to convert, to defend, to restate, to estimate

3	To apply	To count, to prepare, to imitate, to sort, to determine, to adjust
4	To analyse	To compare, to describe, to differentiate, to separate, to solve
5	To synthesise	To generalise, to categorise, to abstract, to organise, to collect
6	To evaluate	To judge, to criticise, to argue, to conclude, to direct, to consider

The calculation stages are as follows:

- Determining the load of the courses by determining the breadth and depth of the material for each study material for each course based on the Bloom's Taxonomy.

$$\text{Course Load} = \text{The breadth of the learning material} \times \text{the depth of the learning material}$$

- Determining course credits by dividing the load of the course by the total load of all courses then multiplying by the total credits that must be taken in one study cycle in IED:

$$\text{Course Credit} = \frac{\text{Course Load}}{\text{Load of all Courses}} \times \text{Total credits in one study cycle}$$

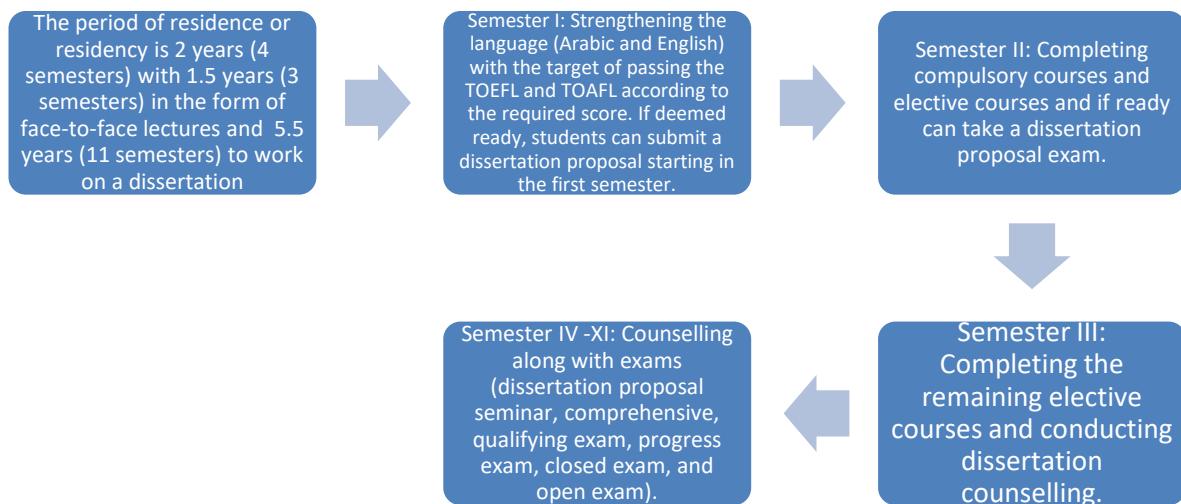
IED curriculum structure has been adjusted to the goals of the Doctoral programme and correctly connects various courses with the research assignments of its Doctoral students, which certainly aim to achieve the expected LOs.

Doctoral Degree Regulations (Asterisk Criterion)

The structural requirements of the Doctoral programme are taken into account by considering the special requirements of national education (Indonesian National Qualifications Framework for Doctoral level), which is to produce graduates who are able to produce research products that are published in various nationally accredited journals and gain recognition with nationally certified Intellectual Property.

The learning period required to complete the IED programme is two years (four semesters) and a maximum of seven years (14 semesters). The education period must be used as effectively as possible for courses, exams, conducting research, and writing dissertation. The flowchart of the learning process is presented in the following chart:

Figure 1: Learning process



At the beginning of the lecture period, the IED programme holds pre-graduate activities, which includes material on Introduction to the Philosophy of Science, Research Methodology, Arabic Language Development (a study of Arabic and English scripts), and these subjects are supplemented with Islamic Education materials. Next, students join a residency period. The residency period aims to build an academic foundation, as well as introduce academic values and character development for the programme.

In addition, the programme also has the purpose of building an academic community, among students and lecturers, as well as among students and support staff. During this residency period, students are not allowed to take a college leave. Students who cannot complete their studies within the specified maximum study period will be declared dropout after being given a written warning.

Regulations related to Doctoral degrees at University level refer to the Regulation of the Minister of Religion of the Republic of Indonesia number 33 of 2016 concerning Academic Degrees for Religious Higher Education. The process or component of assessing student learning progress includes the Study Guidance Book as of the document guiding the implementation of the mentoring activity.

Status of the Doctoral Students

Rules or regulations from the government and universities regarding the status of Doctoral students guide the Postgraduate Academic Guidelines of UIN SGD Bandung. In the regulations, it is explained that the status of IED programme students is as full-time students.

Curriculum improvement is not only adjusted to the demands of the needs and demands of the scientific development of the IED programme, but is also linked to the development of actual social problems. In addition, for the last two years the postgraduate programme has scheduled academic activities, along with a Joint Counselling policy as a forum for students to get input and/or direction on each dissertation chapter they are working on. Thus, the students are more focused when conducting and compiling their research. They can plan their studies better and complete them on time. Counselling on study plans takes place with the students and their academic supervisors at the beginning of each

semester. Then, the students take courses that are outlined in the form of a Study Plan Card which can be accessed through the SALAM application.

Module Description (Asterisk Criterion)

The modules used in the learning process of the IED programme are in the form of handouts from the lecturers who are in charge of the courses at each meeting according to the Semester Learning Plan, textbooks written by both lecturers and other experts in the field of Islamic education or those that are in accordance with the course, articles in national and international journals, and practicum worksheets.

The courselearning process is delivered in various forms of learning models and methods such as expository, discussion, question and answer, practicum, and case studies. In addition, course content (in the modules) supports the LOs in each course according to the scope/duration, required readings, competencies (results-oriented) to be achieved, and content for design courses/educational research models. The course will present and discuss basic matters in educational research, for example, research problems, variables and hypotheses, literature review, sampling, instruments, internal validity, experimental methods, correlational research, causal-comparative research, surveys, proposal writing, and research reports.

Meanwhile, the Education Policy Analysis Course provides comprehensive understanding and expertise to students, conceptually and practically, regarding educational policy theory as well as a complete analysis of the formulation, implementation, monitoring and evaluation of an educational policy. All course modules are equipped with a Semester Lesson Plan which contains course descriptions, number of credits, LOs, learning methods applied, references used, and forms of assessment criteria.

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 structural requirements of the Doctoral programme are accounted for by taking into account the national and higher education specific requirements in a Doctoral degree regulation.

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

The range of courses are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
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

The distribution of IED Courses is as follows:

Table 3: The IED programme Curriculum Structure

Semester I					
No.	Course Code	Course Name	Credits	Compulsory / Elective	Assessment
1	PPI21	Science Philosophy	3	Compulsory	Oral exam, presentation
2	PPI3	Study of Islamic Education Thought	3	Elective	Written exams, essays, papers
3	PPI101	Non-Parametric Statistics	3	Compulsory	Written exams, oral exams, papers
4	PPI20	Islamic Education Management	3	Compulsory	Written exam, oral exam, presentation, term paper
5	PPI19	Socio-Cultural Dimensions of Islamic Education	3	Elective	Written exam, presentation, preaching, writing news
Total Credits for Semester I				15	
Semester II					
No.	Course Code	Course Name	Credits	Compulsory / Elective	Assessment
1	PPI5	Islamic Education	3	Compulsory	Written exams,

		Theology			presentations, papers
2	PPI18	Educational Research Design/ Model	3	Compulsory	Written exams, papers, proposals
3	PPI16	Curriculum Innovation and Islamic Learning Technology	3	Compulsory	Written exams, presentations, essays, papers
4	PPI17	Moral/Character Education	3	Compulsory	Oral exam, writing news, preaching
5	PPI14	Global Education Issues (Multicultural, Gender, and Human Rights)	3	Compulsory	Oral exams, presentations, papers
Total Credits for Semester II			15		
Semester III					
No.	Course Code	Course Name	Credits	Compulsory / Elective	Assessment
1	PPI29	Knowledge of <i>al-Nafsi al Qurany</i>	3	Compulsory	Written exams, essays, papers
2	PPI30	Education Policy Analysis	3	Elective	Written exam, paper
3	PPI12	Islamic Boarding School Development	3	Elective	Written exams, writing news, papers
4	PPI10	Dissertation Proposal	3	Compulsory	Written exams, essays, papers
Total Credits for Semester III			12		
Semester IV					
No.	Course Code	Course Name	Credits	Compulsory / Elective	Assessment
1	PPI13	Dissertation	20	Compulsory	Presentations, proposals, theses
Total Credits for Semester IV			20		
Total Credits Overall			62		

The IED programme has a curriculum consisting of several types of courses that have specific learning objectives and outcomes. To get a Doctorate degree, students must take and complete lectures with a total credit of 62 sks credits or equivalent to 89.4 ECTS credits, with the following composition:

1. A total of five mandatory basis courses (15 credits). Courses that are grouped at the basic level are

subjects whose LOs are centred on the strengthening of the LO of the IED programme, namely to become researchers in the field of Islamic education. For example, Educational Research Design / Model Courses has outcomes that are aimed at providing students with the basic skills in educational research, such as handling study topics, variables and hypotheses, literature reviews, sampling, instruments, internal validity, experimental methods, correlational research, causal-comparative research, surveys, proposal writing, and research reports.

2. A total of four mandatory advanced courses (12 credits). Advanced courses are a group of courses that support the basic courses to achieve the specified LOs. An example subject is Curriculum Innovation Course and Islamic Learning Technology, in which the required LO is the ability to answer the challenges and opportunities of Islamic religious education in the global era.
3. A total of four elective courses (12 credits). Elective courses are courses offered by the IED programme for the students choose according to their interests. Students are allowed to choose four of the provided elective courses. An example elective subject is Education Policy Analysis, which is intended for students who have a passion for policy theory and educational policies and for analysing the formulation, implementation, monitoring, and evaluation of an educational policy.
4. The Dissertation Proposal Courses and Dissertation Courses (23 credits) are courses that must be fulfilled and completed by students in order to be declared PASSED or GRADUATED from the IED programme.

Each course has course LOs that specifically equip students with certain competencies and skills that match the profile and qualifications of graduates. The following is a table description of IED Courses which contains their outcomes along with the learning model in each course in general:

Table 4: Description of IED Courses

No.	Course Name	Course LOs	Course LOs' Descriptions	Learning Methods	Language of Instruction
1	Science Philosophy	Understanding the Basics of Knowledge, Ontology, Epistemology, and Axiology.	Explain the meaning of the basics of knowledge Analyse the concepts of ontology, epistemology, and axiology	Discussion and Q&A	English and Indonesian
2	Study of Islamic Education Thought	Understanding Islamic education, history, and studies comprehensively and academically.	Explain the relationship between philosophy and educational theory along with practical examples Summarise the rationale for Islamic Education, its history,	Discussion and Q&A	English and Indonesian

			and studies.		
3	Non-Parametric Statistics	Understanding the basic concepts of non-parametric statistics which are used as a basis for further discussion on non-parametric statistics.	Explain the basic concepts of parametric statistics Demonstrate the use of non-parametric statistics through case examples.	Practices, presentations, and case study exercises	English and Indonesian
4	Islamic Education Management	Explaining, analysing, and applying the values of Islamic teachings in the education management process	Explain the values of Islamic teachings Analyse the relevance of Islamic teachings in the education management process	Discussion and Q&A	Indonesian and English
5	Sociocultural Dimensions of Islamic Education	Understanding the environment for the implementation of Islamic education	Identify the environment for implementing Islamic education Explain and examine the study of sociocultural dimensions, both textual and contextual	Case studies	Arabic and Indonesian
6	Islamic Education Theology	Identifying the competence and readiness for the foundation of faith in the process of Islamic education	Explain the meaning of the foundation of faith in the process of Islamic education Describe the process of Islamic education	Case studies	English and Indonesian
7	Educational Research Design/ Model	Understanding basic concepts in educational research	Identify basic concepts in educational research Analyse educational research	Assignments	English and Indonesian
8	Curriculum Innovation and Islamic Learning Technology	Understanding and resolving contemporary issues of Islamic education	Understand curriculum innovation Explain how to develop Islamic religious learning curricula and technology Apply the results of the curriculum design and Islamic religious learning technology	Assignments	Indonesian
9	Moral/Character Education	Understanding the concept of moral education	Understand the relationship of moral sci-	Discussion and Q&A	Arabic

		cation and the relationship between moral science and other sciences.	ence with other sciences Identify the concept and that of moral education		and Indonesian
10	Global Education Issues (Multicultural, Gender, and Human Rights)	Understanding and examining in depth the latest educational issues	Understand the concepts of multicultural, gender, and human rights Examine the latest education issues Apply the results of global education studies	Case studies	Indonesian and English
11	Knowledge of al Nafsi al Qurany	Understanding self-readiness to face the educational process based on the Qur'an	Understand educational competencies based on the Qur'an Identify the educational process based on the Qur'an	Assignments	Indonesian and Arabic
12	Education Policy Analysis	Identifying and analysing educational policy theory and analysis	Identify educational policy theory Understand education policy analysis	Assignments	English and Indonesian
13	Islamic Boarding School Development	Understanding the characteristics of typical Indonesian Islamic educational institutions, namely <i>pesantren</i>	Identify Characteristics of Islamic Boarding Schools Understand the peculiarities of Islamic boarding schools	Discussion and Q&A	Indonesian
14	Dissertation Proposal	Designing and applying research in the form of a dissertation proposal for the final project research and presenting it following the regulations of responsibility and ethics.	Understand how to prepare a dissertation proposal for research Explain a dissertation proposal Present a dissertation proposal	Assignments	Indonesian, English, and Arabic
15	Dissertation	Designing and implementing research in the form of a disser-	Understand how to compose a dissertation for research	Assignments	Indonesian, English, and

		tation for final project research and presenting it with responsibility and ethics.	Explain dissertation Present a dissertation		Arabic
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Students are prepared to become competent researchers in the field of Islamic Education through courses such as Science Philosophy, Knowledge of *al-Nafsi al-Qurany*, Educational Research Design/Model, Non-Parametric Statistics and Global Education Issues (Multicultural, Gender, and Human Rights). In addition, the IED programme also equips students with interdisciplinary thinking skills as seen in the LOs of the Courses of Socio-Cultural Dimensions of Islamic Education and Education Policy Analysis.

The IED programme aims to develop research activities and maintain the quality of research results of students and lecturers by presenting Islamic education researchers in workshops and seminars. The learning methods used by most of the lecturers include case studies, discussions, as well as questions and answers with the aim of equipping students with critical thinking skills and the ability to express ideas clearly.

Regarding the writing and publication of dissertations, the IED programme has Guidelines for Thesis and Dissertation Writing which are presented by lecturers during the Dissertation Proposal course and the Dissertation course. Students must read and understand these Guidelines in order to produce research that is of an appropriate standard and in accordance with University regulations. The introduction and learning model related to research activities for the Doctoral level has been conceptualised and implemented as a research-based learning model.

To ensure the accuracy and quality of research, students are required to have guidance meetings with the academic supervisor and the co-promoter of their dissertation at least ten times in one semester. This is done to encourage students to complete their studies on time. The IED programme also ensures that the promoter and co-promoter of each student's dissertation are lecturers whose areas of expertise are in line with the student's research topic so that the accuracy and quality of research results are more measurable.

The ethical elements are presented in learning and research activities through the provision of motivation by lecturers and student academic supervisors. The IED programme ensures that each student is able to improve his/her personal competence, not only in the field of research, but also in management or in other fields relevant to the science or profile. This is achieved by organising workshops and trainings on research and management.

After two years of being exposed to these various learning models, students can become researchers in the field of Islamic education who are not only competent in conducting research, but also capable of observing, examining, analysing, solving, and presenting various issues of Islamic education in society based on logical and scientific methods and thinking.

In addition, students are given the opportunity to hone their academic writing skills, especially for publication purposes in international journals, in a writing class. In this class, students are not only encouraged to understand and master academic writing techniques, but are also given insight and skills on how to conduct and present an effective literature review that is relevant to the students'

research, including how to cite sources of information properly.

Science and Research-Based Teaching (Asterisk Criterion)

Indicators of publications and joint projects carried out by lecturers and students of the IED programme show that almost all learning activities carried out are based on research. In the programme, more than 60 % of joint research is carried out by lecturers and students when the students are attending the Dissertation course. The programme attempts to improve and maximise students' competences in research activities by involving students in lecturers' research, both at home country and abroad.

To realise this attempt, the Graduate programme and the University have provided funds that can be used or proposed by all lecturers specifically for research purposes and scientific publications. The research issues in the field of Islamic education that are usually discussed in lectures focus on the problems of Islamic education in educational institutions and policies on Islamic education.

Furthermore, students are encouraged to discuss and interact actively in assessing and/or criticising the results of the study. The IED programme applies a learning model that presents up-to-date scientific knowledge in accordance with objectives and takes into account relevant research in presenting the course content, namely through problem-based research and project-based research models.

Through these learning models, The IED programme requires each student to make at least one publication of research in at least one national or international journal.

Focus of the Curriculum on Qualification and Competency Development (Asterisk Criterion)

The realisation of qualifications and competencies is developed through a structured and an unstructured curriculum, which include the following features:

Structured Curriculum

1) Relevance, Purpose, and Content

The curriculum structure of the IED programme has been prepared based on its relevance to the needs of Islamic Education at present and in the future. This can be seen from the preparation of a structure that emphasises the aspect of research capabilities in mandatory courses, with support from elective courses which enrich current and future study materials for the preparation of a dissertation. From the course structure, graduates are expected to gain competencies as researchers in the field of Islamic education who will contribute to the community in government institutions and educational institutions, whilst also having additional competencies as consultants and managers in Islamic education institutions.

IED programme graduates have the ability to work in various public and private educational institutions in both the national and international scope in such a way that they are able to meet the work needs of these educational institutions. The courses provided by the programme involve broad and up-to-date knowledge. Broad knowledge means providing interdisciplinary insight in viewing of Islamic Education.

Meanwhile, up-to-date knowledge refers to the use of the latest resources in the presentation of the courses, each of which is described and elaborated in a syllabus (topic or subject of study). The topics or subjects of study are interrelated with one another so that a strong intra-course integration is formed between sections or subjects of study. Intra-course integration is needed so that students have a memory map or a good understanding of the course materials (systemic), and so that the course material can be applied to case studies related to the roles the students take on after graduation, either as researchers, consultants, and managers.

2) Curriculum Review

During the last five years, the IED programme has conducted two curriculum reviews. These have been done to adapt the existing curriculum to the development of Islamic Education Science and Technology and the social conditions of the Indonesian people, as well as the needs of experts in certain fields. The study period required to complete the programme is two years (four semesters) and maximum seven years (14 semesters).

The study period must be used as well as possible to take courses and exams, to conduct research, and to write a dissertation. Each student is required to carry out residency activities for two years (four semesters) at the beginning of the Doctoral programme.

Unstructured Curriculum

Unstructured curriculum activities are carried out in the form of seminars, workshops, and studium generale. In an effort to expand the knowledge of Doctoral programme students, they are encouraged to take certain voluntary courses related to the additional competencies/skills needed to become consultants or managers delivered by experts. These are often held by Graduate programme by conducting *studium generale*, which involves bringing in experts from abroad.

The IED programme's efforts to achieve qualifications and develop student competencies in scientific fields that are relevant to it include providing modules and/or work programmes aimed at achieving these qualifications and developing these competencies. These efforts ensure that students can conduct research independently through the dissertation guidance control book that contains notes and/or feedback from supervisors or promoters.

During the guidance process, the supervisor or promoter is required to check the suitability of the content and format of the research and/or dissertation in accordance with the guidelines for writing postgraduate scientific papers. Finally, various open examinations and sessions, as well as the publications of research in reputable scientific journals are also the indicators set by the IED programme to ensure the research competence of students and/or graduates.

Technical Offers

The University assigns 25 administrative staff to the programme, led by a sub-coordinator. The duties and functions of administrative staff are to support academic and non-academic activities in postgraduate programmes, including IED. In regard to the services needed by lecturers and students, several administrative staff are assigned to help inform course schedules, exam schedules, and handle IT technicalities.

Lecturers and students who need assistance from administrative staff know where to go for consultation because the SOP is explained during the new student orientation. For matters related to the development and/or use of technology, every student and lecturer can contact the administrative staff online either via WA or via email to the postgraduate office. The University and graduate programme continuously increase the capacity of administrative staff to ensure the best service is provided to lecturers and students. An example of this is increasing IT capacity and excellent service through training activities from competent institutions, including financial management competency capacity and rolling of administrative staff (tour of duty).

This is carried out to provide various opportunities and experiences for administrative staff in the University. Additionally, there are five forums/academic activities (outside lectures) that students must participate in in order to broaden their insights and practical skills related to research. These include trainings related to the use of technology (databases, APA, Turnitin, and Mendeley) and participation in open sessions from students from the higher-level classes which can support research activities and/or additional competencies (consulting and managerial) held by IED.

Multidisciplinary Qualifications (Asterisk Criterion)

In addition to equipping students with analytical skills, the IED programme also equips students with problem solving, presentation, and academic writing skills in accordance with the Indonesian National Qualifications Framework for the Doctoral level. In the first semester, students are given knowledge of Science Philosophy and skills through Non-Parametric Statistics in research. Students' insights are also broadened through the Curriculum of Innovation and Learning Technology of Islamic Religion, along with discussions related to Global Education Issues which include the influences of culture, gender, and human rights.

In addition, there are also several elective courses with multidisciplinary content, such as Educational Policy Analysis and Socio-Cultural Dimensions of Islamic Education. The IED programme also has a series of steps designed to strengthen students' foreign language skills. The main step of this is collaboration with the University's Language Centre through foreign language training programmes (Arabic and English).

To deepen multidisciplinary competences and student skills, the IED programme, through the post-graduate student forum, conducts several activities of interculture study (national seminars on gender), including activities that support the achievement of LOs (visits to educational institutions or other relevant agencies). Community service activities, which are collaborations between the study programmes, lecturers, and students, are also carried out to realise the social sensitivity of students.

Multidisciplinary qualifications in the Doctoral programme mean that students are able to present and discuss the knowledge gained in the scientific field of the IED programme, either with fellow students, in front of an academic audience or even the general public. Presentation and discussion include research dissemination through community service and involvement in scientific conferences/seminars.

Appraisal:

The concept of the Doctoral programme and the concrete implementation of the learning objective are matched with each other. The competency concerning enhanced participation in the research field is the issue at the heart of the implementation.

The teaching presents the current status of scientific knowledge in accordance with objectives and it takes into account the associated relevant research.

The events are aimed at qualification and competency development and are sensible linked to one another. The goals of a Doctoral degree according to the national qualification framework are fulfilled.

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the Doctoral students. It corresponds with the focus of research of the scientists and Doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum.

Multidisciplinary qualifications in the Doctoral programme are communicated in a target appropriate manner. It especially enables the Doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
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

Examinations (Asterisk Criterion)

Based on the Postgraduate Academic Guidelines, the Course Exams are held through midterm exams and final exams. The form of the exam for each course, whether it be a written or project-based exam, is adjusted to the respective Course LOs. As for the dissertation, all criteria are contained in guidelines.

The types of exams for Doctoral programmes are specifically regulated in the Postgraduate Academic Guidelines. The types include a paper exam, which aims to assess students' theoretical understanding, and a written comprehensive exam. The mechanism of the exam assessment (including the dissertation) is carried out by the lecturers of the course, the promoter team, and the expert opponent team. The promoter team and the expert opponent team are the supervisors of the thesis.

All members of the assessment team are given the right to, and required to, conduct an independent assessment. The exams aim to measure the systematic understanding of the research disciplines and the control of research methods applied in the research field of the IED programme. Assessment can also be carried out based on research outputs, such as publications of student works.

The purpose of dissertation writing is to prove the students' abilities to manage research, develop knowledge, and solve problems in the field of Islamic Education.

Organisation of the Examination Procedure

The Postgraduate programme has compiled seven documents related to dissertation preparation and guidance, namely:

- 1.) Preparation Book of Thesis/Dissertation Proposal,
- 2.) Student Consultation Book: Lecturer and Student Handbook,
- 3.) Thesis/Dissertation Proposal Exam Presentation,
- 4.) Dissertation Exam Presentation and Dissertation Promotion,
- 5.) Guidelines for Writing Thesis/Dissertation,
- 6.) General Provisions for Writing Scientific Papers, and
- 7.) Tips for Completing Studies and Writing Thesis or Dissertation.

These provisions are not only contained in documents/leaflets, but also displayed on standing banners in the Postgraduate buildings. Dissertation guidance is carried out during a period of twelve months (one year). If a student is not able to complete his or her dissertation within one year, he or she can apply for an extension of dissertation writing and guidance. Proposals can be submitted for testing by the Dissertation Proposal Examination as early as semester one.

Students who have passed the proposal exam can apply for the appointment of a dissertation supervisor. The supervisor provides formal consultations twice a month, following a schedule arranged by the programme. If a student does not attend the scheduled consultation, he or she will be warned. Lecturers and students are obliged to sign the Consultation Book during every guidance activity.

Students are required to report the progress of their dissertation writing at least once every two months to the Head of Graduate Programme. The guidance process provided creates an academic atmosphere that is supportive of productivity of knowledge creation. The guidance process is directed based on the supervisors' expertise and used to encourage students to finish their dissertation faster without any cost to the research quality.

The development of research is continuously managed by the IED programme. Exams are carried out six times when students have completed their courses. Students can take each exam as they pass each stage required for that exam, namely the dissertation proposal seminar exam, comprehensive exam, qualification exam, progress exam, closed exam, and open exam. Students must register via staff in order to be able to take each exam.

After a student has registered, the IED programme will determine the examiners. Examiners will be given an invitation along with the proposal/dissertation and evaluation/assessment form at least one week before the exam is held. Students with special needs can apply for special assistance in the administering of the exam. The objectivity of the assessment, however, applies the same policies and provisions to all students without exception, regardless of their condition.

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 examinations 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 addition, the examinations are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists.

The examinations are properly organised in terms of number, distribution, process, form registration etc. The disadvantage compensation is regulated.

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

3.4 Didactic Concept

Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)

The IED programme applies research-based learning which is implemented through various learning methods, such as lectures, assignments, trainings, projects, mini research, case studies, inquiry, active learning, and group discussions. The selection of the learning method is based on the characteristics of each course which then has implications on the specific assessment model for the course; however, this does improve the achievement of LOs.

The learning methods provide an opportunity for students to interact directly as researchers in the field of Islamic education, as well as to acquire qualified knowledge to achieve the LOs. For example, through mini research, lecturers stimulate students with research problems related to the profession of researcher in the field of Islamic Education at certain loci, thereby, encouraging the achievement of LOs.

The didactic concept of the Doctoral programme is developed in accordance with the objectives of the IED programme so that Doctoral students are able to carry out critical analyses, evaluation, and synthesis of new and more complex ideas. The research method or model is conceptualised and taught to students in the form of mini research. The blended learning model is implemented based on the Rector's Circular letter. Blended learning is carried out using the e-knows platform which can be easily accessed by lecturers and students through their accounts.

Diversity of the Teaching Methods

In the learning process, the method developed is in accordance with the initial abilities of students and the background of their previous education level with the concentration of study taken. To improve the ability of students, the IED programme provides incentives, especially for students who come from scientific fields that are not linear with the programme. In the learning process, the methods used are expository, mini research assignments, data processing training, research projects with lecturers and students, and research dissemination.

This teaching and learning process gives students a scientific character that enables them to take on the role of scientist, because all of the teaching and learning processes rely on scientific methods and morals. The final process of the students' study is the dissertation writing and examination. Guided by a supervisor, students go through the process of research and writing a dissertation using scientific procedures and paradigms.

This dissertation guidance process allows students to understand and complete the scientific procedures that must be carried out in research/dissertation writing. Developing the habits of discussions and dialogues in lecture activities, seminars, trainings, and workshops trains the students in academic behaviour, curiosity and openness to criticism. The teaching and learning process chosen by the study programme is mini research activities and research projects with lecturers and students. This choice is a strength and an opportunity to develop a research culture in the IED programme. Through mini research and research projects, students can apply their scientific perspectives to solve problems which will, at the same time, produce knowledge products that can be utilised by the community.

Networking of the Doctoral Students

The outputs and outcomes of the IED programme are managed optimally. Students are encouraged by lecturers to participate in various research and collaborations to expand networks. This also includes the alumni. Most of the alumni are researchers who work in the same environment (the Ministry of Religious Affairs), making it easier to develop and monitor them. Good management of outputs and outcomes can enable the study programme alumni to become involved in local government programmes that are separate from university programmes.

Several alumni who work as consultants and managers in various Islamic education institutions can be a reference for the level of alumni absorption in the community, as well as a source of curriculum improvement based on the areal problems in the implementation of education in Indonesia. The IED programme's efforts to develop students' intellectual behaviour are shown in the students' active participation in various mass media, either printed or electronic media, as a resource person in relation to Islamic education.

The IED programme also encourages and directs all students to be actively involved in various seminars, conferences, and publications both at national and international levels. In addition, it encourages both students and lecturers to actively participate in various scientific associations in its scientific field, such as Association of Indonesian Scholars of Islamic Education.

Scientific Supervision

All relevant lecturers in the field of Islamic Education are involved in guiding students of the IED programme. For example, lecturers in the fields of Islamic Education, Islamic Curriculum and Learning, Educational Psychology, Educational Sociology, Educational Administration, and Educational Studies in the Qur'an receive a larger portion of guidance process. In this guidance process, professors play an important role in guiding students in an interdisciplinary manner.

With consideration of cross-disciplinary aspects of Islamic Education, the professors act not only as the Chief Promoter but also as co-promoters or members of promoters. The guidance process must meet the qualifications presented in Chapter V and Sub-chapter D³. For the comprehensive exam, it is necessary to prepare three chapters of the dissertation. Regulations related to the submission and/or appointment of supervisors/promoters are regulated in the Postgraduate Academic Guidelines.

A regulation stating that students must be guided by supervisors who have scientific competence according to the topic raised by students is also contained in the Postgraduate Academic Guidelines. The qualifications that must be met by a supervisor/promoter include having a Doctoral degree and having publications indexed by Scopus. Regulations related to the rights and obligations of supervisors/promoters during these research guidance activities with students have also been stated in the Postgraduate Academic Guidelines.

The responsibilities of the promoter and co-promoter include ensuring that the student's research is in accordance with the LOs determined by the IED programme. If there are problems (either personal or

³ Postgraduate Director's Decree Number 358/Un.05/PPs.00.9/04/2021 concerning Postgraduate Academic Guidelines,

substantial) that occur in the middle of the guidance process, the steps to be taken are as follows:

1. The IED programme invites the student to discuss his or her obstacles in the guidance process;
2. The IED programme follows up on the problems faced by student;
3. The IED programme monitors and evaluates the follow up of the problems; and, if necessary,
4. The IED programme replaces supervisors/promoters/co-promoters.

Appraisal:

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling Doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas.

A mix of methods - irrespective of the teaching objectives and curricular requirements - the courses are executed according to the didactic concept.

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the Doctoral students and it contributes towards the broadening of the research-based knowledge.

Being allocated to a supervisor both in fact and in law secures a continual and intensive professional, methodological and scientific supervision of the Doctoral students. A corresponding planning in the time budget is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
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 IED programme prepares a learning system which includes lecturers, monitoring, and evaluation so that students achieve the LOs and have the additional skills needed in the professional world at Doctoral level. In addition, it collaborates with other units to ensure that several programmes, such as

language training by the Language Centre of UIN SGD Bandung, pedagogic training, managerial training, and writing training at national and international levels, run smoothly.

In implementing its various training activities, the IED programme invites guest lecturers from various institutions and universities from both within and outside the country. To continuously improve students' abilities in writing and publishing research, especially for Scopus indexed journals, the programme regularly organises public lectures on Writing Strategies and Publication of Scopus International Journals in the Social Sciences and Humanities which are delivered by qualified researchers.

Students' abilities or skills that are acquired during the IED programme are monitored by a tracer study conducted by the Career Centre every year. From the results of this tracer study, the programme obtains data from graduate users that indicates whether alumni skills are in accordance with the needs of the graduate users or not. The skills or abilities, at present, include the ability to conduct research, consult, and act as a manager.

The most significant result of the alumni tracer study is that IED programme alumni have the skills needed by graduate users, especially skills of analysis, response to problems, and provision of applicable solutions related to the field of Islamic education. In relation to its objectives, graduates do become successful researchers who can work professionally, especially in the field of research and in other fields that are scientifically oriented.

Professional qualifications are aimed at research-oriented activities (including teaching) and other activities according to the scientific competence of the IED programme. The programme ensures that the curriculum content includes learning that supports the improvement of student competencies both in research and in the additional competencies related to managerial roles by:

1. Involving researchers, lecturers, and students in the review of the curriculum;
2. Responding to inputs from graduate users; and
3. Adapting actual problems in Islamic Education.

The results of the tracer study show that most of the alumni of the IED programme have been absorbed in the world of work and even occupy strategic positions, such as the Dean at UIN SGD Bandung.

Appraisal:

The Doctoral programme is intended to convey the Doctoral students with professional qualification in the scientific and research-oriented fields of activity. In doing so, the professional qualification is aimed both at a research-oriented activity (including teaching) as well as a practical vocational activity.

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

Structure and Number of Teaching Staff (Asterisk Criterion)

The IED programme has a team of 16 lecturers, consisting of six full-time lecturers and ten part-time lecturers. In the team, there are eight professors. There are twelve male lecturers and four female lecturers. The structure and the number of teaching staff are in accordance with the needs of the study programme.

The breadth and depth of professionalism required in scientific education and research sponsorship of Doctoral students are the main considerations of the study programme. The integration of researchers and visiting lecturers from other institutes and institutions is systematically intertwined. The model of cooperation starts from the MoU between universities, and then is followed by Research Matchmaking activities to identify researchers who are in accordance with the lecturer's field of study. After that, joint research and publications are carried out.

Table 5: Data of IED programme Lecturers

Concentration	Professors		Permanent Lecturers (Non- Professor)		Non-Permanent Lecturers	
	Male	Female	Male	Female	Male	Female
Islamic Education Science	1	1	1	1	0	1
Educational Sociology	2	0	0	0	0	0
Arabic Language	2	0	0	0	2	0
Educational Administration	1	0	1	0	0	0
Research Methodology	0	0	0	0	1	1
Educational Psychology	1	0	0	0	0	0
TOTAL	7	1	2	1	3	2

Number of Lecturers	Academic Position	Area of Expertise
3	Lecturers	Islamic Education

3	Doctors	Islamic Education
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Table 6: Data of Non-Permanent Lecturers (Part-time) of IED programme

Number of Lecturers	Academic Position	Areas of Expertise
5	Lecturers	Islamic Education
5	Doctors	Educational Science and Islamic Education

Scientific Qualification of the Teaching Staff (Asterisk Criterion)

To be part of the team of lecturers, either full-time or part-time, in the IED programme, a prospective lecturer must meet the academic qualifications of having at least a Doctorate, preferably in the field of Islamic Education and/or in a scientific field that is linear with the study programme and having extensive experience in research and teaching. Prospective lecturers must also show the publications of their research in reputable journals as one of the main requirements to be appointed as a study programme lecturer.

Furthermore, the prospective lecturers must follow the procedure for appointment of lecturers which is as follows:

1. A full-time lecturer is a Doctor in the field of Islamic Education who is proposed by the study programme to the Director of Postgraduate and is appointed as a permanent lecturer by the Rector;
2. A part-time lecturer, including a practitioner, submits an application to the study programme. Then, based on LO needs, the lecturer is proposed by the study programme to the Director of Postgraduate to be appointed as a non-permanent lecturer by the Director.

Based on the Regulation⁴ of Credit Scores for Associate Professor and Professor, universities must facilitate their lecturers to become professors and/or to obtain higher qualifications by providing a budget for the implementation of the Tri Dharma of Higher Education (Education, Research, and Community Services) at local, national, and international scales so that research products can be published in reputable journals, which is one of the requirements to become a Professor and/or obtain higher qualifications.

Academic qualifications, especially related to the field of research of teaching staff, should be in accordance with national requirements. The research fields of the lecturers must be consistent with the objectives of the study programme and the strategic planning of UIN SGD Bandung. Research activities must also be in accordance with the orientation of the Doctoral programme and support the scientific education of Doctoral students. Lecturers of the study programme are expected to be active in carrying out specific publication activities according to the field/concentration they are engaged in and to be

⁴ Minister of Religious Affairs Number 7 of 2021 concerning Assessment and Determination

involved in professionally relevant scientific activities.

In addition to the budget provided by the University, the Ministry of Religious Affairs, as the Ministry that oversees UIN SGD Bandung, also provides an annual competitive budget for Tri Dharma of higher education.

Pedagogical Qualification of the Teaching Staff (Asterisk Criterion)

IED assigns lecturers who have met pedagogical and didactic qualifications. Before appointed as lecturers, they are required to practice teaching in the training activities for Candidates for Civil Servants (CPNS) so that in terms of competence, lecturers appointed by the Rector have met pedagogical and didactic qualifications.

The average time that lecturers spend teaching in one week is 17 hours. In addition, most of the lecturers have been certified after being declared to have complied with all the mechanisms regulated by law. All study programme lecturers are nationally certified or have certificates that demonstrate pedagogic abilities. The didactic and pedagogic competencies of the lecturers are improved through refreshment or public lectures on teaching methods, techniques, and media held by the University every year by presenting didactic and pedagogic experts from both within and outside the country who are competent and have a lot of teaching experiences.

The University provides regular supervision of teaching staff and provides reward on successful teaching experience over several years (based on survey/evaluation results).

Internationality of the Teaching Staff

The IED programme has brought several lecturers, practitioners, and researchers from various countries to assist internal lecturers in teaching several courses, as well as to collaborate with the internal lecturers and students in research activities. Eleven lecturers of the study programme have work experience abroad, and seven of them have completed their education (Master or Doctorate) abroad, namely in Australia, Egypt, Sudan, and Canada.

Twelve lecturers have published research in internationally indexed journals. All study programme lecturers have been actively involved in various scientific activities at international level. The University provides regular supervision of teaching staff and gives reward to lecturers who successfully continue their studies abroad or engage in various scientific activities abroad.

Students are encouraged to gain academic experience and build international networks with these external lecturers through joint research. Finally, the external lecturers also provide time for consultation via email, and face-to-face meetings according to the agreement.

Internal Cooperation within the Faculty (Asterisk Criterion)

The IED programme schedules regular meetings between lecturers, both full-time and part-time, every semester. The lecturer meetings are used to monitor and evaluate lectures, especially in terms of their capability to achieve Course LOs and LOs of the study programme. In addition to the scheduled meet-

ings every semester, lecturer meetings are also held several times incidentally during lectures or during joint testing.

Generally, in every meeting, the lecturers exchange ideas to strengthen the Course LOs of each course. In addition, lecturers with the same field of expertise also conduct peer reviews to check the content and Course LOs of each course to ensure that there is no similar, or even identical, course material. Collaboration between lecturers is also implemented in programmes outside of lectures, for example in research and community service activities.

The IED programme lecturers collaborate and work together in carrying out research and community service, thereby strengthening the LOs, both at national and international levels.

Appraisal:

The structure and number of teaching staff corresponds with the requirements of the Doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the Doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the Doctoral programme. A balanced gender ratio is pursued among the teaching staff.

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the Doctoral programme and they support the scientific education of the Doctoral students.

The pedagogical qualification of the teaching staff corresponds to the task and it has been proven.

The international composition of the teaching staff (teachers from different countries, teachers with international academic and professional experience) is sufficient.

There are regular events concerning programme coordination in the faculty which take place.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
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

Scientific Integration of the Doctoral Students (Asterisk Criterion)

Every alumnus of the IED programme automatically becomes a member of the Postgraduate Alumni Family Association of UIN SGD Bandung. The alumni family is an independent organisation, but almost all of its activities are oriented to helping the development of the graduate programme in accordance with the basic goals of its founder. For this reason, although it is not a structural organisation, its existence also supports the development of the graduate programme.

The graduate programme alumni organisation is a member of the Alumni Family Association of UIN SGD Bandung organisation. In addition, it is also a member of the Postgraduate Alumni Communication Forum, which often holds alumni gatherings, seminars and workshops among alumni. The organisational structure strongly supports the realisation of the vision, the implementation of the mission, and the achievement of the study programme's goals and objectives.

Programme management has been carried out effectively and efficiently where every personnel is in accordance with the programme management reference. In addition, the study programme collaborates with Association of Indonesian Education Scholars (PSPII) and the Graduate programme of other universities, and Fordipas (Forum Direktur Pascasarjana)⁵. The international cooperation between UM, Brunei and Thailand has also been carried out in the form of research abroad. Cooperation with institutions/universities that have been carried out and implemented by the study programme are as follows:

⁵ Fordipas (Forum Direktur Pascasarjana) is an organisation formed by postgraduate directors of State Islamic Religious Universities throughout Indonesia to collaborate in academic activities.

Table 7: Cooperation Table

No.	Institutions	Activities	Cooperation Period		Benefits obtained by IED
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Fukuoka University	Academic and Lab Facilities Cooperation	2012	Up to the present	Further Study and Improvement of Laboratory Facilities
2.	University of Malaya, Kuala Lumpur, Malaysia	1. International Seminars 2. Student Exchanges 3. Comparative Studies	2015	No Time Limit	<ul style="list-style-type: none"> Increasing scientific insight and intellectual relations Increasing knowledge, experience and intellectual relations Building cooperation in curriculum development
3.	Nanzan University, Japan	Research	2015	No Time Limit	<ul style="list-style-type: none"> Increasing knowledge, experience and intellectual relations Building cooperation in research
4.	Universiti Selangor Malaysia	Summer Enrichment Program	2017	No Time Limit	<ul style="list-style-type: none"> Increasing knowledge, experience and intellectual relations Building cooperation in curriculum development
5.	Universiti Tun Hussein Onn, Malaysia	Research Partnership	2017	No Time Limit	<ul style="list-style-type: none"> Increasing knowledge, experience and intellectual relations Building cooperation in research

No.	Institutions	Activities	Cooperation Period		Benefits obtained by IED
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
6.	Universiti Teknologi Mara Malaysia	Teaching Partnership	2017	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in curriculum development • Student coaching exchange
7.	Monash University, Australia	Research	2015	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in research
8.	University of South, Australia	Research	2017	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in research
9.	University of Antwerp, Belgia	Lecturer and Student Exchanges	2015	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations
10.	Cairo University, Mesir	Research and Student Exchanges	2014	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in research
11.	Indiana University of Pennsylvania (IUP), The United States.	Research and Lecturer Exchanges	2012	No Time Limit	<ul style="list-style-type: none"> • Sending lecturers to continue their studies

No.	Institutions	Activities	Cooperation Period		Benefits obtained by IED
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
12.	Sultan Ismail Petra International Islamic College of Kota Bharu, Malaysia	Research and Student Exchanges	2017	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in research
13.	The Group of National Institutes of Applied Sciences, France	Research and Student Exchanges	2017	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in research
14.	Johannes Kepler Universität, Austria	Research and Student Exchanges	2017	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in research
15.	Institut national des Sciences Appliquées (INSA) France	Cooperation Agreement	29/03/2017	2021	Exchange of scientists and students, promotion of establishing joint research team, Exchange of information in the fields of joint interests, other forms of cooperation mutually agreed between the parties.
16.	Azaim al-Ajhari Sudan	Scholarship Cooperation	2011	No Time Limit	Motivating students to study abroad, especially to Arab countries
17.	Le Groupe Des Instituts Nationaux Des Sciences Appliquées, France	Lecturer Exchanges	2017	No Time Limit	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in teaching in France

No.	Institutions	Activities	Cooperation Period		Benefits obtained by IED
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
18.	Jinan University, Lebanon	Lecturer Exchanges	2018	2020	<ul style="list-style-type: none"> • Increasing knowledge, experience and intellectual relations • Building cooperation in teaching in Lebanon
19.	Cisco Networking Academy	Cisco Academy Membership Agreement	2014	No Time Limit	International training and certification
	Total	19			

Doctoral students are encouraged to participate in relevant conferences or to be actively involved in other scientific events and meetings. They are also regularly involved in inter-university research projects.

Networking of the Scientists

The IED programme believes that scientific networks provide great benefits both in research and in other academic activities. Therefore, the study programme requires all its lecturers to be actively involved in various scientific organisations and/or professional organisations in the scientific field of the study programme, such as Association of Indonesian Education Scholars (PSPII). In addition, networking is also carried out through public lectures that invite guest lecturers from institutions/universities which collaborate with the study programme, collaborative research activities, seminars and/or conferences, and collaborative book and/or research publication.

Appraisal:

Cooperations with higher education institutions and other scientific establishments are an integral part of the programme. The Doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments.

The scientific networking has a recognisable benefit for Doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
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

Structural Organisation (Asterisk Criterion)

In managing academic programmes and academic administration, the Head and the secretary of the study programme work on the basis of the proportion of duties and authorities that have been regulated in the agreed regulations. Duties and authorities are as follows:

The Head of the Study Programme

1. Assist the Deputy Director for Academic Affairs in compiling, supervising, and evaluating the study programme curriculum;
2. Assist the Deputy Director for Academic Affairs in preparing and distributing courses for each semester to lecturers;
3. Assist the Deputy Director for Academic Affairs in evaluating the performance of lecturers;
4. Arrange and manage the distribution of student thesis guidance to supervisors;
5. Report all study programme activities to the graduate programme Director through the Deputy Director for Academic Affairs;
6. Assist the Deputy Director for General Administration and Finance in the management process of academic administration and budget;
7. Assist the Deputy Director for Student Affairs, Alumni and Cooperation in the process of fostering students, alumni, and cooperation.

Secretary of the Study Programme

1. Assist the Head of IED programme in curriculum preparation, supervision, and evaluation.
2. Assist the Head of IED programme in distributing, supervising, and evaluating lecturer workload (BKD) in education, research, and community services;
3. Prepare a list of courses every semester to be distributed to lecturers and students after coordinating in a study programme meeting led by the Head of the study programme;
4. Prepare course, UTS, and UAS schedules to be distributed to lecturers and students after coordinating with the Head of the study programme;

5. Collect and process student academic progress data in each semester for student transcripts; and
6. Prepare and recommend eligible students to apply for dissertation examinations based on the results of academic progress examination.

General Administration Service

1. Coordinate all learning activities together with the secretary of the study programme;
2. Coordinate the implementation of administrative activities together with the Head of Administration and the secretary of the study programme; and
3. Coordinate the use of learning facilities and other facilities that support the development of the learning process.

The decision-making process in the coordination of the study programme involves the Head of the study programme (Chairman and secretary) and Academic Staff. In carrying out his duties, the Head of the study programme is directly responsible to the Postgraduate Director. Complaints at programme level can be submitted through the complaint WhatsApp chat. The transparency of study programme activities/management performance is carried out by submitting notes of coordination meetings to related parties.

Management Support

Completion of studies receives great attention from the management of the IED programme. This is done with the intent to help students complete their studies on time and minimise the number of students who drop out or do not finish their studies. The efforts made by the UIN SGD Bandung Postgraduate programme to reduce the dropout rates include sending letters to students, discussing solutions for completion of studies, and providing information on the deadline of the study period.

The study programme administrative staff provide support to students, lecturers, and the study programme management team. The administrative staff support students by responding to student needs, for example, facilitating the administrative needs of students. The form of support from the administration for lecturers is by mediating between lecturers and students on such matters as preparing facilities and infrastructure for the student guidance process. Meanwhile, the administrative staff support the study programme management team through administrative support.

In addition, the Career Centre service supports students and graduates by holding job fair activities. Both administrative and bureaucratic support from the study programme to students and lecturers are planned and run well, and the transparency is guaranteed. Doctoral students and teaching staff are also supported both in their teaching and research assignments, including through a research grant mechanism from LPPM UIN SGD Bandung.

Documentation of the Doctoral Programme (Asterisk Criterion)

Most of the IED work programmes are well documented using various media, such as New Student Admission Leaflets, Academic Guidelines, the website⁶ and mobile applications. The study programme

⁶ <https://pps.uinsgd.ac.id/>

content that is documented and published includes academic news, announcements of new student admissions, links to units and institutions, applications, directories, and the study programmes activities.

The postgraduate IT team (USI) is responsible for documenting any content related to the study programme activities. All content is documented on the website which allows it be accessed by any concerned party/ the public. The contents of curriculum, structure, design, duration, study process and exams are further examples of the parts of the study programme that have been documented and published.

The academic records of each student, such as personal data, study plans for each semester, performance and study progress, and so on are documented online in the SALAM application/system which can be accessed by students and their supervisors through their individual accounts. Students, alumni, stakeholders, lecturers, and other parties also have access to the study programme documents.

The information on published activities carried out by the study programme is updated regularly.

Appraisal:

The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form and it provides transparency.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
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

Quality of the Classrooms and Working Places (Asterisk Criterion)

The IED and all Graduate programmes of the faculty are located on campus 2 of UIN SGD Bandung. The Doctoral programme, Graduate programme and the University are committed to offering a top-quality learning and research environment through the provision of various facilities that are in accordance with the needs and developments of the scientific field and the study programme's job market.

Table 8: Data of Lecture Facilities of the IED Programme

No	Types of Infrastructure	Number of Units	Total Area(m ²)	Utilization (Hours/Weeks)
(1)	(2)	(3)	(4)	(5)
1	Student Lounge	2	15	48 Hours
2	Classes	6	54	48 Hours
3	Library	1	54	48 Hours
4	Assembly Room	1	54	48 Hours
5	Meeting Room	1	45	48 Hours
6	Director's Room, Assistant Director's Room, Study programme Room	6	250	48 Hours
7	Journal Redaction Room	1	16	48 Hours
8	Secretariat Room for Postgraduate Student Forum	1	16	48 Hours

There are special rooms available for Doctoral students to conduct research and/or work on their dissertations. The schedule or special criteria for the use of these rooms is regulated by the Head of the Postgraduate Sub-Coordinator. The quantity, quality, and IT equipment of the classrooms have been adjusted to the needs of the study programme.

In addition, the study programme also provides various facilities, such as ramps and paths for wheelchairs and special toilets which are specifically intended to support students with disabilities. There is a multimedia lab and other rooms to support student research activities. Campus two provides 1000 Mbps internet network, and every class is connected to free Wi-Fi.

The IT Determination, Implementation, Evaluation, Control and Improvement (PPEPP) process is carried out by the Centre for Information Technology and Database (PTIPD) appointed by the Rector. This

team is responsible for the smooth operation of the IT network, including in the study programme. The postgraduate board of directors has assigned a special USI unit (Information System Unit) to handle technical aspects of IT at postgraduate level, consulting with the Centre for Information Technology and Database (PTIPD) at University level.

If an IT problem is found, the study programme will notify the USI team, and if the problem is still not handled, PTIPD will solve the problem. To minimise problems faced by students, the study programme prepares staff who are available during working hours to respond to all IT problems.

Equipment (Literature, Magazines, Databases) for the library (Asterisk Criterion)

The library of UIN SGD Bandung received an “A” Accreditation from the National Library in 2021. The library has become a digital library, in which every student can access the library catalogue online⁷. The library is open every Monday - Thursday from 07.30 WIB to 16.00 WIB, and on Friday it is open from 07.30 WIB to 16.30 WIB.

In the library, there are 26 members of staff who are ready to assist students and lecturers in accessing the required literature. The library of UIN SGD Bandung also allows students to download and upload various research works, such as undergraduate theses, graduate theses, dissertations, or research and books written by lecturers, easily. In the 2021 report, it was stated that the library has a collection of around 55,705 books, of which 15,819 (21 %) are references, in Indonesian, English and Arabic, used in the learning of IED students.

The availability of books, data of visits, and other information can be accessed online. The study programme ensures the availability of teaching materials/literature listed in the SLP of each course on a regular basis and guarantees the accessibility of literature for every student, especially those online. Outside the University, Doctoral students have digital access to most of the technical literature, and the most important databases can be accessed free of charge.

All relevant databases for Doctoral programmes are free of charge and can even be accessed online from off campus. If new teaching materials/literature are used, lecturers can provide and/or propose to the study programme for procurement. Then, the study programme will coordinate with the directors and the library team to procure or purchase the literature needed.

Generally, the library provides three copies (hard copy) of each teaching material/literature. However, if the literature used is in the form of an e-book, it can be easily accessed online⁸. The library also subscribes to several journals (Cambridge, E-Marefa, Ebsco), both national and international, which can be accessed by the academic community at <https://digilib.uinsgd.ac.id/>.

Cambridge Journal

- Garis Waktu Penelitian: Pengajaran yang berfokus pada bentuk dan penguasaan bahasa kedua: <https://www.cambridge.org/core/journals/language-teaching/article/research-timeline-formfocused-instruction-and-second-language-acquisition/7C037F468D1F8BB437104FDCFF460C96>

⁷ <https://digilib.uinsgd.ac.id/>

- Memahami perolehan kosakata, pengajaran, dan penilaian: Agenda penelitian: <https://www.cambridge.org/core/journals/language-teaching/article/understanding-vocabulary-acquisition-instruction-and-assessment-a-research-agenda/OEE8CF8625F140F79E708626D7DODACB>
- Pengajaran dan pembelajaran bahasa di Irlandia: 2012–2021: <https://www.cambridge.org/core/journals/language-teaching/article/language-teaching-and-learning-in-ireland-20122021/27B6864321F68F682BFCC83BA9770FBO>

E-Marefa Journal

- Konsep pendidikan filsafat Islam Muhammad Iqbal dikontekstualisasikan dalam menghadapi era disruptif: <https://search.emarefa.net/en/detail/BIM-1422695-muhammad-iqbal%E2%80%99s-islamic-philosophy-concept-of-education-con>
- Tingkat kemanjuran yang dirasakan guru pendidikan Islam di JORDAN: <https://search.emarefa.net/en/detail/BIM-659881-perceived-efficacy-levels-of-islamic-education-teachers-in-j>
- Mengkaji kinerja guru pendidikan agama Islam dalam pengembangan keterampilan abad 21 bagi siswa sekolah menengah: <https://search.emarefa.net/en/detail/BIM-905595-assessing-islamic-education-teachers-performance-in-developi>
- 'Ulama' tiga serangkai' dan kontribusinya terhadap kebangkitan pendidikan Islam di Indonesia awal pascakolonial: <https://search.emarefa.net/en/detail/BIM-1422596-%E2%80%98ulama%E2%80%99-tiga-serangkai%E2%80%99-and-their-contribution-towards-reviv>

Ebsco Journal

- MENGEKSPLORASI IDENTITAS PROFESIONAL GURU MELALUI MOTIVASI DAN KOMITMEN MENGAJAR: <https://doaj.org/article/e16042fed1e74e93be324e9a5ff9a3b2>

To ensure the references available on the website, remain up to date, the library has developed an automation system on the OPAC (online public access catalogue) search engine.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit DI's buildings. Instead, DI and the faculty provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the Doctoral students. The technical equipment corresponds to the requirements.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the Doctoral students. The panel members also note that literature from local Indonesian authors and philosophers should be more integrated.

Online access for technical literature is guaranteed which is positively highlighted by the panel members. Outside of the University, the Doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
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

Finance Planning and Financing of the Doctoral Programme (AsteriskCriterion)

Apart from being an Islamic Religious College under the Ministry of Religious Affairs, UIN SGD Bandung is designated as a Public Service Agency (BLU) based on the Decree of the Minister of Finance Number 251 of 2008. Therefore, UIN SGD Bandung is responsible to the Minister of Religious Affairs and, institutionally, is supervised by the Supervisory Board of BLU.

The IED programme, which is part of UIN SGD Bandung, contributes to the financial health of BLU UIN SGD Bandung. Study programmes are invited by the Postgraduate programme to submit an activity programme containing an annual budget to the University. The programme is analysed based on IKU and Perkin, which are postgraduate domains.

The submission of the indicative ceilings is carried out in September of the previous year, and then the definitive ceiling is set in April. This cycle takes place every year. The programmes/activities of the study programme must support the achievement of the Rector's IKU and Perkin. If the programmes/activities do not support this, the University will note this for revision in the budget revision session. Tuition fees in the study programme have been determined based on the Rector's Decree regarding the Single Tuition Fee (UKT) per semester. Students are required to pay a Payment Approval Letter (SPP) per semester. Institutionally, the study programme encourages students to complete their studies on time because they will continue to pay SPP per semester if they do not do so. Reduction of SPP is a derivative policy of the Minister of Religious Affairs Decree and Circular Letter of Rector which is possible if there is a request from a student to take a semester off.

In addition, various scholarships are also provided from partners that have MoUs with UIN SGD Bandung, with the aim of supporting the success of the students in their studies.

The study programme continues to carry out academic activities regardless of the number of students, so in this context, it can be said that the financial system at UIN SGD Bandung is centralised. A centralised financial system means that the University will be responsible if the study programme cannot meet its unit cost (cross financing) because in addition to the budget from the BLU, the University also receives a budget from the state. The budget preparation process at study programme level is through the Work Plan and Budget of State Ministries/Agencies (RKA K/L), which is prepared based on the results of a coordination in the study programme with the Chairman, Secretary, and Study programme staff. The study programme activities that are budgeted/funded are activities that support the Tri Dharma of higher education, including research activities, publications, public lectures, webinars, workshops, trainings, community service, curriculum review, and capital expenditures for the fulfilment of facilities and infrastructure that support the learning process.

In accordance with its objectives, financial planning also considers staffing planning for academic promotions for lecturers.

Financial Support and Scholarship Programmes

The operational funds for the IED programme are sourced from BLU funds and Pure Rupiah (RM), which is a direct budget provided by the government. Activities carried out at Postgraduate UIN SGD Bandung programme include activities for new student admissions, procurement of goods and their maintenance, scholarship programmes, capacity building for academic staff, seminars, and public lectures. The Graduate programme provides scholarship assistance for students who need and meet the qualifications.

In accordance with its objectives, the University guarantees the financial protection of Doctoral students. This scholarship is in the form of tuition waivers and scholarships from outside parties, such as the Java provincial government and CSR companies, such as Bank Indonesia. The University also facilitates students to get scholarships from beyond the campus, for example those from BPPDN, LPDP, and Fulbright.

Currently, more than 15 % of the students receive scholarships for their studies. The study programme supports students by providing information on scholarship opportunities and facilitating all documents needed by students to apply for the scholarships. Then, the University actively provides funding support for Doctoral students through third parties (foundations, public promotion programmes).

Appraisal:

In accordance with the objectives, the finance planning takes into account the staff planning for scientific employees/Doctoral positions. The necessary financial basic equipment and financing security are guaranteed for the period of accreditation. Nevertheless, the panel would like to note that more money for the further development of the programme would be very valuable. Therefore, the HEI should allocate more money to the programme. This could be financed, for example, by renting out HEI premises or offering services.

In accordance with the objectives the higher education institution guarantees the financial protection of the Doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
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

Quality Assurance in terms of Contents, Processes and Results (Asterisk Criterion)

Quality assurance at the study programme level is the responsibility of the Quality Assurance Group (GPM) which is appointed by the Postgraduate Director. Quality assurance uses the PPEPP cycle where audits are carried out annually and these audits are known as the Internal Quality Audit (AMI). The items audited by the auditors of each study programme are in accordance with the form formatted by the National Accreditation Board for Higher Education (BAN-PT), with modifications made by the auditors and determined by the Quality Assurance Unit at University level (LPM).

These items include eight National Education Standards (Graduate Competency Standards; Content Standards; Process Standards; Educational Assessment Standards; Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; and Financing Standards) with the PPEPP cycle as follows:

1. Standard determination is carried out by the auditors and determined by LPM;
2. Standard implementation is carried out by the study programme;
3. Standard evaluation is carried out by the study programme and auditors through AMI;
4. Standard control is carried out by the study programme and LPM; and
5. Standard improvement is carried out by the auditors and LPM.

In the IED programme, Quality Assurance Unit at programme level (GPM) implements PPEPP which is carried out through monitoring and evaluation of the quality of testing, curriculum, teaching and learning processes (PBM), and guidance using evaluation columns carried out every semester. The outcome of the PPEPP process is the reporting of the Follow-Up Plan (RTL) from GPM to the study programme. This activity takes place once a year.

In addition to the internal and external audit processes, the study programme regularly requests evaluations from students (related to the learning process), lecturers (related to the content of the courses), cooperation partners (related to academic and non-academic programmes), faculties and

universities (related to the development of the study programme), as well as alumni and graduate users (related to additional competencies).

The evaluation is generally in the form of a survey or questionnaire and/or delivered directly at the study programme meeting. The evaluation data and input obtained are examined and analysed by the study programme, as well as the quality assurance, and submitted to the postgraduate directors to determine the RTL or improvements to be implemented by the study programme. Quality assurance procedures are used systematically for continuous monitoring and further development of quality in terms of contents, processes and results.

The quality assurance procedures carried out by the study programme, graduate programme, and universities specifically aim to promote young researchers (graduates from the study programme) in the field of Islamic Education.

Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)

With regard to GPM performance in the IED programme, PPEPP implementation is performed through monitoring and evaluating the quality of testing, curriculum, teaching and learning process, and guidance using an evaluation column carried out per semester. The outcome of the PPEPP process is the reporting of RTL from GPM to the Study Program, from Quality Assurance Unit at Faculty level (KPM) to the Postgraduate, and from LPM to the Rector. This activity takes place once a year.

The quality assurance process of research activities is carried out by LPPM, reviewers, and the Internal Supervisory Unit (SPI). The units/institutions that play a role in implementing and supervising the study programme quality assurance process are LPM at university level, KPM at the Postgraduate programme level, and GPM at the study programme level. The process of determining the IKU is in the form of strategic targets and IKU in the Rector's Performance Contract as well as the Ministry of Religious Affairs' and the Ministry of Finance's.

The Rector's IKU is given to the Postgraduate Director's IKU, which is then given to the IKU of the Head of the study programme. Academic activities that are directly implemented, monitored, and evaluated for quality by the study programme are lecture activities, examination activities, lecture support activities, research activities, publication activities, and performance results of both students and lecturers.

Students evaluate the learning process after they complete all the lectures of one semester. This is carried out by giving questionnaires to students regarding their experiences during one semester of lectures. If, based on the results of the questionnaire, there are indications that the learning process is not running well (for example, there are lecturers who do not fulfil the required number of meetings/often arrive late/are difficult to contact), the study programme will follow up on these findings by calling the lecturers and giving academic sanctions that reduce their opportunities to carry out the Tri Dharma of higher education.

Doctoral programme quality assurance is systematically related to the concept of quality of the faculty and university (especially research). Quality assurance and programme development in the concept of the quality of faculties and the University are then periodically reviewed and adjusted, if deemed necessary.

Evaluation by Doctoral Students

At the end of each semester, students of the IED programme are asked to respond to an online evaluation through the SALAM application/system. There are 25 questions in the questionnaire which include questions about the usefulness of the courses taken, the clarity of the material delivery by the lecturers, the effectiveness of learning time and the quality of teaching materials.

GPM tests the validity and reliability of the questions presented in the survey before it is given to students. The survey covers the lecture process starting from the materials given, the lecturers' teaching methods, and evaluation of lectures. The survey is distributed anonymously to each class in each batch in every semester.

The results of the survey given to students related to the suitability of the credits and achievement of Course LOs and LOs are as follows:

1. 81 % of courses support LOs;
2. 87 % of courses achieve Course LOs;
3. 87% of Course LOs support the programme's LOs.

Based on the results of the survey conducted, it can be seen that the credits of each course are suitable to the achievement of Course LOs and ultimately to the LO, which is becoming a researcher in the field of Islamic Education. The results of the survey are documented and analysed by GPM before being submitted to the study programme. Conformity with the LOs of the study programme is an important point in the survey process so the study programme follows up on all recommendations from GPM regarding the survey results.

As a form of accountability to students, the study programme invites student representatives (*kosma*) to discuss the evaluation carried out by GPM and to explain the follow-up actions that have and have not been carried out, along with the reasoning. Through the representatives, all students can find out about the follow-up actions of the evaluation survey at the study programme level.

Evaluation by Supervisors

The evaluation procedure to be conducted by the supervisor is stated in the Record of the Dissertation Seminar and Session. In seminars and sessions, records of the implementation are always provided and evaluated by the IED programme to monitor what needs special attention. The records of dissertation seminars and sessions are also useful for dissertation supervisors and examiners, especially to check the progress that has been achieved by students.

Students are required to pass the examination stages, including the dissertation proposal seminar exam, qualification exam, progress exam, closed exam, and open exam. The study programme provides a special questionnaire related to the curriculum and/or the learning/research process to be evaluated by the lecturers, supervisors, and promoters. The study programme appoints staff to analyse the results of the evaluation.

Another mechanism carried out by the study programme to obtain input from the lecturers, supervisors, and promoters is coordination meetings for study programme lecturers. These are held at the beginning, middle, and end of the semester. The study programme periodically evaluates the programme

implementation carried out by the supervisor/quality assurance agency (internal and/or external) according to the established procedures, and the results are discussed internally and used in the quality development process.

The evaluation findings and RTL are summarised in a report and documented.

Evaluation by Third Parties (Graduates, external Peers, Stakeholders)

To get input regarding the quality assurance of the IED programme, the study programme makes a special questionnaire related to the learning, research, and guidance process required for students who will register for graduation. It is hoped that all prospective study programme graduates provide input to the study programme. The study programme obtains information about the quality of graduates in the world of work through studies conducted by the University's Career Centre and institutions that are study programme graduate users.

In this evaluation, lecturers, Doctoral students and representatives from research institutions are also involved in the evaluation procedure. As an effort to maintain the quality assurance, the study programme annually asks for evaluations from external parties, such as graduate users and alumni.

Table 9: Evaluation Content for External Parties

Evaluator	Alumni	Graduate Users	Third Party	Evaluation Results
Evaluation Items				
1. Student recruitment process	Batch 2017	Ministry of Religious Affairs of the Republic of Indonesia (District-City)	BAN-PT, once every 5 years, by filling in the study programme accreditation form.	Assessment of 7 standards or 9 criteria according to SNPT, resulting in an accreditation rating
Curriculum in accordance with the needs of the world of work				
2. Alumni's main LOs in accordance with the needs of the world of work	Batch 2018	Broadcasting agency	KAP, once a year, with audits of financial and performance data.	The achievement of ASN performance and the use of BLU finances. If something doesn't match, the Public Accounting Firm (KAP) will give recommendations to the Rector to be forwarded to the
3. Alumni's additional skills				
4. Good university governance				

5. Criticism and suggestions				unit (including postgraduate).
	Batch 2019	Campus	Ministry of Religious Affairs of the Republic of Indonesia, once a year. Calculation of IKU achievement and Perkin	IKU and Perkin Achievements from the University, more specifically, which parts exceed, fulfill or fail. These results have implications for the following year's budget. The Key Performance Index (KPI) exceeding the target are the strengthening of religious moderation content; the KPI meeting the target are innovative online learning methods; and the KPI not achieved are the number of students from abroad. All study programmes at UIN Sunan Gunung Djati Bandung support the achievement of IKU and the Rector's Perkin.

Evaluator	Alumni	Graduate Users	Third Party
Evaluation Items			
6. Student recruitment process 7. Curriculum in accordance with the needs of the world of work 8. Alumni's main LOs in accordance with the needs of the world of work 9. Alumni's additional skills 10. Good university governance 11. Criticism and suggestions	Batch 2017 Batch 2018 Batch 2019	Ministry of Religious Affairs of the Republic of Indonesia (District-City) Islamic education institutions Campus	BAN-PT, once every 5 years, by filling in the study programme accreditation form. KAP, once a year, with audits of financial and performance data. Ministry of Religious Affairs of the Republic of Indonesia, once a year. Calculation of IKU achievement and Perkin
The party who analyses and conveys the final results	Career center of UIN SGD Bandung (Proof is prepared)		

Appraisal:

There is a quality assurance procedure in place which is systematically used for continuous monitoring and the further development of quality in terms of content, processes and results. The 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.

There is a regular evaluation concerning the implementation of the programme carried out by the Doctoral students, by supervisors and by external evaluation according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Super-ordinate 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 Gunung Djati Bandung

Programme: Islamic Education Doctoral Programme

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
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		
2.	ADMISSION					
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					
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.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
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		
5.	QUALITY ASSURANCE					
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		