Decision of the FIBAA Accreditation and Certification Committee

19th Meeting on September, 5 2025

PROGRAMME ACCREDITATION

Project Number:	23/058 Cl. 3
Higher Education Institution:	Universitas Muhammadiyah Malang, Indonesia
Location:	Medan, Sumatra, Indonesia
Study programme:	1. Bachelor of Law 2. Bachelor of Islamic Family Law 3. Bachelor of Agribusiness
Type of accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited without conditions.

Period of Accreditation: September 5, 2025–September 4, 2030.

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:
Universitas Muhammadiyah Malang, Indonesia

Bachelor/Master programme:
1. Bachelor of Law
2. Bachelor of Islamic Family Law
3. Bachelor of Agribusiness

Qualification awarded on completion:
1. Bachelor of Law / Sarjana Hukum (S.H)
2. Bachelor of Law / Sarjana Hukum (S.H)
3. Bachelor of Agribusiness / Sarjana Pertanian (S.P)

General information on the study programme

Brief description of the study programmes:
The Bachelor of Law (BL) study programme covers the required learning objectives for a law study programme in Indonesia. It prepares students to become judges, prosecutors, advocates, legal consultants, legal officers, legal drafters, legal auditors, legal advisors as well as legal researcher. Through a set of elective courses, students can deepen their understanding of international criminal or private law, investment law, different aspects of constitutional, criminal or Islamic law.

The Bachelor of Islamic Family Law (BIFL) programme at UMM trains students to understand Islamic legal principles related to family matters, including marriage, inheritance, and dispute resolution. It aims to produce graduates who are both legally proficient and ethically grounded, ready to serve in legal, religious, and community institutions. BIFL produces graduates, who are legal practitioner in Islamic Law & Family Law, legal researcher in Islamic Law & Family Law and Islamic Law and Family Law Consultant.

The curriculum of Bachelor of Agribusiness (BA) starts with foundational courses like Agricultural Economics and Management Fundamentals and progressing to advanced topics such as Managerial Economics and Agribusiness Management Information Systems. Graduates can work as Agribusiness Manager, Agribusiness Entrepreneur, Agribusiness Community Development Facilitator, Agribusiness Reviewer, Government Officials and Managerial staff in the bank and non-bank financial institutions.

Type of study programme:
Bachelor programmes

Projected study time and number of ECTS credits assigned to the study programme:
All three programmes:
8 Semesters, 144 SKS credits =216 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:

1. Bachelor of Law: ten classes and 400 students per academic year
2. Bachelor of Islamic Family Law: one class and 40 students per academic year
3. Bachelor of Agribusiness: three classes and 120 students per academic year

Programme cycle starts in:
September: winter semester

Initial start of the programme:
1. Bachelor of Law: September 1965
2. Bachelor of Islamic Family Law: August1986
3. Bachelor of Agribusiness: December1984

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Law (Sarjana Hukum (S.H)), Bachelor of Law (Sarjana Hukum (S.H)) and Bachelor of Agribusiness (Sarjana Pertanian (S.P)) was made between FIBAA and Universitas Muhammadiyah Malang, Indonesia on June 16, 2023. On June 13, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. iur. Sarah R. Azimi, MLB
German University of Applied Sciences
Professor of Business Administration and Management, Vice President Legal and Compliance
Islamic Law, Business Law, Civil Law, Commercial Law, Company Formation, Management, Law, Business, Management, Adult Education (part-time study programmes)

Prof. Dr. Peter C. Fischer
Düsseldorf University of Applied Sciences (HSD), Germany
Professor of Business Law
Labor Law, Civil Law, Commercial Law, Business Law, Corporate Law

Prof. Dr. Ute Höper
Anhalt University of Applied Sciences, Germany
Professor of Marketing in the Food and Agricultural Industry
Regional Cycles in Agriculture and Agribusiness, Value Chain Management, Direct Marketing of Agricultural Products, Capacities and Employment Levels in Food Processing Companies, Development of Concepts to Improve Logistics through the use of Innovative Technologies

Shahabuddin Hanif Khan
Petronas Chemicals Group, Malaysia
Head, Fertilizer Application Specialist, MSc in Agriculture
Soil & Crop Sciences, Minor In Entomology, Professional Specialist in Fertilizers (Urea, Compound/ Compacted Npk) Application and Product Development, Specialty Fertilizer, Nitrogen Stabilizers (Nbpt/Dmpp), Slow & Controlled Released Fertilizers, Crop/ Product Evaluation In Greenhouse / Field, Fertilizer Product Documentation for Import/Export

Prof. Dr. Tolkah Tolkah
State Islamic University - UIN Walisongo, Indonesia
Associate Professor, Vice Dean on General Administration, Planning, and Financial Affairs
Islamic Studies (especially on Islamic Law)

[1] The panel is presented in alphabetical order.

Ute Walter
Specialist Law Firm, Germany
Lawyer and Specialist Lawyer for Family Law, Inheritance Law
Corporate Law, Tax Lawyer Course

Edgar Wienhausen
Free University of Berlin, Germany
Law (State Examination, Bachelor & Diploma) specialising in International and Comparative Law

FIBAA project manager:
Dr Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on February 25.-26, 2025, at the HEI's premises in Malang, Indonesia. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 14, 2025. The statement on the report was given up on August 16, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of Law, Bachelor of Islamic Family Law and Bachelor of Agribusiness offered by Universitas Muhammadiyah Malang fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 5, 2025 and finishing on September 4, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where **all study programmes** could be further developed by:

- introducing more compulsory electives into the curriculum and giving more options for elective courses (chapter 3.1.7)
- inviting more guest lecturers (chapter 3.3.3)
- enhancing efforts to attract international students and developing a strategic concept to support their recruitment (chapter 3.4.2)

The BA could be further developed by:

- finding another USP for the BA besides the brand Muhammadiyah (see chapter 1.3.1)
- strengthening further its collaborations with industry partners and agricultural enterprises and enhance the visibility of these partnerships (chapter 4.3.2)
- developing a financial strategy aimed at boosting student numbers. (chapter 4.6)

The BL and the BIFL could be further developed by:

- introducing targeted measures to accelerate the transition of graduates into the workforce (chapter 1.3.2)

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

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

- Ethical aspects (see chapter 3.1.5)
- Examination and final thesis (see chapter 3.1.7)
- Internal cooperation (see chapter 4.1.5)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4.1)
- Access to literature (see chapter 4.4.2)
- Alumni activities (see chapter 4.5.2)

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

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GLOSSARY

1.	AA	Applied Approach
2.	BA	Bachelor of Agribusiness
3.	BAAIK	Academic Administration, Al Islam, Muhammadiyah Studies Bureau
4.	Bahasa Indonesia	Indonesian Language
5.	BAN-PT	National Accreditation Board for Higher Education
6.	BIFL	Bachelor of Islamic Family Law
7.	BL	Bachelor of Law
8.	BPMI	Quality Assurance Board of University Level
9.	CEFR	Common European Framework of Reference
10.	CoE	Center of Excellence
11.	DUDIKA	Business, Industry, and Workforce Sector
12.	DPP	Education Development Fund
13.	FLSP	Foreign Language for Specific Purposes
14.	GKB	Common Lecture Building
15.	GPM	Quality Assurance Unit in Study Programme Level
16.	IISMA	Indonesian International Students KKNMobility Award
17.	IQF / KKNI	Indonesian Qualification Framework
18.	IRO	International Relations Office
19.	KHS	Study Results Card
20.	KRS	Study Plan Card
21.	LIP	Innovative Learning Institution
22.	LMS	Learning Management System
23.	LO	Learning Outcome
24.	LSP	Professional Certification Institution
25.	MBKM	Emancipated Learning Programme
26.	NUNI	Nationwide University Network Indonesia
27.	P2KK	Personality and Leadership Development Training
28.	PEKERTI	Training on Basic Instructional Skills and Techniques
29.	PPEPP	Appointment, Implementation, Evaluation, Control, and Improvement
30.	PPUT	Education of Muhammadiyah's Scholars Programmes
31.	PMM	Community Service by Students
32.	RPS	Semester Lesson Plan
33.	SKS	Semester credit unit (equivalent to 1.50 ECTS)
34.	SKPI	Diploma Supplement
35.	SPM	Quality Assurance Unit in Faculty Level
36.	SPMI	Internal Quality Assurance System
37.	SPP	Education Development Contribution
38.	UMM PASTI	A Programme to Ensure the Students to Graduate in Time and Fill the Workforce Right after their Graduation
39.	UMM	Universitas Muhammadiyah Malang
40.	UPT-PMB	Student Admission Office
41.	UAS	Final Semester Examination
42.	UTS	Mid-Semester Examination
43.	TAEP	Test of Academic English Proficiency

Information

Information on the Institution

Universitas Muhammadiyah Malang (UMM) is a private university affiliated with Muhammadiyah, the largest Islamic organisation in Indonesia. Established in 1964, UMM received Unggul (Outstanding) accreditation from the National Accreditation Board for Higher Education (BAN-PT). UMM's role in the national and international arena aligns with its motto, “From Muhammadiyah for the Nation”, reflecting UMM's commitment to providing quality education that contributes to Indonesia's development.

Notable achievements include the Excellent Campus Award (AKU) as the best private university in East Java for 14 consecutive years from The Higher Education Service Institutes (LLDIKTI VII) East Java Region. The ASEAN Energy Award twice in 2009 and 2018 for the best practice competition for energy-efficient buildings. Five Stars awards for facilities and employability from QS-Star in 2021. In 2021, the University was ranked first as the world's best Islamic university according to UniRank, listed among the top twenty-five Indonesian universities according to Webometrics, and secured the nineteenth rank among the best universities in Indonesia according to 4ICU.

UMM has established ongoing international collaborations, including Erasmus Mundus, the Australian Consortium for ‘In-Country’ Indonesian Studies (ACICIS), American Peace Corps, Dutch BGP Engineering, American Indonesian Exchange Foundation (AMINEF), Association Internationale des Étudiants en Sciences Économiques et Commerciales (AIESEC), The Electrical Engineering Students' European Association (EESTEC), United States Agency for International Development (USAID), and Australian Agency for International Development (AUSAID).

UMM has ten faculties, a vocational programme, and a graduate school. UMM has over 36.000 active students distributed across 35 bachelor’s degree programmes, 13 master’s degree programmes, four doctoral programmes, five diploma programmes, and seven professional programmes. Among these programmes, 27 study programmes have obtained Unggul (Excellent) accreditation from BAN-PT and Lembaga Akreditasi Mandiri, and twelve study programmes are accredited “A” (designated as excellent) by BAN-PT. Moreover, several study programmes have received recognition and accreditation from international boards (e.g. FIBAA, ASEAN, IABEE).
The three study programmes of this cluster are the Bachelor of Law from the Faculty of Law, the Bachelor of Islamic Family Law from the Faculty of Islamic Studies, and the Bachelor of Agribusiness from the Faculty of Agriculture and Animal Science.

Further development of the programme, statistical data and evaluation results

Bachelor of Law (BL)
The programme BL was founded in September 1965 at UMM. Its first accreditation was carried out by the National Accreditation Board (BAN-PT) in 1998[2] and received the rating B.

[2] This is based on BAN Decree Number: 01168/Ak-1.1/UMMIHK/VIII/1998.

Afterwards, in several accreditations by BAN-PT from 2003 till 2019, the study programme was declared accredited with a rating of A.[3] In 2020 the Indonesian rating system was renewed and BL was accredited with the highest score 'Excellent' (2022 onwards).[4]

The vision and mission of BL are as follows:

Vision of BL
To serve as a leading study programme in Higher Education of Law with excellent capacity and exercise of legal sciences to yield professional, humanist, and religious bachelors of law by 2030.

Mission of BL
1. Administering learning and teaching that yield professional, humanist, and religious bachelors of law who master global knowledge, understand human rights and demonstrate entrepreneurship quality
2. Professionally administering research in legal topics to contribute to developing science in law.
3. Professionally administering community service in legal topics to contribute to improving roles and BL, the Faculty of Law in society.
4. Initiating partnerships in law with several local or foreign parties to contribute to the improvement of the quality of the graduates of BL, the Faculty of Law, UMM
5. Administering coaching and development programmes for researchers of BL pursuant to Islamic values and Muhammadiyah.
6. Administering institutional governance of Law Study Programme, the Faculty of Law

The Bachelor of Law develops its internationalisation further:
1. To strengthen academic quality, the Bachelor of Law improves the academic publication to gain international recognition through Legality: Jurnal Ilmiah Hukum indexed by Scopus in March 2023, International Conference on Law Reform (INCLAR) that held annually, International Short Course on Law Reform (ISCLAR) and International Community Services;
2. To implement Merdeka Belajar Kampus Merdeka (MBKM[5]), the Bachelor of Law designed the Center of Excellent (CoE) Advocate Assistant Law School; and

[3] This is based on the Accreditation carried out by the National Accreditation Board (BAN) with a Decree. BAN Number: 036/BAN-PT/Ak-VII/S1/X/2003. The next accreditation was carried out through BAN PT Decree Number: 030/BAN-PT/AK-XI/S1/XI/2008. And then an accreditation followed with BAN PT Decree Number: 350/SK/BAN-PT/Akred /S/VIII/2014.

[4] In 2020, the old A-B-C rating system of BAN-PT was transferred to the new Baik–Baik Sekali–Unggul system, which is as follows:
- The score Unggul (Excellent) – Highest level Score: ≥ 361
- Baik Sekali (Very Good) Score: 301–360
- Baik (Good) Score: 201–300
- Tidak Terakreditasi (Not Accredited) Score: < 200

[5] In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

3. To arrange the international experience, a Bachelor of Law joined the programme of IISMA, Erasmus+, and University to University agreement for lecturers and student mobility.

Figure 1: Statistical data of BL[6]

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study Places offered by HEI		400	400	400	400	400	400	400
# Applicants	∑	1154	1254	1574	1919	1654	1927	1567
	f	598	618	778	947	823	825	814
	m	556	636	796	972	831	1102	753
Application rate		288,50%	313,50%	393,50%	479,75%	413,50%	481,75%	391,75%
# First-Year Students *(accepted applicants)*	∑	400	400	400	400	400	400	400
	f	211	193	219	194	186	192	196
	m	189	207	181	206	214	208	204
Rate of female students		0,5275	0,4825	0,5475	0,485	0,465	0,48	0,49
# Foreign Students	∑	0	0	0	0	0	1	32
	f	0	0	0	0	0	0	22
	m	0	0	0	0	0	1	10
Rate of foreign students		0	0	0	0	0	0,0025	0,08
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# Graduates	∑	373	349	280	0	0	0	0
	f	195	207	141	0	0	0	0
	m	178	142	139	0	0	0	0
Success rate *(students who finished their studies)*		93,25%	87,25%	70,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		*6,7500%*	*3,5%*	*3,8%*	*3,1%*	*2,8%*	*2,5%*	*1,8%*
Students Still Studying		*0,0000%*	*3,5%*	*26,5%*	*96,9%*	*97,3%*	*97,5%*	*98,3%*
Average duration of study		4 year	4 year	4 year	no student graduated yet	no student graduated yet	no student graduated yet	no student graduated yet
Average grade of final degree		3,58	3,60	3,61	0,00	0,00	0,00	0,00

The number of applicants from all cohorts is generally stable indicating a slight difference in the number of applicants in even years which tends to be greater than in odd years. The rise in on-time graduations has led to higher overall graduation rates, improved GPAs, and shorter time-to-degree completion. The total capacity of 400 study places has been fully utilised. The rate of female students is between 46% and 54%. There was only one international student in the cohort of 2022 but already 32 international students in the cohort of 2023. For older cohorts like the one from 2019, the success rate accounted for 93%. The dropout rate comprises of students whose study period exceeds a maximum of 14 semesters and students who quit from the study programme due to economic, health, and academic adaptation issues. It stays consistent between 3,5 and 6,7% for old cohorts. Nevertheless, the average duration of study stays four years.

Bachelor of Islamic Family Law (BIFL)

The Bachelor Programme of Islamic Family Law (BIFL) is one of the study programmes at the Faculty of Islamic Studies. It was initial established on August 1, 1986, BIFL at the Department of Sharia.[7] In 2004, it was changed to the Bachelor Programme of Ahwal Syakhshiyyah[8], and

[6] Please notice for the statistical data of all three programmes:
- The study period is based on the policy of the Indonesia Ministry of Education. A minimum of seven semesters and A maximum of 14 semesters (3.5 - 7 years).

The drop out in the table above is due to:
1. Study period that exceeds a maximum of 14 semesters
2. Quitted from study program due to economic, health, and academic adaptation issues

- "students still studying row" based on students in each year of the class who are currently still in the study period (still taking courses or completing final projects or thesis).
- The calculation of success rate and dropout rate based on each cohort, without combining it with other cohort study periods

[7] This was based on the Decree of the Chancellor of IAIN Sunan Ampel as chairman of Kopertais Region IV Surabaya, Number: 58/K/F-9/P/87.

[8] The Bachelor Programme of Ahwal Syakhshiyyah in Indonesia is an undergraduate academic programme focused on Islamic Family Law. It is commonly offered by faculties of Sharia (Islamic Law) at Islamic universities such as UMM. "Ahwal Syakhshiyyah" (Arabic) translates to “Personal Status Law”

in 2019 it became the Bachelor Programme of Islamic Family Law. Since 2015, BIFL has achieved an “Unggul” (Excellent) accreditation from BAN-PT.[9]
The developments carried out by BIFL are as follows:

1. BIFL reviews the curriculum by dropping irrelevant courses, adding new courses, reducing the credits of particular courses, and upgrading the practicum/ practical courses to improve the graduates' quality.
2. BIFL improves the success rate by offering support to students for their final projects. In this context, BIFL helps students for example how to write academically for publishing in reputable journals. The value of the final project is equivalent to the bachelor thesis.
3. BIFL has established a Centre of Excellence (CoE) – Corporate Law School as part of its commitment to the Merdeka Belajar Kampus Merdeka (MBKM) initiative. This programme equips students with practical legal skills in corporate and business law, complementing their foundation in Islamic family law. It is run in collaboration with PERADI Malang and offers professional training, workshops, and internships to prepare students for broader legal careers.
4. BIFL involves practitioners in teaching courses such as Civil Law, Constitutional Law, Criminal Law and Civil Procedure Law.

All of the developments are also made by considering the previous accreditation such as curriculum review and practitioners involvement.

Figure 2: Statistical data of BILF

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023	8. Cohort 2024
# Study Places offered by HEI		40	40	40	40	40	40	40	40
# Applicants	∑	104	102	108	103	107	110	116	119
	f	50	54	57	49	55	53	57	59
	m	54	48	51	54	52	57	59	60
Application rate		260.00%	255.00%	270.00%	257.50%	267.50%	275.00%	290.00%	297.50%
# First-Year Students *(accepted applicants)*	∑	37	39	39	37	39	40	40	40
	f	18	19	21	19	20	21	20	20
	m	19	20	18	18	19	19	20	20
Rate of female students		48.65%	48.72%	53.85%	51.35%	51.28%	52.50%	50.00%	50.00%
# Foreign Students	∑	3	0	0	0	0	0	0	0
	f	1	0	0	0	0	0	0	0
	m	2	0	0	0	0	0	0	0
Rate of foreign students		8.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Percentage of occupied study places		92.50%	97.50%	97.50%	92.50%	97.50%	100.00%	100.00%	100.00%
# Graduates	∑	36	35	36	31	0	0	0	0
	f	18	18	19	15	0	0	0	0
	m	18	17	17	16	0	0	0	0
Success rate *(students who finished their studies)*		97.30%	89.74%	92.31%	83.78%	0.00%	0.00%	0.00%	0.00%

According to the statistical data, the number of BIFL applicants enrolling in the study programme from 2018 to 2023 are more than 250% of the 40 study places offered. During 2018 and 2021 they were not fully occupied because of the study programme's tight selection, which focuses on the applicants’ quality. In 2022 and 2023, all of the study places were occupied with qualified applicants. The rate of female students is between 48% and 56%. As stated in the statistical data, however, there are no international students during the aforementioned period due to the international students' priority in studying Islamic Law.

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or “Family Law” in English. It refers to the body of Islamic legal rulings that govern: Marriage and divorce, Inheritance, Child custody and guardianship, Wills and endowments (waqf) and Women's and children's rights in family contexts.

[9] National Accreditation Board for Higher Education (BAN-PT) according to Decree Number: 13157/SK/BAN-PT/AK-ISK/S/XII/2021.

To graduate from the BIFL, the students have to complete all courses in four years or earlier. The graduation rate increased during all cohorts except in 2020 due to the COVID 19 outbreak.

Bachelor of Agribusiness (BA)

Bachelor of Agribusiness (BA) has been accredited by BAN-PT DIKTI with an A grade from 2013 to 2018. Furthermore, “Excellent” accreditation from BAN-PT was obtained on October 12, 2021. The Excellent accreditation will be valid until December 2028. As the result of the quality assurance monitoring, BAN-PT recommended two points to upgrade the study programme quality by increasing numbers of students as well as lecturers’ qualifications. In 2009, BA only had one lecturer with professor qualifications and two lecturers with doctoral education levels, while other lecturers had S2 qualifications. Ten years later, in 2019, BA had already seven doctors. Recently, in 2023, BA has five lecturers with doctoral qualification, three professors and other lecturers with S2 (Magister) qualifications.

Figure 3: Statistical data of BA

Study Programmes: Bachelor of Agribusiness

Academic Year

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)
# Study Places offered by HEI		120	120	120	120
# Applicants	∑	187	230	192	183
	f	102	125	103	97
	m	85	105	89	86
Application rate		155,83%	191,67%	160,00%	152,50%
# First-Year Students *(accepted applicants)*	∑	120	120	120	120
	f	64	67	69	77
	m	56	53	51	43
Rate of female students		53%	56%	58%	64%
# Foreign Students	∑	0	1	1	0
	f	0	0	0	0
	m	0	1	1	0
Rate of foreign students		0%	1%	1%	0%
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%
# Graduates	∑	115	109	104	0
	f	61	61	60	0
	m	54	48	44	0
Success rate *(students who finished their studies)*		95,83%	90,83%	86,67%	0,00%
Dropout rate *(students who dropped their studies)*		*4,17%*	*3,33%*	*3,30%*	*2,50%*
Students Still Studying		0,00%	5,84%	10,03%	97,50%
Average duration of study		4,5	4,3	4,2	no students graduated yet
Average grade of final degree		3,47	3,47	3,45	0,00

Study Programmes: Bachelor of Agribusiness

		5. Cohort (2021)	6. Cohort (2022)	7. Cohort (2023)	8. Cohort (2024)
# Study Places offered by HEI		120	120	120	120
# Applicants	∑	154	148	130	141
	f	98	89	76	45
	m	56	59	54	96
Application rate		128,33%	123,33%	108,33%	117,50%
# First-Year Students *(accepted applicants)*	∑	120	115	84	62
	f	57	68	29	20
	m	63	47	55	42
Rate of female students		48%	59%	35%	32%
# Foreign Students	∑	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0%	0%	0%	0%
Percentage of occupied study places		100,00%	95,83%	70,00%	51,67%
# Graduates	∑	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Success rate *(students who finished their studies)*		0,00%	0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		*2,50%*	*1,70%*	1,50%	0,00%
Students Still Studying		97,50%	98,30%	98,50%	100,00%
Average duration of study		*no students graduated yet*	*no students graduated yet*	*no students graduated yet*	*no students graduated yet*
Average grade of final degree		0,00	0,00	0,00	0,00

BA offers 120 study places, but even though there are slightly more applicants each year, the first-year students have been lower than 120 since 2022. The programme head named two reasons . Firstly, many students choose to study at state universities, as only a bachelor's degree (B.A.) automatically grants the eligibility to continue into a master's programme. Secondly, interest in Agribusiness and related fields has been declining, as society increasingly overlooks their significance. In response, the Agribusiness programme actively visits schools in Malang and nearby towns and villages to promote awareness of the crucial role agriculture and agribusiness play in food security. The rate of female students vary widely between 23% and 64%. There are nearly no foreign students in the programme. The success-rate, students who finish their studies, is quite high in the cohorts from 2017, 2018 and 2019. The drop-out rate is never higher than 4,17%. The average duration of study is slightly over four years.

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The objectives of all study programmes are set by each programme complying with the quality manual at university level. The same compliance is also maintained in the setting of graduate profiles, learning outcomes, and study programme's curriculum, as follows.

Bachelor of Law (BL)
BL has clear objectives in its learning process. It aims to produce law graduates who are professional, humanist, and religious. These graduates should have a global outlook, understand human rights, and possess an entrepreneurial spirit. BL also strives to develop law graduates as researchers who can advance legal science. It encourages graduates to use law wisely to solve social problems, guided by Islamic values, justice, and legal principles. BL promotes collaboration with various partners, both domestic and international, to improve graduate quality. It also aims to produce researchers who uphold Islamic values. Finally, BL is committed to developing professional institutional governance based on Islamic principles. To support this objective, the study programme is designed to prepare graduates with the following profile:

Graduates Profile No. 1: Legal Practitioners
Legal Practitioners are capable of demonstrating the knowledge of positive law and positive legal science to resolve legal problems pursuant to the principles of justice and legal procedures by serving as judges, prosecutors, advocates, legal consultants, legal officers, legal drafters, legal auditors, legal advisors, legal analysts, civil servant, community leader or teacher. They can work in human resources departments or serve as Land Deed Officials (PPATs).[10] Furthermore, they can be paralegals who are capable of adapting to situations faced in professional, humanist, and religious manners.

Graduates Profile No. 2: Legal Researcher
Legal Researchers can work as assistant researchers who possess a solid understanding of legal theory in a broad context, and who are capable of analysing and resolving procedural disputes in a professional, humanistic, and ethical manner. In addition, they may also serve as data collectors, writers, and contributors to research findings.

Study Programme Learning Outcomes (LOs) of BL
Attitude
LO1 (A1):
Internalising the values of Islamic Al Muhammadiyah, Pancasila, and Civics in personal and social life and careers.
LO2 (A2):
Upholding ethics and responsibilities as professionals at work independently, vigorously, and with entrepreneurship quality.
General Skills
LO3 (GS1):

[10] A Land Deed Official, known in Indonesia as PPAT (Pejabat Pembuat Akta Tanah), is a certified public official appointed by the Indonesian government to draft and authenticate legal documents related to land and property transactions.

Capable of demonstrating logical, critical, systematic, creative, and innovative reasoning in the context of the development of science, technology, and art that take into account and implement humanitarian values relevant to the domains of legal science.
LO4 (GS2):
Capable of working in a team, communicating, and collaborating effectively and adapting to working environments and society at local, national, regional, or international level for the development of science, technology, and art, solving problems and making strategic and professional decisions relevant to the skills in science based on relevant data, technology and information.
Specific Skills
LO5 (SS1):
Capable of applying the theory of substantive and/or procedural law according to research methods to specifically analyse particular legal cases or problems.
LO6 (SS2):
Capable of duly drafting legal documents for non-litigation and/or litigation processes
Knowledge
LO7 (K1):
Applying theories, concepts, construction, and development of positive law and positive legal science based on research methods and legal findings.
LO8 (K2):
Mastering the development of science, technology, and art required to apply legal knowledge

Bachelor of Islamic Family Law (BIFL)
The BIFL aims to produce graduates who have expertise in the field of Islamic family law and have academic competencies as formulated in the Learning Outcomes (LO). The LOs are in line with the Higher Education National Standard, the Indonesian Qualification Framework or KKNI level 6 for undergraduate programmes. It is based on suggestions from stakeholders. They share the mission to produce graduates who have competitiveness in the global world and who have an excellent competence in Islamic family law.

Graduates Profile No. 1: Legal Practitioner in Islamic Law & Family Law
Law graduates who are proficient in drafting legal documents in Islamic law and Islamic family law, and who are capable of formulating, analysing, and resolving legal issues based on theoretical frameworks and legal principles in these areas.

Graduates Profile No. 2: Legal Researcher in Islamic Law & Family Law
Law graduates in the field of Islamic family law who are able to formulate, analyse and study problems in the field of Islamic family law so as to obtain solutions as decision-making that can work in research institutions, religious institutions, fatwa institutions, and policy strategies.

Graduates Profile No. 2: Islamic Law and Family Law Consultant
Law graduates who are able to identify legal issues, Islamic law and Islamic family law for good social, state and family life, within the scope of business entity units.

Study Programme Learning Outcomes (LOs) of BIFL
Attitude
LO1 (A1):

Deepening the values of Islam and Kemuhammadiyahan,[11] Pancasila and citizenship in individual life, society, nation, and state.
LO2 (A2):
Demonstrate a responsible, law-abiding, and disciplined attitude towards work in their field of expertise (Islamic Family Law) based on values, norms, and academic ethics with a spirit of independence, struggle, and entrepreneurship.
Knowledge
LO3 (K1):
Able to master theoretical concepts about general fundamentals, basic science and supporting science.
LO4 (K2):
Able to master the theoretical concepts of Islamic law, Law Science, and Islamic Family Law.
General Skills
LO5 (GS1):
Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology, while considering and applying humanistic values, in accordance with their area of expertise and based on scientific rules, procedures, and ethics, independently, with quality, and in a measurable manner
LO6 (GS2):
Able to communicate orally and in writing in technical and non-technical aspects, work in teams, interact with others, skilled in organising and leading in various situations.
Specific Skills
LO7 (SS1):
Able to apply Islamic law theory and law science in solving problems related to Islamic family law.
LO8 (SS2):
Able to design, create and evaluate Islamic law documents and Law Science with Multidisciplinary, Interdisciplinary, and Transdisciplinary approaches.

Bachelor of Agribusiness (BA)
The objective of the BA is cultivating graduates in competences such as agribusiness manager, entrepreneur, community development facilitator, consultant, government official, and staff manager of banks and other institutions in the national competition.
The curriculum of the BA incorporates the principles of Outcome-Based Education (OBE) under the Merdeka Belajar Kampus Merdeka (MBKM) programme. This curriculum is aimed at expediting the development of graduates and providing students with the opportunity to acquire well-rounded skills, knowledge, and attitudes, encompassing both general and specific capabilities, as delineated in the formulation of graduate learning outcomes.

Graduates Profile No. 1: Agribusiness Manager
Graduates shall be able to plan, manage, operate, control, and develop sustainable agribusiness units, as well as capable of formulating strategic plans, business plans, and evaluating agribusiness programmes.

Graduates Profile No. 2: Agribusiness Entrepreneur

[11] Kemuhammadiyahan is the study and internalisation of the values, principles, and teachings of the Muhammadiyah movement in Islam, focusing on faith, reform, and social responsibility.

Graduates shall be able to develop skills, innovation, entrepreneurship, and agribusiness partnership networks, and proficient in utilising management information systems in the field of agribusiness.

Graduates Profile No. 3: Agribusiness Community Development Facilitator
Graduates shall be able to negotiate and communicate ideas or thoughts on sustainable agribusiness and its development, and skilled in facilitating capacity development (individuals, entities, systems) of key stakeholders and participants in sustainable agribusiness.

Graduates Profile No. 4: Agribusiness Reviewer
Graduates shall be able to conduct feasibility studies and evaluate sustainable agribusiness units, and capable of formulating policies for agribusiness development.

Graduates Profile No. 5: Government Officials
Graduates shall be able to identify and analyse issues, assess potential, prospects, and development strategies in agribusiness, as well as recommend decision-making alternatives in the field of agribusiness. Additionally, proficient in motivating and disseminating agribusiness technology in line with the potential and needs of the community.

Graduates Profile No. 6: Managerial staff in the bank and non-bank financial institutions
Graduates shall be able to identify and analyse problems, potential, prospects, and recommend decision-making alternatives in the field of agribusiness, and proficient in employing contemporary quantitative methods to formulate business plans and analyse agribusiness issues.

Study Programme Learning Outcomes (LOs) of BA
Attitude
LO 1 (A1):
Able to integrate a deep sense of spirituality and worship of God Almighty into their academic and professional pursuits, while upholding values of humanity rooted in religion, morals, and ethics.
LO2 (A2):
Able to apply a sense of national identity and contribute to the societal and economic advancement based on the principles of Pancasila, while displaying the ability to work independently and internalise the values of self-reliance and determination.

General Skills (GS)
LO 3 (GS1):
Able to effectively plan, implement, and make sound decisions while addressing challenges in agribusiness, with the capacity to inspire and engage a diverse community in sustainable agribusiness development.

LO 4(GS2):
Able to utilise cutting-edge technology and excel in communication skills to disseminate knowledge and innovative technologies in the agribusiness sector to the wider community.

Specific Skills (SS)
LO 5 (SS2):

Able to design a business through the identification and analysis of problems, potentials, and prospects, as well as to recommend alternative decision-making in the field of agribusiness.
LO 6 (SS2):
Able to apply entrepreneurial concepts and promote agribusiness technology in accordance with the potential and needs of the community.

Knowledge (K)
LO 8 (K1):
Able to master the economic theory needed to become an entrepreneur and do analysis in the field of agribusiness.
LO 9 (K2):
Able to possess a strong foundation of fundamental knowledge, technology, social concepts, and effective communication techniques relevant to the agribusiness field.
LO 10 (K3):
Able to demonstrate proficiency in management principles and entrepreneurial concepts crucial for becoming a successful entrepreneur and analyst in the agribusiness sector.

Appraisal:

The qualification objectives of all three programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

The international strategy of all three study programmes is based on the University's international orientation. The University's strategic plan states that "By 2030, all study programmes will be internationally accredited and globally competitive".

Bachelor of Law (BL)
The international orientation of BL is mainly reflected in the lecturers' educational background. Two faculty members have earned degrees from internationally recognized universities. They hold Master's degrees from Utrecht University in the Netherlands. Another lecturer was in the United States, where she completed her Ph.D. at Mahidol University. A fourth lecturer is a graduate of the National University of Malaysia. The faculty has also engaged in international community service activities, including initiatives in Malaysia. One lecturer conducted a public speaking training session for members of Muhammadiyah and Aisyiyah in Kuala Lumpur,

which has been officially registered as intellectual property.[12] Another initiative was carried out by a teacher focusing on the protection of migrant workers. Furthermore, a total of 160 publications resulting from both international and national research and community service projects have been published in Scopus-indexed journals and conference proceedings.
BL has international law courses in the curriculum and carries out several international collaborations with the Cebu University Law School, Daegu Catholic University and several others. As a result, faculty members, staff members, and students have joined several undergraduate visiting and student exchange programmes such as Erasmus Mundus. The teaching and learning process is also designed with international exposure by holding international guest lectures and international conferences in collaboration with universities abroad including Monash University (Australia), Jawaharlal Nehru University (India), University of Zaragoza (Spain), North-West University (Africa south) and North University (Malaysia). In addition, BL also conducts courses using English as the language in the class, a programme which has been running since 2020.
In collaboration with the UMM IRO, BL supports the recruitment of lecturers and students from abroad. In 2020, through this effort there were a lecturer from India and one student from Zimbabwe. BL also encourages its students to take part in various international academic programmes such as short courses, conferences, credit transfers, or international internships. Through various collaborations with international educational institutions, BL designs parts of its curriculum through short courses, which are conducted by guest lectures.

Bachelor of Islamic Family Law (BIFL)
BIFL has implemented and designed internationalisation strategies, which are based on education, teaching, research, seminars and international guest lecturers:

1. Organising foreign language learning programmes through Programme Pengembangan Bahasa Arab (PPBA)/the Arabic Language Development Programme and Foreign Language for Specific Purposes (FLSP);
2. Using references written in Arabic and English.
3. Lecturers of BIFL participated in several international organisations as a researcher, a fellow or a consortium member, like the European University Institute and European Union, the Islam and Liberty Network, Global Exchange on Religion and Society and the European Union and the King Abdullah bin Abdulaziz Center for Interreligious and Intercultural Dialogue, in Lisbon, Portugal.

Lecturers of BIFL participated in the following international conferences: the “9th International Islam and Liberty Conference” (2022) at Mardin Artuklu Universitesi, Turkiye, the “1st National Summit on Shari'ah” (2023) and “Forging the Role of Shari'ah in the National Legal Framework” (2023), organised by the Supreme Court of the Republic of the Philippines. Furthermore, lecturers organised in collaboration with the European Centre for Populism Studies (ECPS) and The Alfred Deakin Institute for Citizenship and Globalisation (ADI) a seminar under the theme “Mapping Global Populism”. A BILF lecturer participated in the “ECPS Summer School on Populism, War and Crisis: How Populism Interacts with Crisis During Wartime?” (2023) held by European Center for Populism Studies Future Leaders Programme. And another lecturer participated in “The Fourth International Conference on Islamophobia” (2023) organised by The Center for Islam and Global Affairs (CIGA) at İstanbul Sabahattin Zaim University (IZU), Turkiye as well as the International Conference on "Halal Industry in Islamic, Medical, and

[12] With the number EC002025055880.

Scientific Perspectives", organised by Halal Institute of Prince Songkla University, Hatyai, Thailand.

BIFL lecturers are

5. collaborating with international researchers for international publications.
6. organising an international seminars
7. Inviting international guest lecturers.
8. sending lecturers to continue their Doctoral studies at overseas universities such as Australia and Sudan.
9. providing the context of international content in courses such as International Law subject.

Bachelor of Agribusiness (BA)

The primary objective of the internationalisation efforts is to expand the horizons of Bachelor of Agribusiness students, equipping them with broader opportunities to thrive in the global job market and excel in an international setting. BA has undertaken an internal organisational development process adhering to international standards sourced from various international certification bodies. In collaboration with UMM's International Relations Office (IRO), the Bachelor of Agribusiness has opened its doors to international students. One Malaysian student enrolled in 2018, and one student from Tanzania joined in 2019.

The development of internationalisation carried out by BA is to conduct an international internship programme which has been carried out since 2018. The destination countries for international internships are Taiwan, Thailand, and Japan. The internship in Japan in 2023 took place for four batches, with a total number of participants of twelve persons. Credit transfer with Silpakorn University, Thailand was facilitated for two persons. Furthermore, the Bachelor of Agribusiness actively encourages students to engage in a variety of international academic programmes, including short courses, conferences, credit transfers, and international internships.

Additionally, the study programme has devised a curriculum with a strong focus on agribusiness knowledge development, facilitated through short courses and guest lectures. This academic framework is further reinforced by collaborations with international educational institutions and research centres, including Asia University (Taiwan), Saga University (Japan), Kasetsart University (Thailand), National Corn and Sorghum Research Center (Thailand), Pak Chong Research Station (Thailand), Tubkwang Research Station (Thailand), Ogoshi Farm (Japan), and Akasaka Nouen (Japan).

In 2022, three students from the Bachelor of Agribusiness successfully qualified for the international exchange programme.

Efforts towards internationalisation extend to both lecturer and student publications. Lecturers within the Bachelor of Agribusiness have successfully contributed to renowned international journals, as have students. Simultaneously, the management of the scientific journal, "Agriecobis," developed by the Bachelor of Agribusiness, has been issued in English since 2021, aiming to enhance the journal's international accessibility. Additionally, some lecturers from the study programme have engaged in reviewing existing international journals. Furthermore, there exist international collaborations with institutions such as Chulalongkorn University, Silpakorn University, and Prince of Songkla University. These collaborations encompass various facets, including short courses, internships, credit transfers, research partnerships, and more.

The alumni have showcased this by securing positions in various domains for instance one student has contributed to a Thai company. Several alumni have chosen careers in

agribusiness enterprises, transcending national boundaries. A notable example is a graduate of the programme, whose enterprise has successfully exported orchids and ornamental plants to multiple countries. Other alumni have pursued careers as international traders in exotic flowers, engaging in both import and export operations.

The homepage of the International Relations Office (IRO) has ample information about International Programmes, ISMA, KNB and other Scholarships, Erasmus programmes as well as international credit transfer. The Australian, American and Chinese Corner presents itself there, too.[13] All in all, inbound and outbound students can inform themselves about the international offers of UMM.

Appraisal:

The programmes' design appropriately take into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme in the educational market

In the local context, UMM is positioned as the best private university in East Java province by the AKU Kartika – awarded for its reputation in managing the HEI. In national context, UMM is in the top five of Muhammadiyah Universities of Indonesia and the best Muhammadiyah University in the eastern part of Indonesia.. Internationally, the credibility and quality of its facilities and teaching has made UMM awarded five stars of QS World University Rating. These qualities have made UMM renown among applicants, not only from East Java province and eastern part of Indonesia but also from the entire country, as well as from abroad. The biggest competitors for UMM in Indonesia are Universitas Telkom, Universitas Bina Nusantara, Universitas Muhammadiyah Yogyakarta, and Universitas Islam Indonesia. Each study programme in UMM also has its competitors and markets, respective to its field.

Bachelor of Law (BL)

BL has maintained a leading study programme in Malang. In 2022, the BL at UMM was the first study programme of private universities in Malang awarded "Excellent" or "Unggul" accreditation. Additionally, the study programme records a long history of active international exposure since the initial phase of the University's internationalisation agenda, which was achieved in two stages, starting with an external internalisation outreach and following with an internalisation atmosphere at the departmental level. External internalisation outreach has been carried out in various forms, such as by encouraging and facilitating departmental human resources in overseas programmes through international exchange programmes for the academic community, faculty, staff and students. For example, from 2019 until now, lecturers,

[13] https://iro.umm.ac.id/, last accessed on July 31, 2025.

staff and students of BL have been involved in exchange programmes with European universities (for example University of Cagliari, Italy, University of Minho, Portugal and other universities) under collaboration with Erasmus Mundus Consortium and scholarships.

Bachelor of Islamic Family Law (BIFL)

BIFL is a study programme that offers two legal sciences, namely Islamic law and positive law, especially in the field of Islamic family law. Therefore, the curriculum is designed with two types of knowledge, with a percentage of 60% Islamic law and 40% positive law. This curriculum aims to make students understand Islamic law and positive law so that they can compete for job opportunities, especially in the field of law. Since 2015, BIFL has become one of two Islamic Family Law Study Programmes in private universities that have received an "A" accreditation. Meanwhile, in 2021, BIFL has been one of the few Islamic Family Law study programmes in Indonesia that has achieved "Unggul" (Excellent) accreditation.

BIFL has committed to motivate students offering a learning model of theory and practice in the field to make them competitive in the job market. In addition, BIFL is the only study programme that has a CoE (Center of Excellence) class programme, namely Corporate Law School.[14] This programme offers wider job opportunities in the field of corporate law, especially as legal officers in well-known companies. The Corporate Law School at BIFL is designed to bridge academic knowledge with real-world legal practice, focusing on areas such as investment law, licensing, and corporate governance. Students are trained by experienced legal professionals and industry experts, giving them exposure to both national and international legal frameworks. The curriculum emphasizes practical skills like contract drafting, legal compliance, and dispute resolution, preparing graduates for roles in corporate legal departments, law firms, and regulatory bodies. By integrating Islamic values and ethical principles, the program also ensures that students are equipped to navigate legal challenges with integrity and social responsibility.

Through competency certifications issued by the National Professional Certification Agency (BNSP), BIFL also equips students with specialised competencies. This certification is managed by the UMM Professional Certification Institute (LSP), which can be used by graduates as additional competencies that are often needed when looking for jobs. There are five competency schemes that have been verified, namely, the Halal Butcher Scheme, the Basic Amil Zakat Scheme, the Amil Zakat Manager Scheme, the Halal Supervisor Scheme, and the Waqf Property Acceptance Scheme. These five schemes are an excellence programme that only exists in the BIFL UMM and not owned by similar study programmes in other universities in Indonesia.

Bachelor of Agribusiness (BA)

Since 2013, BA has maintained the highest Indonesian National Accreditation (A) from BAN-PT.[15] In East Java, BA at UMM stands out as a study programme that achieved "Unggul" (Excellent) Accreditation from BAN-PT for the period of October 12, 2021, to December 19, 2023. It was notably the first study programme in East Java to attain this prestigious "Unggul" (Excellent) Accreditation among its counterparts in the region.

To foster global competitiveness, the Bachelor of Agribusiness at UMM has established a Centre of Excellence (CoE) Programme focusing on professional-grade exports of agro-

[14] See https://fai.umm.ac.id/center-of-excellence-corporate-law-school-menyongsong-ahli-hukum-perusahaan-unggul-dengan-fokus-investasi-dan-perijinan-di-era-global/, last accessed on August 8, 2025.

[15] This is affirmed through the Decree of the National Accreditation Board for Higher Education Number 237/SK/BAN-PT/Ak-XVI/S /XI/2013.

complex products in collaboration with the companies PT. Pawon Seger Indonesia and PT. Asian Exotic Partners. This programme encompasses an export-oriented curriculum delivered during the sixth semester, complemented by work internships during the seventh semester, led by both practitioner lecturers and dedicated faculty within the study programme. BA at UMM is deeply committed to crafting a curriculum that combines practical and cognitive competencies, facilitated through the Centre of Excellence (CoE) programme.
Furthermore, BA has consistently revitalised the Outcome-Based Education (OBE) curriculum through the Merdeka Belajar Kampus Merdeka (MBKM) initiative. This curriculum is rooted in the need for meaningful collaboration between stakeholders, including businesses and industries, and the University.
Another distinctive aspect of BA at UMM is the introduction of a conversion programme or an equivalent undergraduate thesis initiative, which commenced in 2019. This programme empowers academically and non-academically high-achieving students to convert their accomplishments into course credits or final assignments. Such conversions may include the publication of scientific articles in reputable international and national journals, awards in national competitions, and entrepreneurial achievements with a minimum turnover of 200 million as stipulated in the dean's decision letter of the Faculty of Agriculture and Animal Science at UMM. This framework encourages students to harness their talents and interests, excel in their chosen fields, and graduate within the University's stipulated time frame.
One competitor for the BA programme at UMM is the BA at the public Brawijaya University, Malang. However, the BA programme at UMM offers certain advantages that are not available in the BA programme at Brawijaya University, namely elective courses in export and BNSP certification, namely (1) Agribusiness Production Management, (2) Agribusiness Marketing Management, (3) Small Medium Enterprise (SME) Assistance in the Field of Marketing Management.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Bachelor of Law (BL)
The aim of qualifying BL is primarily directed at equipping graduates to be highly employable once they enter the job market, be it local, regional or international. Supported by the University, BL has analysed the global job market relevant to the legal education industry and used the results to formulate the department's qualification objectives, referred to formally as the graduate profile. BL has two graduate profiles, namely legal practitioners (in general, part of many world jobs that fall into this profile) and legal scientists.
Graduates from BL are equipped with skills that not only come from within campus such as theory classes and practical classes but are also equipped with field skills that come from regular internships and centre of excellence (CoE) internship programmes which were carried out for two semesters. This programme provides quite a big opportunity for students so that after graduating from BL they can immediately enter the world of work without having to wait a long time to get a job, where the average waiting period for alumni to get their first job is less than six months, amounting to approximately 85.9%. The majority of jobs obtained by alumni are in the practical field such as lawyers, prosecutors, police and other fields that are in line with the world of law. Some of the alumni who have graduated and worked as members and staff experts of the House of Representatives of Indonesia, the Head of Angkasa Pura II[16],

[16] Angkasa Pura II is a state-owned airport operator.

Judges, Prosecutor, Lawyer, Corporate Legal Staff. Some of the alumni - around 5 % - continue to study in master's programmes, either Master of Law or Master of Notary.
Apart from the internship programme mentioned above, BL also equips graduates with provisions to face the world of work, where this provision includes collaboration with various partners in the world of work so that partners know their own potential, both in terms of knowledge, skills in general and skills in particular.

Bachelor of Islamic Family Law (BIFL)
BIFL strives to equip graduates with various hard skills and soft skills competencies in the fields of Islamic law and positive law. The graduates have spread across various regions of Indonesia and are at all career levels, as listed in the graduate profile. Judging from the waiting period, around 74% got a job in less than six months. More than 76% have worked in accordance with the graduate profile. Meanwhile, 26% of graduates continue their master's studies domestically and abroad.
Some of the alumni who have graduated and worked as judges or as (Vice) Chairmen of Religious Courts in different regions of Indonesia. Other alumni work as legal counsel or practitioners in the Ministry of Religious Affairs: In addition, some alumni continue their studies to doctoral level and work as lecturers.

Bachelor of Agribusiness (BA)
Students enrolled in BA are mandated to partake in an internship programme. This programme serves as a link between theoretical knowledge imparted in the classroom and business and industrial world. Several internship opportunities are strategically aligned with industry collaborations, conducted through a competitive selection process. Notable examples include internships with state-owned enterprises (BUMN) and international internships. BUMN internships are held in collaboration with state-owned companies that have Memoranda of Understanding with UMM. International internships are conducted overseas in partnership with foreign universities, such as Kasetsart University in Thailand.
The benefits of internship experiences are manifold, notably expediting students' integration into the professional realm. Many students receive favourable evaluations from the host companies and secure job opportunities immediately upon graduation. For instance, four alumni ware promptly hired by the company PT Bumijaya Gunatama Agro in Central Kalimantan following his successful industrial internship. Tracer study results indicate that 65% of the 100 alumni respondents experienced a job waiting period of less than one year.
Graduates of the Bachelor of Agribusiness at UMM are positioned throughout the country and encompass various career levels. They are actively employed in national and international organisations, gaining valuable work experience and the ability to thrive in the competitive job market. Some graduates opt to pursue further studies at the master's level before launching their careers. In general, Bachelor of Agribusiness alumni from UMM are dispersed across a diverse array of employment opportunities, aligning with the graduate profile.

1.3.3 Positioning of the study programme within the HEI's overall strategic concept
UMM strives for international recognition in 2025 and international competitiveness in 2030. Since early 2000, UMM has designed a four-stage long-term plan for its internationalisation targets, which consist of 1) Creating international awareness, 2) Developing international exposure, 3) Gaining international recognition, and 4) Achieving the status of a world-class university. Currently, UMM is in the fourth stage of achieving the status of a world class university, and one of the efforts to achieve this is by encouraging all departments and study programmes to obtain international accreditation. This strategic plan is implemented in

operational plans at the university, faculty, and study programme levels. BL, BIFL, and BA bases their vision, mission, and goals on the University's strategic planning to devote expertise in the field of Law, Islamic Family Law, and Agribusiness.

Bachelor of Law (BL)

The BA studies programme was chosen as one of the departments to initiate the fourth stage of UMM's internationalisation strategy because of human resources and infrastructure of the programme. Firstly, BL has a strong human resources profile academically which is supported by qualified faculty and staff members. Some of the faculty members of BL graduated from foreign universities, thus, they have a strong international perspective and network. Supported by the University's internationalisation policy, BL also encourages its faculty members to pursue global academic experiences through international educational partnerships, research and dissemination/publication activities, as well as community service programmes. Not only that, academic staff of BL are also encouraged to expand their cross-cultural understanding through international staff exchange opportunities. For example, in 2018, academic staff from BL were sent on a staff exchange programme to the University de Minho, Portugal for a week for comparative studies and experience. In addition, BL students are also encouraged and given opportunities to take part in international programmes. Several important international collaborations in the last decade that have been actively participated in by students (and lecturers) of BL are with Erasmus Mundus (Europe). Not only that, students of BL also enjoy an international atmosphere due to the presence of foreign students and lecturers.

Secondly, the BL is considered to be one of the study programmes with good academic infrastructure, both physical and non-physical, which supports its students to receive an international class educational experience. Some important non-physical infrastructure that BL has is the Outcome-Based Education (OBE) curriculum, the involvement of students and lecturers in the International Conferences on Law Reform (INCLAR) has been organised annually.

Bachelor of Islamic Family Law (BIFL)

The contribution of BIFL to the vision, mission and goals of the University is realised through national accreditation efforts with BAN-PT. Besides contributing to the internationalisation of the University, BIFL has contributed to community development through the Sharia Laboratory as a supporting system in providing legal consultation and assistance services, in collaboration with Legal Institutions and Advocate Offices in Malang area and several regions in Indonesia. This step is taken to improve the competence of students as paralegals who can provide legal assistance to the community. Through the Sharia Laboratory, in the field of Falakiyah[17], students play an active role in the practice of calibrating the measurement of Qibla direction in mosques, determining the beginning of the Hijriyah Month. So that students can contribute to the determination of the beginning of the months of Ramadan, Syawal and Dzulhijjah. To implement the Halal Product Guarantee Law related to halal certification, the Sharia Laboratory aids Small and Medium Enterprises to obtain halal certification for their products.

The Programme Pendidikan Ulama Tarjih (PPUT), or Education Programme for Muhammadiyah Scholars, is a regeneration initiative by BIFL aimed at developing future Muhammadiyah scholars. This programme aims to make an impact in society by its alumni serving in key roles within Islamic organisations and public institutions—such as Headmen, religious counsellors, Hajj companions, and Nadzir (custodians of waqf).

[17] Falakiyah is the Islamic science of astronomy used to determine prayer times, the Qibla direction, and the Islamic calendar through celestial calculations.

Bachelor of Agribusiness (BA)
BA also intends to support the standing and global recognition of Universitas Muhammadiyah Malang (UMM) in both the national and international higher education landscape. In 2021, the Bachelor of Agribusiness was awarded "Unggul" (Excellent) accreditation, further contributing to the elevation of UMM's overall status. The BA programme is recognised as a point of reference in Agribusiness education and has become a popular choice for student exchange, drawing interest from other universities offering similar programmes. Other BA contributions related to student achievements academically such as finalists of the National Student Competition in Business, Management, and Finance. In addition, BA's contribution to the University in the publication of research and service journal articles.

Appraisal:

The panel confirmed that the reasons given for the positioning in the educational market of the three study programmes are plausible. One of UMM's main USP is the values of Muhammadiyah. Nevertheless, the panel saw that the BA has less first year students even though there are enough applicants. The panel saw much potential for the BA to find one or two additional USP: for example, UMM occupies a total area of 1,167,644 square meters (equivalent to 116.7644 hectares). Of this, 60% is allocated for educational purposes, while the remaining 40% is utilized for business units that contribute 23% to the university's financial support. These business units, which already support educational activities, have the potential to be leveraged even further and promoted as a distinctive feature to attract prospective students. Therefore, the panel **recommends the Bachelor of Agribusiness** finding another USP besides the brand Muhammadiyah. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Although approximately 85.9% of BL alumni secure their first job within six months of graduation, and 74% of BIFL alumni do the same, the panel believes there is still room for improvement. Therefore, the panel **recommends the Bachelor of Law and the Bachelor of Islamic Family Law** introducing targeted measures to accelerate the transition of graduates into the workforce of BL and BIFL.
The future fields of employment for graduates are plausibly set forth. The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

All study programmes
There are different admission schemes for Bachelor programmes carried out according to the schedule determined by the Student Admission Office (*UPT PMB*). The administrative requirements of prospective students are regulated in the UMM Rector Regulation Number: 04/UMM/IX/2021 concerning Guidelines for UMM New Student Admission.
The UMM uses a selection path to arrange the selection process for new student admission.

a. Achievement Path: admission based on academic achievements and non-academic achievements in accordance with applicable regulations.
b. Regular Path: admission based on written, computer and or other tests determined by the selection organiser.
c. Orphan Path: admission intended for orphans from Muhammadiyah members to prepare organisational cadres based on tests.
d. PPUT path: admission intended for Muhammadiyah residents to prepare organisational cadres through the *Tarjih Ulama* Education Programme.
e. International Student Path: admission intended for international citizens.
f. Government Partner Path *(Bidikmisi/Kartu Indonesia Pintar)*: admission intended for prospective new students to obtain scholarships from the MoECRT.
g. Double Degree Pathway (Twinning Programme): intended for undergraduate students who wish to take different study programmes and faculties and obtain two bachelor's degrees in the provided study programmes.
h. International Class Path: admission intended for undergraduate programmes that use English or other international languages as the language of instruction; learning activities and others can be carried out abroad and or in collaboration with international universities.
i. Fast Track Programme: accelerated study programme for the Bachelor (S1) or Masters (S2) programme which is immediately followed up in the Postgraduate Programme with the Master Programme (S2) or Doctoral Programme (S3) taken within five years.
j. Transfer Path: admission intended for those who will continue to undergraduate programmes from other universities with the same accreditation or above.
k. Transfer Path: admission intended for those who take the vocational study programme and want to continue to the undergraduate programme.
l. Private Partner Path: admission intended for private partners or private institutions in collaboration with the University of Muhammadiyah Malang.

The International Relation Office (IRO) of UMM has step by step instructions how international students can apply at UMM.[18]

2.2 Counselling for prospective students

All study programmes
Prospective students can follow admission counselling both online and offline. Counselling is provided by the student's admission office (UPT-PMB) as well as by the person in charge representing the study programme. The counselling focuses on prospective students' plans and information on the study programmes. The counselling can be carried out onsite by attending an education fair participated by UMM as well as visiting the UPT-PMB's office at UMM Campus III, during working hours (08.00 a.m. - 5.00 p.m.). Additionally, prospective students can have online counselling by contacting UPT-PMB's call centre. All information can be accessed through the website .

[18] https://iro.umm.ac.id/international-student-admission/, last accessed on July 31, 2025.

Prospective students can also contact the following University registration helpdesk:

1. Call Centre: 0341-463513
2. WA Centre: 085215219000
3. SMS Centre: 085731379000
4. Email: pmb@umm.ac.id
5. IG: PMB_UMM

Counselling for prospective students is also provided by the study programmes. Further admission information can be accessed through the WhatsApp and social media platforms (e.g. Instagram) managed by each study programme.

Table 1 Study Programme Helpdesk

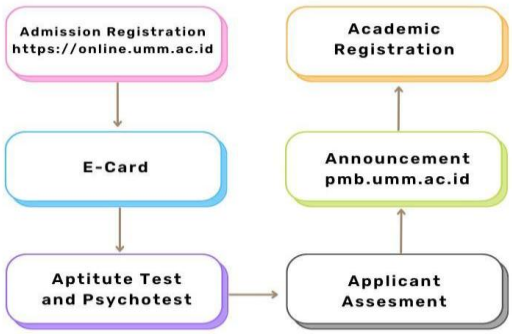
Bachelor of Law	Bachelor of Islamic Family Law	Bachelor of Agribusiness
1. WhatsApp: 2. +62 812-3544-2702 3. ig: fh_umm 4. email: fh@umm.ac.id website: hukum.umm.ac.id	1. WhatsApp: +62811-3640-100 2. ig: hkiumm 3. email: syariah@umm.ac.id website: syariah.umm.ac.id	1. WhatsApp: +62 821-8829-1984 2. ig: @agribisnisumm 3. email: agribisnis@umm.ac.id website: agribisnis.umm.ac.id

2.3 Selection procedure (if relevant)

All study programmes

As a private university, the admission process is regulated by the UMM Rector Regulation Number: 04/UMM/IX/2021. It is centrally managed by UPT-PMB UMM. National admission can be carried out either on-site or online. Before the COVID-19 pandemic, the admission test was conducted on-site at UMM for prospective students who have registered for the admission test and obtained an E-Card. The on-site admission test is a paper-based test containing language proficiency tests - Indonesian and English, Sciences and Mathematics. Requests for on-site admission in some cities outside Malang should be based on the Rector approval. Meanwhile, during the pandemic, the selection procedure was switched to online with a difference on the aptitude test and psychological test.

Figure 4: Online selection procedure



For international admission, the selection is conducted by UPT-PMB UMM with the assistance of the International Relations Office (IRO). The prospective international students have to access the admission requirements and the international student admission process. Similar to Indonesian prospective students, they have to register for international student admission;

however, the selection is based on their academic portfolio and an interview scheduled by IRO. The results of the selection process are sent by email in the form of a letter of acceptance. The other process to follow is the establishment of an entry permit as well as a stay permit while they study at UMM.

Figure 5 International Admission Procedure

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

n.r.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

At UMM, all incoming students are required to take the Test of Academic English Proficiency (TAEP), an English language proficiency assessment developed and administered by the UMM Language Center. This test has been recognised by various national and international institutions, including the Ministry of Higher Education, Science, and Technology and Erasmus+.

Upon entry, students generally score between 230 and 270 on the TAEP scale, which approximately corresponds to 400–470 on the TOEFL ITP scale. This places most students at an A2 to low B1 level on the Common European Framework of Reference for Languages (CEFR), and it also aligns with UMM criteria for new students.

To ensure the development of English language skills throughout the study three programmes, all students are enrolled in Foreign Languages for Specific Purposes (FLSP) courses during their first and second semesters. These courses focus on improving students' academic English skills and intercultural competence, which are essential for international communication and global competitiveness.

By the end of their studies, students typically reach a TAEP score between 270 and 380, equivalent to approximately 470–500 on the TOEFL ITP scale, aligning with a B1 level of the CEFR. This outcome reflects the University's commitment to producing graduates with adequate English proficiency for international academic and professional environments.

2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

All requirements and procedures for new student admissions are listed and accessible on the website and on Instagram[19]. Information regarding new student admissions is also disseminated through the study programme's website and social media accounts. The result of the selection of new students is announced through the Rector Regulations on the website[20] of the Office for New Student Admission. In addition, the announcement of admission results is also delivered via email and reported through the prospective student's accounts[21]. The prospective students who do not pass the admission test have the chance to question the admission result.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UMM is provided by defined office hours, by telephone and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements - required language proficiency level and required result in a concrete language test - ensure that students are able to successfully complete the study programmes. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

[19] @pmb_umm.
[20] See https://pmb.umm.ac.id/, last access on May 15, 2025.
[21] See https://online.umm.ac.id/en, last access on May 15, 2025.

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

To ensure the students' time for completing the bachelor's degree at UMM, based on the provisions of the Decree of the Minister of National Education Number 232/U/2000, the curriculum is designed at a minimum 144 SKS credits (equals to 216 ECTS credits). The courses are categorised into compulsory courses comprising national compulsory, university compulsory, faculty compulsory, and study programme compulsory courses, as well as elective courses. Further elaboration on logic and conceptual coherence of each study programme's curriculum is as follows.

The infusion of Islamic values is integrated into students' education, involving the impartation of knowledge related to Islamic religion and Muhammadiyah, which is aligned with specific courses and their practical applications. Moreover, students are fostered to cultivate values such as integrity, discipline, empathy, and motivation.

Bachelor of Law (BL)

To graduate from the BL, a student has to complete 144 credits/ 216 ECTS credits with courses presented by BL as follows:

No	Course Status	SKS Credit	ECTS Credit	Percentage
1.	National Mandatory Course	8	12	5,56%
2.	University Mandatory Course	10	15	6,94%
3.	Study Programme Mandatory Course	122	183	84,72%
4.	Elective Course	4	6	2,78%
Total		**144**	**216**	**100%**

Figure 6: Curriculum Overview of BL

Course Code	Course Name	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Assignment and self-Study hours	i.e. lecture course, seminar		
	***1st Semester**	**20**							266,7	640			
0610115726	Humanity and Islamic Studies	1							13,3	**32**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test)	40
0210111729	Pancasila	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	60
0610110189	Indonesian Language for Law	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	50
0110115835	Productive Skills of FLSP	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	35
0210111931	Introduction to Jurisprudence	3							40,0	**96**	Lecture, Discussion, Debate	Mid Tes, Final test (75 minutes each test), assignment	35
0110110137	Anthropology of Law	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	30
0610115129	Introduction of Philosophy	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	50
0510110908	General Theory of State	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final tes (60 minutes each test), assignment	30
0110111842	Legal Reasoning	2							26,7	**64**	Lecture, Discussion, Debate	Mid Tes, Final tes (60 minutes each test), assignment	30
0110112688	Sociology of Law	2							26,7	**64**	Lecture, Discussion	Mid Tes, Final tes (60 minutes each test), assignment	30
	*2nd Semester		**20**						266,7	640			
0110115727	Worship and Human Relationship		1						13,3	**32**	Lecture, Discussion	Mid Tes, Final tes (60 minutes each test), assignment	40
0120111159	Citizenship		2						26,7	**64**	Lecture, Discussion	Mid Tes, Final tes (60 minutes each test), assignment	35
0120115836	English Proficiency Test Preparation Course		2						26,7	**64**	Lecture, Discussion	Mid Tes, Final tes (60 minutes each test), assignment	35
0220111925	Introduction to Indonesian Law		3						40,0	**96**	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment	50
0220110830	Criminal Law		3						40,0	**96**	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment	25
0220110814	Civil Law		3						40,0	**96**	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment	35
0220110778	Islamic Law		3						40,0	**96**	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment	30
0220110747	Customary Law		3						40,0	**96**	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	40
	*3rd Semester			**24**					**320,0**	768			
0220110745	Law of Criminal Procedure			3					40,0	**96**	Lecture, problem based learning	Mid Tes, Final test, moot court (75 minutes each test), assignment	25
0220116067	Law of Corporate and Financial Institutions			3					40,0	**96**	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment	35

0320116068	Crimes Against Property and Legal Subjects			3					40,0	96	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment	30
0420116069	Contract and Collateral Law			3					40,0	96	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment.	30
0220110750	Agrarian Law			2					26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	30
0520110777	International Law			3					40,0	96	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment.	30
0220110833	Islamic Criminal Law			2					26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	30
0220110827	Consumer Protection Law			2					26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	35
0220110749	Administrative Law			3					40,0	96	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment	35
	*4th Semester				24				320,0	768			
0220110744	Civil Law of Procedure				3				40,0	96	Lecture, cased based learning	Mid Tes, Final test, moot court (75 minutes each test), assignment.	20
0220116070	Local Government Law				2				26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	35
0220110796	Environmental Law				3				40,0	96	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment.	20
0220110841	Indonesian Inheritance Law				3				40,0	96	Lecture, cased based learning	Mid Tes, Final test (75 minutes each test), assignment.	35
0220116071	Law and Human Rights				2				26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	25
0520116072	Introduction to Transfer of Land Rights				2				26,7	64	Lecture, cased based learning	Mid Tes, Final test (60 minutes each test), assignment	20
0220110784	Economic and Business of Law				2				26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	35
0220116073	Islamic Legal Methods				2				26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	30
0220110836	Constitutional Law				3				40,0	96	Lecture, problem based learning	Mid Tes, Final test (75 minutes each test), assignment.	40
0220110787	Labor Law				2				26,7	64	Lecture, cased based learning	Mid Tes, Final test (60 minutes each test), assignment	35
	*5th Semester					24			320,0	768			
0120111074	Muhammadiyah Studies					1			13,3	32	Lecture, Discussion	Mid Tes, Final test (60 minutes each test), assignment	40
0220116074	Applied Intellectual Property					2			26,7	64	Lecture, cased based learning	Mid Tes, Final test (60 minutes each test), assignment	35
0220110606	Philosophy of Law					2			26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	35
0220116075	Law Office Management					2			26,7	64	Lecture, problem based learning	Mid Tes, Final tes (60 minutes each test), assignment	30
0220110540	Professional Ethics					2			26,7	64	Lecture, problem based learning	Mid Tes, Final tes (60 minutes each test), assignment	30
0520110834	Specialized Criminal Law					3			40,0	96	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment.	35
0220116076	Tax and Licensing Law					3			40,0	96	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment.	20

0220110836	Constitution and State Agency Law					3			40,0	96	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment.	30
0220110928	General Theory of Legal Drafting					3			40,0	96	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment.	20
0220111589	Legal Research Method					3			40,0	96	Lecture, problem based learning	Mid Tes, Final tes (75 minutes each test), assignment.	30
	*6th Semester						18		240,0	576			
0120115728	Islam and Sciences						1		13,3	32	Lecture, problem based learning	Mid Tes, Final tes (60 minutes each test), assignment	30
0220110746	Administrative Law Procedures						3		40,0	96	Lecture, cased based learning	Mid Tes, Final test, moot court (75 minutes each test), assignment.	25
0220115234	Constitutional Court Procedures						2		26,7	64	Lecture, cased based learning	Mid Tes, Final test, moot court (60 minutes each test), assignment	20
0420116078	Specialized Criminal Procedures						2		26,7	64	Lecture, cased based learning	Mid Tes, Final test, moot court (60 minutes each test), assignment	20
0220116079	Specialized Civil Procedures						2		26,7	64	Lecture, cased based learning	Mid Tes, Final test, moot court (60 minutes each test), assignment	20
0520111256	Criminology						2		26,7	64	Lecture, cased based learning	Mid Tes, Final tes (60 minutes each test), assignment	35
0520116080	Community Services						2		26,7	64	Project based learning	Report	20
0420111303	Internship						2		26,7	64	Project based learning	Report	20
0420116081	Clinical Legal Studies of Crime						0		0,0	0	Project based learning	**Book Chapter**	100
0420116541	Clinical Legal Studies of Constitution and Administration						0		0,0	0	Project based learning	**Book Chapter**	100
0420116083	Clinical Legal Studies of Civil						0		0,0	0	Project based learning	**Book Chapter**	100
	Elective Course						2		26,7	64			
	*7th Semester							14	186,7	448			
0420112048	Penology/ Victimology							2	26,7	64	Lecture, problem based learning	Mid Tes, Final test (60 minutes each test), assignment	30
0420116085	Legal Proficiency Training for "Legal Practitioners"							2	26,7	64	Lecture, problem based learning	Presentation, oral test (60 minutes)	100
0420116086	Legal Proficiency Training for "Legal Drafter"							2	26,7	64	Lecture, problem based learning	Legal Opinion, presentation, oral test (60 minutes)	100
0420116087	Legal Proficiency Training for "Legal Adviser"							2	26,7	64	Lecture, problem based learning	Legal Drafting, oral test (60 minutes)	100
	Elective Course							2	26,7	64			
0520112666	Bachelor's Thesis							4	53,3	128	Project based learning	Thesis Defend (60 minutes)	
	*8th semester												
0520112666	Bachelor's Thesis							0	0	0	Project based learning	Thesis Defend (60 minutes)	
total		**20**	**20**	**24**	**24**	**24**	**18**	**14**	**1920,0**	**4608**			

L: *Lecture*
S: *Seminar*
T: *Tutorial*

Elective Courses of BL are

- International Criminal Law 2
- Investment Law and Capital Markets 2
- Islamic Constitutional Law 2
- Comparative Constitutional Law 2
- Islamic Economic Law 2
- International Private Law 2
- Criminal Law Reform 2
- Alternative Dispute Resolution Method

Bachelor of Islamic Family Law (BIFL)

The BIFL's learning outcomes are reflected in courses, matrices, and teaching materials. For example, to achieve Specific Skill 1 (Able to design, create, and evaluate Islamic legal documents and Legal Science with a Multidisciplinary, Interdisciplinary, and Transdisciplinary approach), there are six courses, namely Education and Training in Legal Skills for Halal Product, Education and Training in Legal Skills for Management of Waqf, Education and Training in Legal Skills for Paralegal, Contract Drafting, Internship, and Thesis. BIFL offers 20 credits of elective courses, with six out of those 20 credits required to be completed as part of the courses.

No	Distribution of Course	Credit	ECTS	Percentage

1	National Mandatory Course	6	9	4%
2	University Mandatory Course	10	15	7%
3	Faculty Compulsory Courses	20	30	14%
4	Study Programme Mandatory Course	102	153	71%
5	Elective Course	6	9	4%
Total		**144**	**216**	**100%**

Figure 7: Curriculum Overview of BIFL

Course Code	Course Name	Credit Points per Semester									Workload		Method of Teaching	Form and Duration of Examinations	Weight Of Exam Related To Final Grade
		1.	2.	3.	4.	5.	6.	7.	8	ECTS	Hours in Class	Assignment and self-Study hours	i.e. lecture course, seminar		
	*1st Semester	19								28.5	253.3	608			
0210023053	Qur'anic Studies	2								3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210021074	Muhammadiyah Studies	2								3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0110020181	Arabic I	3								4.5	40.0	96	Lecture, Simulation	Mid-term Exam, Final Exam (75 minutes)	20%
0210022547	Islamic History and Civilization	2								3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210024447	Introduction to Islamic Law	2								3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026278	Logics and Islamic Legal Reasoning	2								3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
0210023731	Indonesian Language	2								3.0	26.7	64	Lecture, Project Based Learning	Demonstration project	30%
0210020610	The Philosophy of Science	2								3.0	26.7	64	Lecture, Project Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210021931	Introduction to Legal Studies	2								3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
	*2nd Semester		19							28.5	253.3	608			
0210020182	Arabic II		3							4.5	40.0	96	Lecture, Simulation	Mid-term Exam, Final Exam (75 minutes)	20%
0210021631	Methodology of Islamic Studies		2							3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210025108	The Principles of Islamic Jurisprudence		2							3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210023504	History of Islamic Law		2							3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0120021729	*Pancasila*		2							3.0	26.7	64	Lecture, Project based Learning	Project, Observation	30%
0210023549	Introduction to Indonesian Legal System		2							3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
0210020836	Constitutional Law		2							3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210023052	Hadith Studies		2							3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	20%
0210025280	Islamic Legal Methodology I		2							3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
	*3rd Semester			22						33.0	293.3	704			
0210020814	Civil Law			2						3.0	26.7	64	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210025278	Islamic Marriage Law			2						3.0	26.7	64	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210025279	Islamic Legal Methodology II			2						3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
0210025281	Islamic Inheritance Law			3						4.5	40.0	96	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (75 minutes)	20%
0210026279	Textual Studies on Law			2						3.0	26.7	64	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (60 minutes)	20%
0220025835	Foreign Language Specific Purpose I			3						4.5	40.0	96	Lecture, Project Based Learning	Mid-term Exam, Final Exam (75 minutes)	20%
0210023732	Islamic Theology			2						3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210024416	Management of Endowment Law			2						3.0	26.7	64	Lecture, Project Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0120021159	Citizenship			2						3.0	26.7	64	Lecture, Project Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210024889	Law of Rituals			2						3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
	*4th Semester				23					34.5	306.7	736			
0210026280	Hadith on Law				2					3.0	26.7	64	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (60 minutes)	20%
0210025282	Muhammadiyah's Legal Methodology				2					3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
0210024922	Islamic Marriage Law in Indonesia				2					3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	20%
0210024417	Management of Hajj Law				2					3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0220020777	International Law				2					3.0	26.7	64	Lecture, Project Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210020747	Customary Law				2					3.0	26.7	64	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210025836	Foreign Language Specific Purpose II				3					4.5	40.0	96	Lecture, problem based learning	Mid-term Exam, Final Exam (75 minutes)	20%
0220020744	Civil Procedure Law				2					3.0	26.7	64	Lecture, Case Study, Simulation	Mid-term Exam, Final Exam (60 minutes)	20%
0210020607	The Philosophy of Islamic Law				2					3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210020830	Criminal Law				2					3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210021618	Methodology of Islamic Legal Research				2					3.0	26.7	64	Lecture, Project Based Learning	Project, Observation	30%

	*5th Semester					22				33.0	293.3	704			
0210024418	Sharia Economics Law					2				3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210024415	Management of Zakat Law					2				3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	20%
0210024422	Sharia and Human Rights					2				3.0	26.7	64	Lecture, Project Based Learning	Project, Observation	30%
0210020850	Islamic Astronomy					3				4.5	40.0	96	Lecture, problem based learning	Mid-term Exam, Final Exam (60 minutes)	20%
0210026325	Legal Drafting					2				3.0	26.7	64	Lecture, Project Based Learning	Project, Observation	30%
0210020741	Religious Court Procedural Law					2				3.0	26.7	64	Lecture, problem based learning, simulation	Mid-term Exam, Final Exam (60 minutes)	20%
0210020745	Criminal Procedure Law					3				4.5	40.0	96	Lecture, problem based learning	Mid-term Exam, Final Exam (60 minutes)	20%
0210024923	Fiqh of Women and Children					2				3.0	26.7	64	Lecture, Project Based Learning	Project, Observation	30%
0210026281	*Maqasid Sharia*					2				3.0	26.7	64	Lecture, Project Based Learning	Project, Observation	30%
0210022688	Sociology of Law					2				3.0	26.7	64	Lecture, Project Based Learning	Project, Observation	30%
	*6th Semester						19			28.5	253.3	608			
0210026282	Contemporary Issues in Islamic Law						2			3.0	26.7	64	Lecture, problem based learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210024893	Alternative Dispute Resolution						2			3.0	26.7	64	Lecture, problem based learning, simulation	Mid-term Exam, Final Exam (60 minutes)	20%
0210020541	Legal Profession Ethics						2			3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210022213	Education and Training in Legal Skills for Halal Product insurance						1			1.5	13.3	32	Lecture, Project Based Learning	Project, Observation	100%
0210022214	Education and Training in Legal Skills for Management of Waqf Asset						1			1.5	13.3	32	Lecture, Project Based Learning	Project, Observation	100%
0210022215	Education and Training in Legal Skills for Paralegal						1			1.5	13.3	32	Lecture, Project Based Learning	Project, Observation	100%
0210023509	Contract Drafting						2			3.0	26.7	64	Lecture, problem based learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210022691	Sociology of Family						2			3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
0210024421	Contemporary Theories of Islamic Law						2			3.0	26.7	64	Lecture, Project Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0210023508	Legal Advocacy						2			3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210024420	The Politics of Islamic Law in Indonesia						2			3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210020714	Intellectual Property Rights (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026328	Corporate Law (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026329	Law of Obligations and Guarantees (3 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026330	Bankruptcy Law and Suspension of Debt Payment Obligations (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026331	Investment and Licensing Law (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210020827	Consumer Protection Law (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026332	Labor Law and Industrial Relations Dispute (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026333	Civil Court Practice and Arbitration (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210026334	Tax Law and Tax Court Practice (2 credit)*									0	0	0	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
	*7th Semester							14		21.0	186.7	448.0			
0210022429	Psychology of Family							2		3.0	26.7	64	Lecture	Mid-term Exam, Final Exam (60 minutes)	30%
0210023051	Comprehensive Examination							1		1.5	13.3	32	Assignment	Mid-term Exam, Final Exam (60 minutes)	100%
0210026326	Contemporary Issues in Islamic Family Law							2		3.0	26.7	64	Lecture, Case Study	Mid-term Exam, Final Exam (60 minutes)	30%
0210026327	*Fatwa* and Jurisprudence							2		3.0	26.7	64	Lecture, Problem Based Learning	Mid-term Exam, Final Exam (60 minutes)	30%
0410021303	Internship							3		4.5	40.0	96	Project Based Learning	Project, oral test	10%
0510021260	Community Services							4		6.0	53.3	128	Project Based Learning	Project	10%
	*8th Semester								6	9	80	192			
0510022666	Thesis/Final Project								6	9.0	80.0	192	Project Based Learning	Oral Test	25%
Total		**19**	**19**	**22**	**23**	**22**	**19**	**14**	**6**				**144**		

L: *Lecture*
S: *Seminar*
T: *Tutorial*
*: *Elective courses*

Bachelor of Agribusiness (BA)

At the BA program, students begin with foundational courses in Agricultural Economics during the initial semester. As they progress, they study more advanced subjects such as Microeconomics, Macroeconomics, International Economics, and Managerial Economics. Similarly, the Management Fundamentals course serves as a starting point, leading into Agribusiness Production & Operation Management, followed by Agribusiness Supply Chain Management, and concluding with Agribusiness Management Information Systems. Each course sequence is designed to follow a logical and hierarchical progression, gradually increasing in complexity to build students' expertise step by step.

No	Distribution of Course	Credit	ECTS	Percentage
1	National Mandatory Course	8	12	5.56%
2	University Mandatory Course	10	15	6.94%
3	Faculty Compulsory Course	5	7.5	3.47%
4	Study Programme Mandatory Course	113	169.5	78.47%

5	Elective Course	8	12	5.56%
Total		**144**	**216**	**100%**

Figure 8: Curriculum Overwiev BA

Course Code	Title of Course	Credit Points per Semester								Workload			Method of Teaching	Form and Duration of Examinations	Weight of Exam Related to Final Grade
		1.	2.	3.	4.	5.	6.	7.	8.	ECTS Conversion	Hours in Class	assignment and self study hours	i.e. lecture course, seminar, case study, discussion, practice, roleplay, tutorial		
1st Semester		**21**								**31,50**	**280**	**672**			
120215572	Humanity and Islam	1								1,50	13	32	Lecture Course, Case Study, Discussion, Practice	Practical Exam (20 minute/student, 1 week/class); Attitude; Behaviour Observation	70%
120214974	FLSP I	2								3,00	27	64	Lecture Course, Discussion	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Discussion, 20 minutes)	50%
220210455	Agricultural economy	4								6,00	53	128	Lecture Course, Project Based Learning, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	65%
220210320	Management Fundamentals	2								3,00	27	64	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
220211489	Economic math	3								4,50	40	96	Lecture Course, Case Study, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	60%
220212713	Agricultural Sociology	3								4,50	40	96	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
220215398	Agricultural Commodity Marketing	4								6,00	53	128	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
220215085	Business Fundamentals (Entrepreneurship I)	2								3,00	27	64	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
2nd Semester			**21**							**31,50**	**280**	**672**			**15%**
120215573	Aqidah and Morals		1							1,50	13	32	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
120214975	FLSP II		2							3,00	27	64	Lecture Course, Discussion	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Discussion, 20 minutes)	50%
120215086	Career & Entrepreneurship (Entrepreneurship II)		4							6,00	53	128	Lecture Course, Project Based Learning, Oral Presentation	Practice (60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	35%
220210442	Microeconomics		3							4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Oral Presentation, 20 minutes)	70%
220210427	Institutional Economics		3							4,50	40	96	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Oral Presentation, 20 minutes)	50%
220215597	Agribusiness Project Analysis & Feasibility Study		4							6,00	53	128	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Oral Presentation, 20 minutes)	70%
220215598	Agribusiness Accounting		4							6,00	53	128	Lecture Course, Problem Based Learning, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	65%
3rd Semester				**23**						**34,50**	**307**	**736**			**16%**
120211074	Muhammadiyah Studies			1						1,50	13	32	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%

220210438	Macroeconomics			3						4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Oral Presentation, 20 minutes)	70%
320211584	Agribusiness Research Methods			4						6,00	53	128	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
320211425	Agribusiness Production & Operations Management			4						6,00	53	128	Lecture Course, Problem Based Learning, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	45%
320215600	Agribusiness Communication & Extension			4						6,00	53	128	Lecture Course, Project Based Learning, Role Playing	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (30 minutes)	60%
220212748	Statistics			3						4,50	40	96	Lecture Course, Problem Based Learning, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	60%
320215599	Agribusiness Product Digital Marketing			4						6,00	53	128	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
	4th Semester				**21**					**31,50**	**280**	**672**			**15%**
120215574	Akhlaq and Mu'amalah				1					1,50	13	32	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	60%
320214765	Farm Management				4					6,00	53	128	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Oral Presentation, 20 minutes)	60%
220211782	Agricultural Development				3					4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
220210422	International Economics				3					4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	65%
220215601	Agribusiness Supply Chain Management				2					3,00	27	64	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	55%
320210414	Econometrics				3					4,50	40	96	Lecture Course, Problem Based Learning, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	45%
320215602	Domestic Economy				2					3,00	27	64	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	75%
320210528	Business Ethics				3					4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	55%
	5th Semester					**19**				**28,50**	**253**	**608**			**13%**
320214693	Agropreneurship					5				7,50	67	160	Business Guest Lecture, Project Based Learning, Start Up Presentation, Bazaar	Start Up Presentation (30 minutes), Bazaar (2 Days)	55%
320214835	Agricultural Policy					3				4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
320215603	Agribusiness Quantitative Analysis					4				6,00	53	128	Lecture Course, Problem Based Learning, Discussion	Mid Test (Written, 70 minutes), Final Test (Written, 70 minutes), Assignment (Discussion, 20 minutes)	40%
320210440	Managerial Economics					2				3,00	27	64	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	65%
	Elective Courses*					5				7,50	67	160			
320214792	Urban Farming*									3,00	27	64	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
320210145	Business Planning Application*									4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
120211392	Safe and Halal Food Management*									4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
	6th Semester						**12**			**18,00**	**160**	**384**			**8%**
420212627	Agribusiness Management Information System						3			4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	65%
420210470	Sharia Economics						3			4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	65%
320210459	Public Economy						3			4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	50%
	Elective Courses*						3			4,50	40	96			
320215604	Livestock Agribusiness Management*									4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
320215605	Fishery Agribusiness Management*									4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
320215606	Food Industry Agribusiness Management*									4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	70%
	7th Semester							**8**		**12,00**	**107**	**256**			**6%**
120210189	Indonesian							2		3,00	27	64	Lecture Course, Case Study, Discussion, Practice	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Writing Practice, 20 minutes/meeting)	60%
320210464	Resource Economics							3		4,50	40	96	Lecture Course, Case Study, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	50%
420211802	Community Empowerment							3		4,50	40	96	Lecture Course, Project Based Learning, Oral Presentation	Mid Test (Written, 60 minutes), Final Test (Written, 60 minutes), Assignment (Oral Presentation, 20 minutes)	55%

	8th Semester							19	28,50	253	608			13%
520211260	Community Service Programme (KKN)							4	6,00	53	128	Project Work	Proposal (10%), actuating activity (30%), creativity (20%), report activity (20%), publication (20%)	40%
520214173	Internship							5	7,50	67	160	Project Based Learning, Project Work, Result Seminar	Project Work (2-3 months), Result Seminar (30 minutes/student)	40%
120211875	Pancasila Education							2	3,00	27	64	Lecture Course, Dicipline Training, Leadership Training	Pre Test, Activities, Post Test	30%
120211859	Civic Education							2	3,00	27	64	Lecture Course, Dicipline Training, Leadership Training	Pre Test, Activities, Post Test	30%
520212666	Bachelor's Thesis							6	9,00	80	192	Project Based Learning	Thesis & Journal Manuscript	40%
total		21	21	23	21	19	12	8	19	216	1.920	4.608			
		144												

Elective Courses*	SKS	ECTS
Urban Farming*	2	3,00
Business Planning Application*	3	4,50
Safe and Halal Food Management*	3	4,50
Livestock Agribusiness Management*	3	4,50
Fishery Agribusiness Management*	3	4,50
Food Industry Agribusiness Management*	3	4,50

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

The naming system of the study programme and its degree always refers to the national regulation. The latest regulation was stipulated by the Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 57 in 2019 regarding the Study Programme Naming System in Higher Education. The graduate profiles of the three study programmes refer to the Indonesian Qualification Framework Level 6. The rationales for degree and programme name of each study programme are explained below.

Bachelor of Law (BL)

Naming the study programme as “Hukum" (Law) refers to the Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 57 of 2019 concerning Study Programme-Naming Systems for Universities. The proof of study programme-naming can be accessed on DIKTI Database. Moreover, the “SH=Sarjana Hukum (Bachelor of Law) is conferred upon graduation. Naming a study programme is also based on the contents of the curriculum of law. The Bachelor of Law is conferred to students based on the KKNI level 6. 87% of study programme mandatory courses are Law related contents.

Bachelor of Islamic Family Law (BIFL)

The name of BIFL is in accordance with the nomenclature determined by the Ministry of Religion through the Decree of the Director General of Islamic Education No. 1661 of 2019 concerning Adjustment of Study Programme Nomenclature at the University of Muhammadiyah Malang. The academic degree that students will obtain after graduating is a Bachelor of Law (S.H.) as stated in the attachment to the decision letter. The determination of academic degrees is in line with the Regulation of the Minister of Religion of the Republic of Indonesia number 33 of 2016 concerning Academic Degrees of Religious Universities. 59% of courses are the study programme compulsory courses containing Islamic Family Law content.

Bachelor of Agribusiness (BA)

The name of the Bachelor of Agribusiness (BA) adheres to the nomenclature specified in the decision by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia, documented under the reference of the Ministry of Education and Culture number: 163/DIKTI/Kep/2001. The curriculum aligns with level six of the Indonesian National Qualifications Framework (KKNI) for a bachelor or undergraduate programme. The conferred graduate degree is "SP = Sarjana Pertanian (Bachelor of Agriculture)" in accordance with Minister of Research, Technology and Higher Education Regulation No. 15 of 2017, addressing the nomenclature of academic titles.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Integration of theoretical and practical aspects in curriculum is deemed necessary to equip students with ample workplace as well as entrepreneurship competencies. The integration of theory and practice in each study programme is elaborated as follows.

Bachelor of Law (BL)

The theory and practice are systematically related to BL, as apparent in the profile of graduates as "legal practitioners" and "legal researcher". In the presentation of lectures, both theories and practices are supplementary to one another to support the development of the profile of students' qualifications. This value is further supported by the presence of a law laboratory where legal practices take place; these legal practices range from document drafting to dispute resolutions in or outside of courts. Skills like legal document or contract drafting or calculating inherited assets are taught in courses of BL and show a strong connectedness between theory and practice. Furthermore, the BL programme has Moot courts,[22] which teach the students how to resolve disputes in courts. As mentioned in 1.3.2, BL has an internship programme. Furthermore, the Centre of Excellence (CoE) facilitates internship programmes which can be carried out for two semesters.

Bachelor of Islamic Family Law (BIFL)

The courses in BIFL curriculum are designed to combine theory and practice having theory is taught in regular lectures. Practical components are included in regular lectures. As mentioned in chapter 1.3.3, BIFL has a Sharia Laboratory, where students can help their community with legal assistance etc. This way, the students have ample opportunity to apply their theoretical knowledge. Courses with practical components managed by the laboratory include Islamic marriage law in Indonesia. In regular lectures, students learn about marriage regulations in Indonesia, while in the laboratory, students practice how to manage marriages in Indonesia according to applicable law. This laboratory even offers whole courses with practical components. BIFL programme also involves practitioner lecturers as course instructors to strengthen the practical aspect. For example, a Sharia Judiciary Judge teaches a course on Islamic Judiciary Procedure. In contrast, legal agreements/contract drafting classes are taught by practitioners, lawyers, or notaries from PERADI (Indonesian Advocates Association).

Bachelor of Agribusiness (BA)

The majority of courses within the Bachelor of Agribusiness curriculum encompass both theoretical and practical components. Practical application takes on various forms, including dedicated practicum sessions conducted at the Agribusiness Laboratory and hands-on implementation of agribusiness initiatives within the community. For example, one skill the students learn is the Skill in Agribusiness Entrepreneurship, which is in itself a theoretical and practical skill.

As stated in chapter 1.3.2, students in BA are required to complete an internship that bridges classroom theory with real-world business and industry (DUDI). Many internships for the students are offered through competitive selection and industry partnerships, including placements with state-owned enterprises (BUMN) and international programmes. BUMN internships are arranged through MoUs with state-owned companies, while international internships are conducted abroad in collaboration with universities.

[22] A moot court is a simulated court proceeding, often used in law schools and legal training programs to help students practice legal reasoning, argumentation, and courtroom procedures.

3.1.4 Interdisciplinary thinking

UMM also aligned policies and activities offered to students with the MBKM programme, such as the policy of student involvement in research (2007), equivalence of creative and innovative work of students into curricular activities (2017), developing entrepreneurship-based learning models (2017), student internship (2019), credit transfer of the Industrial Internship programme for the undergraduate and vocational programmes (2019), as well as academic regulations containing interdisciplinary courses - across study programmes and faculties at UMM, and across universities (2020).

Bachelor of Law (BL)

In addition to legal theory and practice skills, BL also prepares students for careers that require cross or interdisciplinary skills, which can be achieved among other through the Merdeka Belajar Kampus Merdeka (MBKM) programme. Students can take interdisciplinary courses to hone their skills for a professional career in law. For example, students who are interested in working in the field of Digital Forensics can take Artificial Intelligence, Software Engineering, Wireless Networks, Information Data and Knowledge as courses provided in the Informatics study programme. Law students who are interested in becoming HR personnel in a company can take a personal psychology course offered by the Bachelor of Psychology or a course in Human Resource Management or Marketing Management Services by the Management study programme. Further courses are: Public Sector Auditing and Taxation by the Accountancy study programme, Diplomacy by the International Relations study programme.

Bachelor of Islamic Family Law (BIFL)

Several courses of the BIFL reflect interdisciplinary thinking skills, such as Halal Programme Insurance and Contemporary Issues in Islamic Law. These courses deliver students to think interdisciplinarily in solving contemporary issues in Islamic legal problems. BIFL students also have the opportunity to take other study programme courses through the MBKM and CoE programmes. There is for example a student who took a course in animal husbandry in the CoE Poultry class programme.

Bachelor of Agribusiness (BA)

BA fosters interdisciplinary thinking among students through a range of academic activities, both within and beyond the confines of the study programme and the campus. Internally, students engage with interdisciplinary courses like Agricultural Economics, Agribusiness Accounting, Introduction to Business, Sharia Economics, Foreign Language for Specific Purposes, as well as the Islamic religion and Muhammadiyah. Externally, the study programme encourages students to enrol in multidisciplinary courses offered at the university level, such as the Personality and Leadership Formation Programme (P2KK). Additionally, the MBKM programme provides opportunities for students to take courses in other study programmes, including Government Human Resources Management, Government Leadership, National Government, Government Bureaucracy, Regional Government, and Village Government. Beyond the University, students are exposed to interdisciplinary thinking through KKN activities and work internships. This multifaceted approach aims to equip students with the skills necessary to thrive in the competitive job market.

3.1.5 Ethical aspects

The Rector Regulation No. 02/ 2020 regarding Student Discipline governs ethical issues at the university level. They cover students' rights and obligations as well as the consequences of

breaking general, academic, professional, and Islamic ethical standards. To assist the learning objectives, ethical considerations are also incorporated into the courses.

Figure 9: The application of each ethical aspect in learning activities at UMM

General Ethics	**1.** Respect and appreciate others **2.** Polite **3.** Honest **4.** Responsible
Academic Ethics	1. Appreciate the thoughts of others used in scientific work by strictly using referencing APA Style 2. Follow research rules and procedures 3. Plagiarism check for academic works (Turnitin)
Professional Ethics	1. Fulfill professional competence 2. Tend to favour the public
Islamic Values	1. Postpone the learning process for a while when the call to prayer is heard 2. Habituate to start and end lessons with greetings and prayers.

All three programmes

The rules regarding the Code of Ethics follow the rules of UMM which is under the auspices of Muhammadiyah Universities. So that in addition to applying general ethics, academic ethics, and professional ethics, it also applies Islamic values. This is also the first and second Learning Outcome (LO) in all three study programmes. Across the three programmes, the learning outcomes Nr. 1 and 2 emphasise professional ethics, independence, and entrepreneurial spirit; discipline and responsibility rooted in Islamic Family Law; and national identity and societal contribution. They also highlight the integration of Islamic and Muhammadiyah values, Pancasila, and civic responsibility into personal, academic, and professional life, along with a deep sense of spirituality and moral integrity. These LOs are broken down into the courses as the key components and integral part of the objectives of the qualification of the study programme

Students are introduced to academic integrity at the start of each semester through ethics socialisation sessions, where lecturers and students agree on class rules, including sanctions for violations. Core principles such as proper citation, avoidance of plagiarism, and the use of credible sources are emphasised. Written assignments, including theses, must pass a Turnitin check with a similarity index below 10%, as outlined in the Final Project Writing Guide. Academic honesty is further enforced through exam regulations and mandatory plagiarism checks before thesis defence. Ethical conduct is also governed by institutional documents like the Guidebook of Student Affairs Development and the Regulation Book for Student Discipline, which outline serious offenses that may lead to expulsion, such as drug use, criminal acts, and violence. Ethical values are reflected in regulations covering dress codes, exam conduct, and thesis procedures, all aligned with UMM's broader ethical framework.

Bachelor of Law (BL)

The Law Study Programme places a strong emphasis on ethics, acknowledging its essential role in legal education and professional integrity. Thus, the identification and reflection of the aspect of ethics are considered as important and serve as the key competence. Furthermore, the ethics are delivered as a special course under "professional ethics" that students have to

take in Semester V (five). As for the application of ethical aspects in courses, BL provides core courses that specifically contain ethical topics, namely; Legal Philosophy Course, Legal Professional Ethics. In addition to being socialised in several events and delivered in several courses, each ethical aspect is also implemented directly in every learning activity, such as: implementation of research, practicum, publication ethics, Final Project mentoring ethics, final project presentations, thesis proposal seminars, code of conduct of mid-term test or final test, thesis report seminars, and examinations.

Bachelor of Islamic Family Law (BIFL)
BIFL provides courses addressing ethical topics, such as the Professional Ethics Law Course. Some other courses that discuss ethical aspects as one of their topics are Sharia and Human Rights, Islamic Marriage Law, and Islamic Inheritance Law.

Bachelor of Agribusiness (BA)
BA's curriculum underpins ethics through course content, addressing ethical dimensions in various courses. Courses explicitly focused on ethics include Humanity and Islam, Aqidah and Morals, Muhammadiyah Studies, Akhlaq and Mu'amalah, Agribusiness Research Methods, Basics of Business, Agricultural Policy, Research, and Scientific Publications. Notably, Business Ethics is a dedicated course that delves into ethical considerations.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Interaction between students and lecturers is encouraged in all academic activities to foster scientific practice. Each study programme at UMM has provided students with facilities to support those activities such as a library with access to printed and digital references, reading rooms, open spaces with internet access. A thesis is obligatory for UMM students in completing their bachelor programme as the artifact of academic writing utilising the research methods that they have learned in class.

Bachelor of Law (BL)
The Graduate Profile of BL as legal practitioners and legal researchers requires students to demonstrate the ability of conducting research and scientific practices. Thus, the learning outcomes cover "implementing both substantive and/or procedural theories of law according to research methodology to specifically analyse particular research problems" (LO5) and "applying theories, concepts, construction, the development of positive law, and the science of positive law according to research methods and legal findings" (LO7).
In terms of the implementation in courses, the ability to do scientific methods is further divided into the methods in research and those outside of research, where the former category is delivered under Legal Research Methodology and Final Project, and the latter is given under Legal Reasoning, Criminal Procedural Law, Agreements and Securities Law, Civil Procedural Law, Inheritance Law in Indonesia, Theory of Legislation, Tax and Licensing Law, Procedural Law of State Administration, Procedural law of Constitutional Court, Special Criminal Procedural Law, Special Civil Procedural Law, and Alternative Methods of Dispute Resolutions.

Bachelor of Islamic Family Law (BIFL)
Scientific activities are reflected in Learning Outcomes 3 and 5, which focus on developing critical, logical, and innovative thinking based on scientific and ethical principles, and on applying Islamic Law and legal knowledge to solve problems in Islamic family law.

The BIFL curriculum ensures that students acquire methodological competences and skills in conducting scientific activities. Courses offered in the first year develop the concept of the BIFL's scientific methodology, such as Logics and Islamic Legal Reasoning, The Philosophy of Science, and The Principles of Islamic Jurisprudence. Some courses are designed to develop problem-solving skills, such as Contemporary Issues in Islamic Law, Islamic Inheritance Law, Fiqh of Women and Children, and Alternative Dispute Resolution. The Research Methodology in Islamic Law course equips students with scientific thinking and enables them to practice it in preparing their thesis / final project.

Bachelor of Agribusiness (BA)
The application of scientific methods and practices within the curriculum is divided into distinct categories: theoretical, methodological, and the culmination of undergraduate thesis writing. The theoretical courses are designed to fortify students' understanding of fundamental concepts. These include courses such as Agricultural Business Management, Digital Marketing of Agribusiness Products, Agricultural Policy, International Trade, and various others. In addition, methodological courses are focused on cultivating systematic working principles grounded in scientific methodologies, to be subsequently applied in research endeavours. This category encompasses courses such as Scientific Methods, Agribusiness Research Methods, Entrepreneurship, and Business Ethics. The practical aspect of the curriculum equips students with the necessary skills to independently engage in research and agribusiness initiatives. This practical phase is chiefly composed of undergraduate thesis and agropreneurship courses.

3.1.7 Examination and final thesis (Asterisk Criterion)

The examinations and the final thesis are regulated in the University Academic Guide. All exams are conducted to assess course learning outcomes that cover attitude, knowledge, and skill. Midterm exams and Final Term exams are carried out to assess specific course learning outcomes that have been completed during the exam periods. These exams are scheduled in the University's annual academic calendar that can be easily accessed through university, faculty and study programmes' websites.

The four programmes require a final thesis (skripsi), which involves academic research and a thesis defence. They allow a final project (tugas akhir) as an alternative, such as a published journal article or applied legal work, if it meets academic standards. While the thesis is the standard path, the final project option offers flexibility for students with strong academic or publication records.[23]

Bachelor of Law (BL)
The lecturers test each sub-learning achievement of the course that has been determined in a semester learning design. Examinations that are held within a predetermined period, can be carried out in an exam process called Mid-semester and Final-semester Examination. The schedule for both of them can be checked in the Social Media channels of BL. The exam rules are posted on each classroom door, printed in the form of banners and placed on the first day of the exams by the exam supervisor. If there is a conflict with exam schedules, students can

[23] For BL, this is stipulated in "Decree Of The Dean Of The Faculty Of Law, University Of Muhammadiyah Malang, Number 06 Of 2022, Concerning, Equivalence Of Student Scientific Paper Publications, Faculty Of Law To Curricular Activities". For the BA, this is regulated in the Dean's Decree of Faculty of Agriculture and Animal Science's No. E.6.1/182/FPP-UMM/II/2021 concerning "Conversion of Student Publication, Reasoning, and Entrepreneurship into Final Project Grade".

report to the exam committee and schedule it based on agreement. The exam is organised by the examination committee assigned by the dean. The committee is tasked with collecting questions, printing questions and preparing answer sheets, organising exams, collecting exam questions and distributing them to lecturers for assessment, to ensure that grades have been inputted by lecturers in the assessment system. The materials and testing methods must be adjusted to learning outcomes.
For every LO of BL , there are several kinds of examinations. For LO1, the attitude is examined by the lecturer's observation of the student. For instance, an attitude observation sheet is used for this. For LO 2, additionally, a peer review is conducted. For the two LOs for general skills (Nr. 3 and 4) a portfolio and oral presentation assesses if the students can apply the skill. Examples for this are writing reports, doing intervention modules and using tools/instruments. For LO 5 and 6 (specific skills) project-based examinations take place. Examples for this are the same as for LOs 3 and 4 but additionally case-studies are used. For LO 7 and 8 (knowledge) the students have to pass examinations in the form of a written test, oral test, which can be either individual or in a group. Short answers, multiple choice, true/false responses, short essays and case studies are examples for these test formats.

For preparing one of the schemes as a final project; thesis, final project, and publication, students must first take the course "Legal Research Methods". The course is designed so that students in the fifth semester have prepared a framework (final project proposal). The guidelines are 1. Thesis guideline; 2. CoE Final Project guideline; 3. Equivalence of publication of scientific papers guideline.

First, for thesis preparation, students must compile a thesis proposal for the next Thesis Supervisor Task Letter. Furthermore, for a period of one semester, students can conduct thesis guidance to two lecturers who have been assigned. If the two supervisors agree, then students can continue registering for the thesis exam to the administration section of the Faculty of Law. The thesis will be examined in an assembly containing two supervisors and two examiners.

Second, for CoE equivalence, it is only intended for CoE students. Basically, the same as writing a thesis, students are still required to compile final project documents, but the content is one of the dispute resolution activities both litigation and non-litigation accompanied by analysis. Similar to the thesis assignment, it will be examined by two supervisors and two examiners.[24]

Third, the equivalency of scientific paper publications, namely the results of student publications that have been published in national or international journals can be equivalent as a final project. If the publication is published in a Scopus indexed journal or Sinta-1 or Sinta-2 national accreditation, then students can immediately equal to an A grade without the need to be tested in a trial assembly. Meanwhile, if the publication is in a reputable international journal or nationally accredited Sinta-3 or Sinta-4, it will be examined by two examiners and one supervisor who wrote the scientific paper.

Bachelor of Islamic Family Law (BIFL)

[24] The CoE equivalence is only for students enrolled in the Class of Excellence (CoE). The admission process for the COE equivalence final project track is not conducted separately for the final project itself but is integrated into the admission process for the CoE Program. There is no additional selection process specifically for the CoE equivalence final project. Once students are admitted to the CoE Program, they automatically follow this equivalence format for their final project.

To maintain the quality of learning, BIFL uses assessment standards based on the process and results of learning, which include elements of attitude, knowledge, and skills.
LO 3 and LO4 (knowledge) are assessed through written tests, oral tests or assignments, for example essays or presentations. LO5 and LO6 (general skills) are evaluated by assignments. LO 7 and LO 8 (specific skills) are assessed by assignments, which focus for example on case-studies.

To obtain the S.H. degree in Islamic Family Law, BIFL students have to prepare a research-based scholarly work in the form of a thesis. There are several stages that students must go through in preparing for their final assignment: (1) Students have to complete the Methodology of Islamic Legal Research course. (2) Students have to participate in a proposal clinic until a research proposal is developed. (3) Students have to submit a request to the Study Programme to obtain a thesis advisor. (4) Students have to participate in a thesis proposal seminar. (5) Students who have completed all chapters and have their advisor's approval then submit their thesis to BIFL to conduct a thesis examination.

The Thesis / Final Project Examination can be conducted if the following requirements are met: 1. having obtained a minimum of 350 additional points Diploma Supplement/Surat Keterangan Pendamping Ijazah (SKPI). 2. having completed a minimum of 138 credits, 3. passing a plagiarism check with a maximum similarity of 20%, 4. having received the advisor's approval of the manuscript, 5. having met the administrative requirements.

The Thesis/Final Project Examination is the stage of confirming the thesis, where students present and defend their research findings in front of a closed committee of four examiners. The thesis assessment includes language, methodology, discussion, and the student's mastery of the subject matter. Students who publish their scholarly work in an indexed journal with a theme approved by BIFL directly apply for an examination as an alternative to the final project.

Bachelor of Agribusiness (BA)
Examinations for the Bachelor of Agribusiness students encompass various forms, tailored to the intended Learning Outcomes (LO). These assessments include written examinations, oral evaluations, practical tests, attitude assessments, report submissions, portfolio evaluations, project assignments, and interactive displays for exhibitions.

The form of examination is aligned with the Learning Outcomes (LO). Evaluations of students' attitudes are conducted through direct observations, considering their commitment to attending lectures, responsibility in fulfilling assignments, collaborative skills, creativity, and communication proficiencies. These assessments are often organised in the format of group presentations, with all participating students sharing their feedback by completing a form. This feedback mechanism aids in gauging the effectiveness of the presentation and overall group collaboration, with assessments employing a Likert scale.

Communication skills and creativity are among the competencies observed during various tasks, such as presentations and discussions. This encompasses evaluating the ingenuity displayed in the development of presentation materials, active participation in posing and addressing questions, and the ability to respond effectively to queries.

For LO1 and LO 2, the same assessment methods like in BL are used. LO 3 and LO 4 (general skills are applied like in BIFL. BA uses additionally presentations here. LO 5 and LO 6 (specific skills) are assessed through written exams, oral exams, practice exams, projects and displays/exhibitions. Project-based learning is used for evaluation these learning objectives. The same assessments are used for LO 7, LO8 and LO9. In these exams not only short answers and essays but also case studies are used.

The examination for the Thesis / Final Project may proceed upon fulfilment of the subsequent criteria:
1. Attainment of a minimum of 350 additional points on the Diploma Supplement/Surat Keterangan Pendamping Ijazah (SKPI),
2. Completion of at least 138 credits,
3. Successful completion of a plagiarism assessment with a maximum similarity index of 20%,
4. Approval of the manuscript by the advisor,
5. Fulfilment of all administrative prerequisites.
The Thesis/Final Project Examination constitutes the phase of validating the thesis, during which students present and defend their research discoveries before a select committee of four assessors. The evaluation of the thesis encompasses aspects such as systematics of writing, methodology, presentation of thesis/presentation, discussion, mastery of material and ethics. Students who have their academic work published in a recognised journal with a topic sanctioned by BA may opt to directly request an examination instead of the final project.

Appraisal:

The curricula of BL, BIFL and BA adequately reflect the qualification objectives of the respective programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation and electives enable students to acquire additional competences and skills.
However, the panel saw room for improvement in the three programmes: In the BL, even though students can choose between eight elective courses, they can only take four SKS credits / six ECTS credits as elective courses. Students of BIFL can choose between 9 options for their elective courses. Students of BIFL can choose between 9 options for their elective courses. Students in the BA programme can choose from six elective courses and enrol in up to eight SKS credits / twelve ECTS credits. Therefore, the panel **recommends** introducing more compulsory electives into the curriculum and giving more options for elective courses.
The degrees and programme names correspond to the contents of the curriculum and the programme objectives. The programme showed in the SER and in the course of the visitation ample evidence that theory and practice are well integrated in the BL. This was particularly evident in the importance placed on internships. For BIFL, the Sharia Laboratory stands out as an example of how the programme fulfils the criterion. The panel found enough evidence that the programmes qualify for interdisciplinary thinking. The panel applauds UMM and all three programmes how ethical implications are rigorously and appropriately communicated. They realised in the course of the visitation, that the identification and reflection of ethical aspects are strongly promoted and considered key competences. UMM showed convincingly, that they are an integral part of the study programmes' qualification objectives. The panel saw ample evidence, that students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.
The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.
In the course of the visitation, UMM presented examination examples, which the panel found especially suitable for ascertaining the defined learning outcomes. Therefore, the concrete test items were thought to be particularly fitting for achieving the learning outcomes. The examinations also assess students' capacity for critical reflection on scientific issues and their ability to apply scientific methods. Constructive feedback is provided, often accompanied by guidance to support the learning process. Final theses meet the quality standards expected of international publications. Additionally, BL and BIFL integrate the Moot courts into the examination schemes, which the panel learned in the course of the visitation and which they found especially excellent (see chapter 3.1.3). The experts were impressed to see evidence in the course of the visitation, that BA students worked together with students from the food production programme in entrepreneurship classes. Therefore, the panel found this criterion to exceed the benchmark.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X			

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

The estimated study period in study programmes at UMM is 48 months/8 semesters with the number of credits equalling 144 SKS credits/216 ECTS credits. One SKS credits or 1.50 ECTS credits is equivalent to 50 minutes of face-to-face meeting, 60 minutes of self-study, and 60 minutes of structured assignments.
The students in all three study programmes must be registered for 144 SKS credits and these have to be completed within 7-8 semesters.

Projected study time	8 semesters, four years
Number of Credit Points (CP)	144 SKS credits and 216 ECTS credits
Workload per CP	1 Credits equals to 170 minutes per week or

	45 hours per semester with the distribution of credits load per week as follows: 50 minutes face to face 60 minutes independent task 60 minutes structured task So, 144 SKS credits: 144 SKS credits x 45 hours = 6480 hours
Number of modules/courses	**BL:** nine university compulsory courses, 55 Study Programme compulsory courses, eight courses elective coursed **BIFL:** three national compulsory courses, courses university compulsory courses, nine faculty compulsory courses, 48 Study Programme compulsory course, nine elective courses: Total 73 courses **BA:** five national compulsory courses, five university compulsory courses, one faculty compulsory course, 34 Study Programme compulsory coursec, six elective courses: Total 51 Courses
Time required for processing the final thesis and awarded CP	BL: 181,3 hours per semester (4 SKS/ a semester/ 4-6 months) BIFL: one semester with a weight of six SKS credits BA: six SKS/ six months
Number of contact hours	BL: 1920 hours BIFL: 1920 hours BA: 1920 hours

Bachelor of Law (BL)

The credits of BL particularly cover 14 SKS credits of compulsory national/university courses, 126 SKS credits of study programme mandatory courses, and four SKS credits of study programme elective courses. These four elective SKS credits can be chosen from eight courses, each of which carries two SKS credits. Elective courses can be arranged in semester 6 and 7 without any minimum or maximum SKS credits or without any course prerequisites.

Bachelor of Islamic Family Law (BIFL)

BIFL offers 73 courses, 48 being mandatory for the study programme, nine the faculty courses, four the university courses, and three national courses. BIFL also offers elective course packages for interested students, consisting of nine elective courses.

BIFL students are required to take 144 credits. In the fourth semester, students can choose between the regular track or the CoE track, which offers different course options.

Bachelor of Agribusiness (BA)

The curriculum framework, spanning from the first to seventh semesters with extension to the eighth semester to complete the bachelor thesis/ final projects.

The study period of BA is eight semesters.
(1) Semester 1 and semester 2 are a package of 21 SKS credits per semester.
(2) The number of SKS credits in Semester 3 to Semester 8 is available according to the curriculum overview, but students are able to take a maximum of 24 SKS credits per semester, by taking other courses presented in the next year.
(3) Provisions in point 2, students with an Achievement Index ≤ 2.75 can take a maximum of 18 SKS;
2.76 ≤ Achievement Index ≤ 3.49 maximum 22 SKS; ≥ 3.50 maximum 24 SKS.

3.2.2 Study and exam regulations (Asterisk Criterion)

All study programmes

UMM has set the regulation related to study and exam in Rector's Decree for Academic Regulations No. 31/UMM/VIII/2020. All standards are explained in the Academic Guidebook which regulates general academic provisions, academic programmes, and academic degree, academic administration, academic activities, evaluation of study success, transfer, transfer level, double degree, education cooperation programme and academic violation. All of them should be in accordance with the IQF level 6. They are used as references for the study programme to design curriculum that enables students to achieve their learning objectives and graduate on time.

All related regulations are generally conveyed during student orientation sessions and are also disseminated to academic advisors in every agenda for the early semester meetings held both at faculty and study programme level. Academic supervisors are also asked to periodically remind their students, especially before the mid-semester and end-semester exams. Some information related to regulations and administrative matters was also conveyed through the official social media account. Students can also access information on these regulations in the form of a guidebook that can be downloaded from the website.

According to that regulation, learning is carried out synchronously by the LMS (Learning Management System) platform. Lecturers are required to make a course outline for one semester so that students can access it via the learning management system. The lectures and exams are carried out offline, online and blended learning. Furthermore, the exams are organised in accordance with the University and study programme regulations and their timeline allocation for both midterm and final examinations follow the academic calendar from the University.

In line with the implementation of the MBKM programme at UMM students can take classes in other study programmes with a maximum of 20 SKS credits, and also in other universities with a maximum of 40 SKS credits. The number of credit points will later be converted to courses in the study programme curriculum.

Students who spend a semester abroad or at another national university create Learning Agreements with the International Office to ensure their credit points are recognised.

UMM informed the panel that if a student fails his/her grade, the student may apply for remediation. Students can directly inform the lecturer of the course to do remediation if the remediation period is still possible. If the student is not satisfied with his/her grade, he/she

can appeal. Student can submit directly to the relevant lecturer. However, there is not a committee. For contact persons, students can contact the relevant lecturer.

3.2.3 Feasibility of study workload (Asterisk Criterion)

All study programmes

Rector's Decree for Academic Regulations No. 31/UMM/VIII/2020 required the study programmes to set their curriculum with an obligation to obtain 144 SKS credits or 216 ECTS credits as a support to UMM's tagline called *UMM Pasti*. UMM *Pasti* is implemented based on the Rector's Regulation No. 07/SK/UMM/IX/2021. *UMM Pasti* is implemented in the curriculum, in which teaching and learning activities are conducted in the study programmes during the first six semesters and students are required to take an internship, community service programme, and thesis from semester 7. Students who take internships are also encouraged to choose thesis topics that are relevant to the problems encountered in their internships as an effort to accelerate thesis completion. Students may also take part in the MBKM programme outside the study programme and can convert the activities during MBKM up to 20 SKS credits.

The maximum credit points from the courses offered in each semester vary between 20 – 24 SKS credits (30-36 ECTS credits). Students can participate in these courses based on grade points with the following rules:

Table 2 Regulation of maximum credit points per semester

GPA	Maximum SKS credits	ECTS
≤2.75	18	27
2.76 - 3.49	22	33
≥3.5	24	36

Students with a GPA of more than 3.5 can enrol in upper semester courses.

Bachelor of Law (BL)

The Higher Education Curriculum (KPT) for BL is based on Outcome Based Learning (OBE) and is directed toward the Indonesian National Qualifications Framework (KKNI). A bachelor's degree in law requires 144 credits (216 ECTS credits) and can be completed in as little as 3.5 years or as long as 7 semesters. In the BL, every student is allowed to enrol in courses worth 20–24 credits (27–36 ECTS credits) in semester 1-5. To enhance success rate, students enrol for 14 to 18 credits in semester 6 and 7. Extension to the eighth semester can be taken to complete the final project.

Against this backdrop, students can choose how many credits they take, and the number of credits taken will be changed based on the GPA from the previous semester, meaning that students should aim for maximum achievement. Additionally, surveys are used each semester to track the amount of work that students must do in their studies. It is anticipated that graduates under the current system will meet the Kelulusan Tepat Waktu/ KTW (Timely Graduation) with a study period of three and a half to four years.[25]

Bachelor of Islamic Family Law (BIFL)

[25] "Kelulusan Tepat Waktu" is an Indonesian phrase that translates to "On-Time Graduation" in English. It refers to the situation where a student completes their academic programme within the standard or expected duration set by the university.

In the first year, students have a fixed package of 19 credits in both the first and second semesters. For the following semesters, the study workload is controlled through the system based on the previous semester's results and guidance from the academic advisor. Students with a GPA of >3 can take up to 24 credits in a semester. Similarly, students who have yet to pass a particular course can retake it the following semester. This system is intended to produce graduates with the criteria of timely graduation/Kelulusan Tepat Waktu (KTW).

Bachelor of Agribusiness (BA)
The study programme conducts regular assessments of the study workload, typically on a semester basis. If it is determined that the study workload is either excessive or insufficient, appropriate actions are taken. Measures to assist students in managing their study workload encompass curriculum adjustments and academic advisory services through Academic Advisors. The students have to enrol for 21 credits courses in semester 1 and semester 2. The curriculum is structured to provide high-achieving students (GPA > 3) with the opportunity to undertake advanced semester courses, enabling them to complete their studies more expeditiously. Furthermore, Academic Advisors aid students in gauging their individual workload capacities. In addition, remedial examinations are offered to students in their final semester who have unsatisfactory grades.

3.2.4 Equality of opportunity

UMM is an educational institution that provides opportunities for all prospective learners from various countries and nations, regardless of ethnicity, religion, race and gender while still prioritising the quality of its graduates. UMM welcomes physically disabled persons to join the University. The admission process through new student admission programmes is organised by UPT-PMB. It has determined the same selection procedure and standard criteria for all prospective students.
UMM students come from different regions and certainly have varied ethnic and religious backgrounds. During the admission process, UMM never requires a certain religion but is open to all religions recognised in Indonesia to register as UMM students.
This illustrates no discrimination or difference in treatment towards people who want to become students at UMM. The UPT-PMB (Technical Implementation Unit for New Student Admissions) periodically evaluates the recruitment and selection process for prospective new students, related to the number of students, the composition of students based on the regional origin, and type of school, gender, ratio of prospective students and the number of students accepted. From the evaluation results, the UPT-PMB, faculties, study programmes and University boards will design a selection recruitment programme adjusted to the findings.

Academic support is also given to students with disabilities. The creation of the Counselling Bureau serves as evidence of the affirmative action measures made to assist individuals with impairments. The purpose of this bureau is to assist students who are having academic challenges. Group and individual counselling are the two methods used to create counselling sessions. In these situations, peer counsellors or even licensed counsellors and psychologists will support the students. Furthermore, there are 110 student unions (UKM) available to help and provide resources to help students achieve their future objectives, particularly those who have academic challenges. Every student has the opportunity to study, develop, and become a productive member of society through these student unions.

Bachelor of Law (BL)

BL is open to those having completed high school or equal and fitting administrative requirements and passing the internal test conducted by the University. BL admits all applicants regardless of genders, religions, tribes, and races and treats them equally during lecturing activities. BL also facilitates students with disabilities such as lifts, ramps, special restrooms, automatic doors, health clinics, and Mental health services.
The admission process at BL does not use gender balance indicators, but rather the ability shown through the results of the entrance test. However, from 2019 to 2022 the shows that the percentage of female and male students admitted can be said to be balanced (see statistical data in chapter 0.2). These percentages show that there is no significant difference in the number of male and female students admitted to BL.
BL is open to accepting students, including students with disabilities. UMM also provides special facilities, such as parking lots, wheelchair ramps, elevators, and toilets, for people with disabilities so that they can follow the teaching and learning process well at UMM. UMM students, especially in BL, come from various regions in Indonesia. Although the largest number of BL students comes from East Java, based on the distribution of geography, the area of origin of students comes from Sabang to Merauke. From 2019 to 2022 from a total of 38 provinces in Indonesia, BL students were recorded from 36 provinces in Indonesia. BL also has students from the five major religions.

Bachelor of Islamic Family Law (BIFL)
The admission process for the BIFL is open to all members of the community, regardless of gender, religion, or region. Selection is based on the abilities demonstrated in the entrance exam. The programme is also open to students with disabilities. UMM provides specific facilities such as parking spaces, wheelchair ramps, lifts, and accessible toilets to ensure they can effectively participate in the learning process. Disability issues are also addressed in courses such as Sharia and Human Rights.
Muhammadiyah's Legal Methodology course has subtopics related to disability issues. The study programme also invites disability experts from La Trobe University Australia, to give a guest lecture on disabilities. Several research projects done by faculty and students also focus on disabilities.
BIFL students come from various regions in Indonesia, from Papua to Aceh. While there are no specific religious requirements to enrol at UMM, most students are Muslim. Reflecting the predominant interest in studying Islamic family law in Indonesia, there are no non-Muslim students in BIFL. The economic backgrounds of BIFL students are diverse, and scholarships are provided for students from economically needy families.

Bachelor of Agribusiness (BA)
BA also prioritises UMM's commitment to upholding equality and providing equal opportunities for students and lecturers, irrespective of various factors such as gender, regional origin, social class, parental occupations, and other considerations. Every student and lecturer at BA receive fair and unbiased treatment, regardless of their gender. Positions, rights, and responsibilities are allocated based on competence, academic accomplishments, and qualifications, without any form of gender-based discrimination. For instance, both male and female lecturers at the academic level are offered equal opportunities to progress in functional positions, including professorships. Similarly, male and female students are equally recognised for their achievements, whether it's being named the best graduates or earning other distinctions.

BA ensures that students and lecturers from various regions have equitable access to higher education and academic roles. Discrimination based on regional origin is strongly discouraged, while the inclusion of individuals from diverse regional backgrounds is actively promoted. BA boasts students from across Indonesia, including regions such as Sumatra, Papua, and even international students from places like Tanzania.
To ensure equal access to quality education, BA extends financial support and offers specialized scholarship programmes, irrespective of students' social and economic backgrounds. Students with parents from a variety of occupational backgrounds are given equal opportunities to pursue their education, free from any discrimination linked to their parents' jobs. Social inclusion is actively encouraged regardless of parents' occupations.
Beyond the aspects outlined, BA guarantees equality and opportunities for students and lecturers based on other factors like religion and ethnicity. While the majority of BA students are Muslim, there are students from Christian/Catholic and Hindu backgrounds as well. In principle, there are no religious restrictions, and all academic community members must be treated with fairness and impartiality.

Appraisal:

The structure of each programme supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points in SKS credits and ECTS credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that SKS credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.
There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.
The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.
UMM ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, foreign students, students with a migration background and from so-called non-academic backgrounds, are particularly assisted.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

All programmes:

Teaching and learning methods are designed to improve the students' achievement and the intended LO. Various methods used by the study programme are as follows.

The didactical concept applied in the programmes include theoretical and practical approaches to support the graduate profiles. The theoretical approach is given to students to understand a grand concept of a course. The learning strategies used are problem-based learning, cooperative learning, and some other cognitive-oriented activities. For practical courses, some strategies used are case studies, project-based learning, laboratory-based practicum (drama labs, language labs, and publishing labs), and field-based activities. In the latter, students undertake internships (national and international), community service, and entrepreneurship courses. Furthermore, students' performance is assessed through presentations, paper-related work, scientific reports, and practical tasks. To accomplish a bachelor's degree, students are required to complete thesis writing and thesis defence. This requirement can also be converted from a series of activities that students achieved such as journal articles, international achievements, and some other activities that meet academic criteria.

Teaching Methods in BL and BA:

The BL and BA programmes apply the following teaching methods to implement their didactical concepts: lectures, discussions, problem-based learning, and case studies. These methods are used to deliver theoretical knowledge, encourage critical thinking, and develop practical problem-solving skills.

Additional Teaching Methods in BIFL:

The BIFL programme includes all methods used in the BL and BA programmes and adds assignments, seminars, field assignments, and project-based learning. These additional methods aim to enhance independent learning, subject-specific exploration, practical field experience, and collaborative project development.

Please see also chapter 3.1.3 for information on theory and practice of the three study programmes.

3.3.2 Course materials (Asterisk Criterion)

All programmes

All three programmes use a variety of teaching materials, including textbooks, e-books, practical modules, videos, and scientific journals. Additionally, the UMM library offers both offline and e-library resources. Each lecturer makes a semester lesson plan which also includes information on the course material according to the needs of the course. The course

material can be easily accessed by students through the library, Learning Management System (LMS), or other virtual classroom applications (Google Docs, Google Drives, YouTube, etc.) directly obtained from related lecturers. The provision of detailed RPS aims to promote effective independent study early in the learning process, aligning with the principles of Student-Centred Learning (SCL). This approach shall empower students to take ownership of their educational journey. These RPS documents are comprehensive and encompass Learning Outcomes, learning objectives, course descriptions, and a list of references. In the BA lecturers post additionally materials on the BA website.

3.3.3 Guest lecturers

Bachelor of Law (BL)
BL periodically hosts guest lectures to help improve the qualification of the students. The resource persons at the guest lecture activities were practitioners and legal academics at both national and international levels. Guest lectures are held in order to increase understanding of law and legal issues across countries, which ultimately increases the chances of students with this understanding getting higher access to work. In every guest lecture, the topics are adjusted to the learning outcomes and have an impact on the target students who are guest lecture participants. For example, in a guest lecture themed “Rights of access to justice in Europe”, seventh semester students who were taking courses in alternative methods of dispute resolution attended the lecture.
The topics of guest lectures that have been promoted by BL include Malaysian Land Law; Public International Law and Its Contemporary Issues; Strengthening Sharia Based Human Rights for Developing Multicultural Attitudes in Religion; Restoring Human Dignity for Everyone, Everywhere: The Possible Contribution of Indonesia, and Rights of Access to Justice in Europe.

Bachelor of Islamic Family Law (BIFL)
In supporting a modern and progressive learning climate, BIFL organises guest lectures that present experts in the field of Islamic Family Law from the international world such as Malaysia, Tunisia, KSA and Australia. The topics of the guest lectures delivered include Muslim Personal Laws and The Accommodation of Minorities, Global Ethics of Religions, Collaborative action research and critical thinking, Women's rights and disability rights in Muslim societies.
In addition to regular lectures, BIFL organises guest lectures featuring national and international speakers. Guest lectures are held at least twice per semester. The guest lecture programme significantly contributes to BIFL's insights development, particularly in global and contemporary issues. Examples of guest lectures include speakers about Women's Involvement in Environmental Management, Waqf Management for Family Resilience, a speaker from IAIN Cirebon discusses the Transformation of Women's Roles: Technological Advancement and Islamic Family Law Values. Furthermore, a disability expert from La Trobe University Australia gave a lecture at BIFL.

Bachelor of Agribusiness (BA)
Guest lectures are a biannual occurrence and feature distinguished experts in the field. A notable guest speaker was from Saga University, Japan. The discourse primarily revolved around contemporary agricultural trends in Japan, particularly focusing on the reduction in production and economic challenges facing the agricultural sector. The issue of an aging farming population in Japan was also addressed. This situation bears a striking resemblance to the circumstances in Indonesia. The objective of this guest lecture was to inspire the younger

generation, emphasising the importance of revitalising the agricultural sector with contemporary technological innovations.
Another guest lecturer from France, delivered a lecture on "Marketing Strategy for Agricultural Products." This topic holds significant relevance for BA students, broadening their understanding of the extensive market opportunities available for agricultural products, both domestically and in the realm of international exports. In addition, a guest lecture by Sona Minasyan from Armenia offered a valuable comparison between community empowerment approaches in Armenia and Indonesia, shedding light on cross-cultural insights.
Guest lecturers spoke on writing for International Journals (one individual from came from the University of Agriculture Peshawar Pakistan, another worked for Sarhad Journal of Agriculture). There talks are to motivate students to publish their research in international journals.

3.3.4 Lecturing tutors

Bachelor of Law (BL)

The purpose of appointing tutors for Bachelor of Law students serves two main goals: assisting the primary lecturer during practical sessions and fostering a mentorship environment where senior students can guide their juniors. This strategy provides junior students with practical insights pertinent to their studies. Tutorial lecturers, typically third-semester students or beyond, significantly enhance the academic experience by leading hands-on activities during practicums and shared learning sessions. Practicum assistance is scheduled once a week according to an agreement made between the students and the assistants.
The recruitment of practicum assistants, including tutors, begins at the start of each semester to ensure instructional support is available when practicums commence. The recruitment process involves two primary methods: a) selection by lecturers and b) open recruitment. Candidates are evaluated based on specific criteria, such as achieving an A in the relevant course and demonstrating excellent performance in written tests and interviews.
There are two levels, namely 'Young Assistant' and 'Assistant'. Recruitment for students who become tutors is explained in a Standard Operational Procedure. The recruitment criteria are as follows:
1. The Young Assistant recruitment programme at FH UMM is open to active students from Semester II who meet specific academic qualifications. Applicants must have a minimum GPA of 3.50 in the semester when registration opens and must have earned at least a grade B in all completed courses. To apply, candidates are required to submit several documents, including a Study Results Card from semester 1 to the current semester and a recent transcript—both downloadable from infokhs.umm.ac.id—as well as a current curriculum vitae and a motivation letter. The recruitment process consists of four main stages: selection based on criteria, announcement of open recruitment, selection and interview, and finally, training for those who are accepted.
2. The Assistant position is available to students who have previously served as a Young Assistant for at least one semester without resigning without notice. To qualify, applicants must maintain a minimum GPA of 3.50 up to the current semester and must have passed the relevant practicum course with at least a B+ grade. Additionally, candidates must successfully complete the assistant level advancement exam and evaluation. Required application documents include the final semester Study Results Card (KHS) and the most recent academic transcript. Assistants are expected to support practicum activities in courses, each of which is structured according to the Semester Learning Unit specifically designed for practicum implementation.

In the curriculum, the time and place for tutor sessions are clearly scheduled, with clear locations and detailed activity descriptions. The schedule can be accessed by students on the law laboratory website.

Bachelor of Islamic Family Law (BIFL)
As for BL, BIFL involves students as lecturing tutors to help other students guide the learning process through peer learning methods, which enhance students' competencies and skills. This lecturing tutor has a special scheduled time managed by the laboratory. To become a tutor, students must enrol in a laboratory and must meet predetermined requirements. These requirements are having passed the targeted courses with an “A” grade and passing a selection interview and micro-teaching. The interview test exploring insights and motivation, while the micro-teaching test exploring students' teaching abilities; Signing an integrity statement.

Bachelor of Agribusiness (BA)
As for the two other programmes, the utilisation of tutorial lecturers in the Agribusiness Laboratory serves the dual- purpose of assisting the primary lecturers during practical sessions and fostering an environment in which more advanced students can mentor their juniors. This approach equips junior students with practical insights relevant to their coursework. Tutorial lecturers, typically students in their third semester or higher, play a pivotal role in enhancing the academic experience, particularly by facilitating hands-on activities during practicums as well as during learning activities in common. Lecturing tutor is scheduled once a week by the laboratory.
The recruitment of practicum assistants, including tutors, is initiated at the onset of each semester to ensure the availability of instructional support when practicums commence. This recruitment process follows two primary methods: selection by lecturers, and open recruitment. Candidates are assessed based on specific criteria, which include having obtained an A grade in the respective course, as well as successful performance in both a written test and an interview.

Appraisal:

The didactical concepts of the three study programmes are described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies. Students are encouraged to take an active role in creating the learning process.
The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.
Guest lecturers are invited and contribute to the students’ qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. However, the panel saw room for improvement and **recommends all three study programmes** inviting more guest lecturers. Lecturing tutors or student assistants support the students in the learning process and help them develop competences and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		

3.4 Internationality

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Bachelor of Law (BL)

As a study programme focusing on legal studies, BL has integrated international materials into education. For instance, BL has established relevant partnerships at an international level in education, research, and community service. The faculty's partners are Asia Youngsan University, Daegu University, Cebu University, Universiti Kebangsaan Malaysia, and Gdansk University in Europe. IISMA and Erasmus are also involved in student development at an international level.

In addition, there are courses with international content including: International Law, Law and Human Rights, International Civil Law and International Criminal Law, Sociology of Law. Furthermore, there are also foreign language reading materials that contain intercultural aspects that will be discussed by the students in the classes. Initiative has been made by BL in 2022 to carry out an English language-tailored classroom. There is the plan to convert this into an international class in the future.

Bachelor of Islamic Family Law (BIFL)

BIFL consistently implements several efforts towards internationalisation in line with UMM's milestone towards a World Class University, especially in curriculum development and academic atmosphere. Some of the ways BIFL carries out internationalisation include:

1. Offering foreign language classes (Arabic and English) for students and faculty.
2. Expanding global perspectives in analysing Islamic family law case studies.
3. Using international references for learning materials and literature, such as international journal articles, books, or e-books.
4. Encouraging faculty to participate in international academic activities such as international conferences, seminars, and short courses.
5. Inviting international guest lecturers.
6. Encouraging students to participate in international forums, both academic and non-academic.

International Content and Intercultural Aspects in BIFL:

1. Language, English and Arabic
2. Courses, Sharia and Human Rights, International Law, Contemporary fiqh
3. Classes, Regular Lecture, Guest Lecture
4. Academic Activities, International conference, international seminar.

BIFL consistently implements several efforts to carry out internationalisation in accordance with UMM's milestone towards becoming a World Class University, especially in terms of curriculum development and academic atmosphere. Several ways that BIFL uses to implement internationalisation are: expanding the global perspective in analysing Islamic family law case studies, using international references for learning materials and study literature such as international journal articles, books or e-books, encouraging lecturers to take part in international academic activities such as international conference, international seminar, short course and inviting international guest lecturers for guest lectures.

Bachelor of Agribusiness (BA)
Internationalisation initiatives for students encompass several dimensions. These include coursework conducted in the English language, utilisation of international textbooks and reference journals containing global case studies, international work internships, participation in global conferences, and contributions to international publications. The Foreign Language for Specific Purposes (FLSP) course is a prime example of language-focused internationalisation efforts. It is offered during the first two semesters, with three weekly sessions dedicated to grammar and reading, as well as listening and speaking skills. In the second semester, FLSP continues at an advanced level. Successful completion of this year-long intensive programme results in an English language proficiency certificate.
The BA programme contains limited international content. In the fourth semester, students take the International Economics course. The course covers classical and modern international trade theories and their development. Students learn about product competitiveness in global markets, international economic policies, and economic integration and cooperation. The course also includes topics on the international balance of payments and the role of monetary and fiscal policy in international economics. The course discussions extend beyond national boundaries to incorporate global agribusiness best practices, drawing upon examples from countries such as Thailand, China, and Europe.

3.4.2 Internationality of the student body

Bachelor of Law (BL)
In 2022, one full-time student from Zimbabwe enrolled as an inbound student, followed by 26 part-time students from South Africa, Malaysia, and Nigeria in 2023. Outbound mobility included one student to Italy through Erasmus+ in 2020, and several others in 2021: one to China via International Credit Transfer, one to Portugal and one to Hungary through Erasmus+ and IISMA respectively, and one to Singapore. In 2022 and 2023, three students each year went to Singapore through the Budilex programme. Additionally, one student participated in the Study of U.S. Institute programme in 2023.

Bachelor of Islamic Family Law (BIFL)
BIFL has four international students from Thailand. To enhance numbers of international students in BIFL, the study programme has also initiated international collaboration with several foreign universities such as Saudi Arabia, Morocco, Singapore, Australia, Malaysia. The initiative aims at inviting more international students studying at BIFL and finding the opportunities for BIFL students to join international mobilities in the respective countries.

Bachelor of Agribusiness (BA)
Two part-time students, one from Tanzania and one from Malaysia, are currently enrolled. A total of 17 students have participated in international work internship programmes in Japan,

Thailand, and Korea, while four students are engaged in exchange programmes with Asia University in Taiwan and Silpakorn University in Thailand. Additionally, students have actively contributed to international seminars and published their work in international journals.

3.4.3 Internationality of faculty

Bachelor of Law (BL)

BL lecturers experienced international mobility in the forms of teaching staff mobility, staff mobility, visiting lecturer, community services, and graduate teaching fellowship. Additionally, some experts are also invited to BL to deliver guest lectures.

BL lecturers experienced international mobility in the forms of teaching staff mobility, staff mobility, visiting lecturer, community services, and graduate teaching fellowship. Additionally, some experts are also invited to BL to deliver guest lectures. BL lecturers who have international mobility experience are as follows:

Six BL lecturers were invited as speakers internationally. One teaching staff did a lecture at the Universidade do Minho, Portugal and another individual was lecturing in Estonia, a third in Italy. Another teaching staff was a speaker at International Community Services conference in Malaysia. One BL lecturer had a graduate teaching fellowship in Thailand.

Bachelor of Islamic Family Law (BIFL)

Most of the teaching staff in BIFL hold a master's degree or a Ph.D., who are alumni from foreign universities such as Al-Azhar University, National University of Singapore, Australia National University, National University of Malaysia. The lecturers also actively participate in international conferences, international seminars, scientific publications and joint research. The experience of these activities indirectly leads to internationalisation of the learning process and strengthens the curriculum. To support teaching staff in improving language skills, BIFL encourages all academics to take private courses or language course scholarships such as those provided by the Muhammadiyah Central Leadership Diktilitbang through the Muhammadiyah Scholarship Preparation Programme. Faculty members have actively contributed to the global academic community by delivering speeches and presentations at international conferences in countries including Türkiye and Thailand. BIFL lecturers also engage in joint research and publications with scholars from around the world, fostering a strong culture of international academic collaboration.

Bachelor of Agribusiness (BA)

BA lecturers have actively participated in international academic mobility programmes in countries such as Taiwan, Thailand, Malaysia, the United States, and Singapore, and have presented at various international workshops and conferences. Faculty members are also engaged in collaborative research and have published articles in reputable international journals, contributing to the advancement of agribusiness knowledge on a global scale.

3.4.4 Foreign language contents

All study programmes

UMM designs a foreign language programme, termed as Foreign Language for Specific Purposes (FLSP), conducted by the Language Centre. Students in their first and second

semesters are enrolled in FLSP courses to help them adapt to international languages, such as English, Chinese, and Japanese, used in their academic and non-academic activities. FLSP materials are tailored to each respective study programme, thus familiarising students with using English references.

The FLSP programme is offered over two semesters with the following subjects:
Semester I:

- English (for all study programmes)– two SKS credits/three ECTS credits; – one SKS credit/1.50 ECTS credits)

Semester II:

- English (for all study programmes)

Students who pass the FLSP programme will receive an FLSP Certificate and Transcript equivalent to a Foreign Language Diploma One degree. They are eligible to join the FLSP Graduation Ceremony with a minimum GPA of 2.00, no grade D or E, and meeting all graduation requirements. The minimum GPA is considered as B1 level or intermediate users of the Common European Framework of Reference (CEFR). The Certificate and Transcript must be shown when students apply for the Thesis Examination.

Appraisal:

International contents are an integral part of the curricula of all three programmes. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, the panel saw that the international composition of the student body does not corresponds to the programme concepts. Therefore, the measures taken to promote internationality are not yet goal-oriented. The panel **recommends all three study programmes** enhancing efforts to attract international students and developing a strategic concept to support their recruitment.
Because teachers have with international academic and professional experience, the international composition of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented.
The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the three study programmes.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

UMM believes that students should get the opportunity to activate their multidisciplinary competencies and skills by involving them in compulsory and extra-curricular activities such

as new students' orientation, Personality and Leadership Development Training (P2KK), and community services.

The Personality and Leadership Development Programme (P2KK) at UMM is a mandatory programme for all new students. It is designed to build character and leadership skills, aligning with UMM's vision of producing graduates who are not only academically competent but also morally grounded and socially responsible. The program uses various learning methods such as indoor lectures, role play, psychogames, discussions, simulations, and outbound activities. The content includes worship skills, Islamic values, academic skills, leadership, personality development, and university culture. These components are delivered through experiential learning to strengthen students' character and leadership capacity. [26]
The community service programme in UMM is entitled Community Service by Students (PMM). It has several schemes that students can take, for instance Regular PMM, International PMM, and Muhammadiyah-based PMM. At the UMM, extracurricular activities such as the English Debate Society and the International Language Forum (ILF) are open to all students who are interested in improving their English skills and participating in international communication activities. Furthermore, Students can take the Test of Academic English Proficiency (TAEP).

At Universitas Muhammadiyah Malang (UMM), General Basic Courses (Mata Kuliah Dasar Umum or MKDU) are compulsory for all students, regardless of their major. These courses are designed to provide foundational knowledge across disciplines and support both academic and personal development. The curriculum includes subjects such as Indonesian language, Pancasila and civics, Islamic studies, and Muhammadiyah values. The aim is to produce graduates who are academically competent, ethically grounded, and socially responsible.

In the three programmes, students build multidisciplinary skills through activities included in their courses. They improve communication and public-speaking by giving presentations and joining class discussions. Group work helps them learn how to cooperate with others and handle disagreements in a respectful way. Leadership is developed when students take responsibility in group tasks or organize student activities. Through different subjects, they also gain broad knowledge about social, economic, and cultural issues that help them understand the world better.

Bachelor of Law (BL)
Students in the Bachelor of Law (BL) programme are encouraged to participate in all the activities mentioned above. These activities are carefully integrated into the programme through structured planning and evaluation methods. While academic activities are assessed individually, extracurricular activities are evaluated on a group basis. All of these initiatives are designed to enhance students' legal expertise and better prepare them for careers not only within Indonesia but also on an international level.

Bachelor of Islamic Family Law (BIFL)
The BIFL curriculum is designed not only to hone students' skills in the field of knowledge but also soft skills such as communication. Students must have good communication and public speaking skills to support the graduate profile. This skill related to LO-6.

Bachelor of Agribusiness (BA)

[26] See https://www.umm.ac.id/en/pages/p2kk.html, last accessed on August 8, 2025.

The BA curriculum is designed not to train students' skills in agricultural science only, but also to know data literacy analysis, entrepreneurial mindset, effective-communications skill, cultural knowledge and in-depth knowledge. Students are also trained in problem-solving skills.
BA is designed to equip students with a diverse range of competences and skills, ensuring their preparedness for the dynamic landscape of agricultural industries. Based on multidisciplinary approach, our curriculum integrates essential knowledge from various fields, fostering professionals capable of thriving in existing complex agricultural sectors.
BA students exhibit multidisciplinary competence, exemplified by their capacity to effectively oversee national competitive events and achieve championship titles in national student creativity competitions.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

UMM through Vice Rector III for Students Affairs prepares and supports students and graduates' employability through various programmes, such as: internship in some reputable government and private enterprises, as well as Job Preparation training.

Bachelor of Law (BL)
BL ensures its graduates to be properly employed according to the profile of graduates as practitioners in the legal profession. This programme offers varied contents and programmes relevant to the needs of external parties to ensure that students acquire comprehensive knowledge. The synergy between the theory and practices is formulated in modules, consisting of general and specific competence and self-development along with relevant job experiences. The basic skills needed include multidisciplinary, conflict resolution and negotiation. The Merdeka Belajar curriculum enables students to acquire practical knowledge at work in relevant partner industries. To yield graduates with the ability to adapt to careers, Professional Certification Organisation (LSP) conducts Competence Assessment at a university level in collaboration with National Professional Certification Body (BNSP) under the nomenclature of "Work Requirement Management" that comprises six competence units as follows:
1. Work Agreement Drafting;
2. Corporate Regulation Drafting;
3. Cooperation Agreement Drafting;
4. Fostering non-discriminative atmosphere at workplace;

5. Promoting the above points;
6. Outsourcing

Bachelor of Islamic Family Law (BIFL)

The BIFL curriculum has designed graduate profiles as practitioners, researchers, and consultants in Islamic family law. To ensure that graduates acquire the skills needed in the workforce, BIFL has several programmes to support this goal.

First, practical learning activities in the laboratory hone students' abilities in several areas, such as the ability to solve legal problems both in litigation and non-litigation, the calculation and determination of the beginning of the Hijri month, the ability to trace sources of Islamic law both manually and electronically, and the ability to calculate inheritance.

The second programme is the Professional Internship Programme. The students gain direct experience in the workplace in their chosen field, for example, in the courts, law offices, and elsewhere.

The third one is the professional certification programme. BIFL students have access to five relevant schemes, namely, The Halal Slaughterer Scheme, The Waqf Asset Receiver Scheme, The Halal Supervisor Scheme, The Zakat Amil Management Scheme, and The Basic Zakat Amil Scheme. Fourth, the CoE Corporate Law School Programme is optional for BIFL students. This programme equips students with multidisciplinary competencies and skills. Competencies that participants in the CoE CLS will acquire include drafting, designing, managing legal documents, and solving legal problems companies face. These various BIFL programmes are efforts by BIFL to prepare a more comprehensive job market for students/graduates.

BIFL graduates shall be able to work internationally in several fields, including: (1) international organisations that focus on human rights, gender, and family law; (2) non-governmental organisations working on family issues, women's rights, or child protection, such as Amnesty International or Human Rights Watch; (3) Islamic law consultants, including those focusing on halal food and beverages; (4) at embassies or consulates; (5) as academics and researchers at institutions specialising in Islamic family law, human rights, or Islamic law. Additionally, there are BIFL alumni who have gained work experience in Southeast Asia, such as those working as Halal Slaughtering Supervisors at the Central Islamic Council of Thailand, and others who have worked at embassies, including the Indonesian Embassy in South Africa.

Bachelor of Agribusiness (BA)

Graduates of the Bachelor of Agribusiness (BA) programme are readily absorbed into various employment opportunities within the agribusiness sector and related fields. In the existing dynamic and competitive job market, graduates need more than just theoretical knowledge. They require a strong set of capabilities of skills that enhance their employability. The BA designed this to cultivate such skills, and sufficient readiness to work.

a. Technical proficiency
b. Communication and interpersonal skills
c. Adaptability and innovations
d. Leadership and managerial skills

BA has several programmes to support this goal. First programme is the entrepreneurship bazaar. In this programme, student has to sell their own origin product. It trains students to produce and manage all related resources. The Second one is Industrial Internship. This industrial internship is intended to train students communication as well as resource management skills in the company. Third is Farmer visit. Farmer visit is a programme to visit farmer communities. This programme is very useful for students as a provision when

graduating skills cooperation and leadership besides that agricultural knowledge is also often sharpened here. BA has factory visit also. Factory visit is useful to open students' horizons to understand a broad company. BA sends students to study in reputable companies to learn everything in it which is the main goal of agribusiness graduates.
BA has a Center of Excellence programme also namely professional export class. In that programme, student learn about export agriculture commodities. Student practice to make some export documents, shipping of export goods, export supervision, and export management.

Appraisal:

The promotion of employability –through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses. Additionally, the Center of Excellence and practical learning activities in the laboratory increase the students' skills for employment. Even though there is the Professional Internship Programme in the BIFL and the Industrial Internship in the BA programme, the panel encourages the three programmes to further integrate internship possibilities for the students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

	Bachelor Programme in Law	Bachelor Programme in Islamic Family Law	Bachelor Programme in Agribusiness
Full-time teaching staff	34	22	23
Part-time teaching staff incl. visiting/adjunct lecturers	12	6	4
Total number of teaching staff	46	28	27
Among them:			
Teaching staff with professional experience*	31	28	27
Teaching staff with international experience **	34	13	23
Number of professors	4	4	3
Number of associate professors	8	6	3
Number of assistant professors	22	13	15
Number of lecturers	12	1	2
Total Number of lecturers	46	28	27
PhD holders	17	12	8
Master degree holders	29	16	16
Guest lecturers	3	6	4

	Bachelor Programme in Law	Bachelor Programme in Islamic Family Law	Bachelor Programme in Agribusiness
Total number of supporting administrative staff	7	10	8

Bachelor of Law (BL)
BL has 46 lecturers who are qualified and professional based on national academic qualification standards. The Lecturers consist of 34 full-time lecturers and 12 part-time lecturers. Part-time lecturers hired from other HEI and legal practitioners. 15 of all lecturers have doctoral degrees and the others have master's degrees. There are eight lecturers currently taking doctoral programmes at various Universities. BL has four professors, ten associate professors and 32 assistant professors.

Bachelor of Islamic Family Law (BIFL)

BIFL has 22 full-time lecturers and six part-time lecturers. Eleven out of 22 full-time lecturers of BIFL finished their doctoral degrees and eleven lecturers graduated with master's degrees. In addition to being educators, several lecturers of this study programme also become practitioner lecturers, including being advocates. As for part time lecturers, they are seconded to teach compulsory courses at the Faculty of Islamic Religion such as Islamic Studies Methodology, History of Islamic Civilization, Al Islam and Kemuhammadiyahan, Pancasila and Citizenship, and Foreign Language for Specific Purposes (FLSP).In addition to being educators, lecturers in this study programme also fulfill the obligations of higher education Catur Dharma Muhammadiyah in addition to teaching, namely research and service.

Bachelor of Agribusiness (BA)

The Bachelor of Agribusiness employs a total of 23 full-time lecturers and four part-time lectures, each responsible for delivering instruction within the study programme. For each semester, the minimum mandatory credit load for every lecturer is set at eight credits. However, for structural members at the study programme level, such as the Head of Study Programme, Secretary of Study Programme, and Head of Lab, the teaching obligation is reduced to six credits. Moreover, some agribusiness lecturers hold positions outside the study programme, serving as secretaries of the postgraduate study programme (Master of Agribusiness), with one lecturer assigned to another study programme in the postgraduate department (Master of Sociology). Additionally, lecturers from other faculties are seconded to the Bachelor of Agribusiness by the University to teach general basic subjects like Indonesian, English, Civic, and AIK. The agribusiness lecturer team consists of 3 professors (13%), three Associate Professors (13%), and 17 Assistant Professors (74%). Furthermore, the Bachelor of Agribusiness benefits from the expertise of four part-time lecturers who are active in teaching activities and field practice. These practitioners and partners from the DuDi sector (business and industrial world) are selected based on their competencies aligned with the students' needs within the study programme.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

All faculty members of BL, BIFL and BA have an academic qualification of master's degree or doctoral degree from accredited universities from the Indonesian National Accreditation Body for Higher Education (BAN-PT) or international universities. The policy regarding lecturer qualifications also states that all the lecturers should have expertise in accordance with the qualifications of their field of science.

To ensure the quality of the lecturers, all the study programmes apply centralised recruitment procedures conducted by the University. The selection of lecturer candidates is based on needs analysis from respected departments to fulfil the expertise gap and student-lecturer ratio. Furthermore, an Ad Hoc Team is formed to execute the process of recruitment. The team consists of the study programme, faculty and university managements who select the candidates based on their academic expertise, the Islamic religion and the values, history, and principles of the Muhammadiyah Islamic movement (Kemuhammadiyahan), English proficiency, and psychological aspects. The procedures are listed as follows:

Stage 1:

Administration Selection: The application files are retrieved from kepegawaian.umm.ac.id/lamaran and their hardcopies were compiled from respected faculties/department or vice rector for human resource's office. All application documents are short-listed if they provide information that the applicants meet the requirements and the study programme's needs. The primary requirement of the applicants is a master's degree obtained from universities or statement of passing the dissertation proposal for the applicants who still complete their Doctoral programme.

Stage 2:
Test of Academic English Proficiency (TAEP), Academic Potential Test (APT), and Psychological Test: The standards are predetermined and are informed by the Ad Hoc team to the successful candidates of Stage 1. The candidates have to obtain a 325 score of TAEP Test, 500 score of APT, and at least two rubrics are satisfactory for the Psychological Test.
Stage 3:
Micro-teaching test, portfolio evaluation, and Al-Islam Kemuhammadiyahan Test. All tests should reach satisfactory results according to the determined rubrics.
Stage 4:
Interview with Head of Faculty: The candidates are evaluated qualitatively according to the standards of the faculty. The successful candidates will be recommended to be accepted as lecturers in UMM

The announcement of successful candidates is made before the starting semester, usually in December each year. Finally, the career roadmap of successful candidates will be started from being a contracted lecturer which is evaluated throughout the year before officially registered by the government with Nomor Induk Dosen Nasional (NIDN). BELE also has 23 lecturers who receive educator certification allowances and have fulfilled their workload in education, research and community service.

UMM offers opportunities for all lecturers to further their studies through various training programmes. These include learning methods, digital systems, and co-teaching initiatives where new teachers collaborate with experienced lecturers. Additionally, senior lecturers provide research mentorship, guiding new faculty members on how to develop and submit research proposals.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

All study programmes
The University through the Learning Innovative Institution (LIP) requires new lecturers to take part in and pass training in improving basic skills in instructional techniques (PEKERTI) and an applied approach training (AA Training) to improve the abilities of lecturers' pedagogy to make the learning process effective and efficient. The material in training is the basic provision to become a lecturer who has good pedagogical and didactic skills, including the ability to design learning materials, write textbooks, design innovative learning using technology, and create learning evaluations; while the pedagogical qualifications include professional abilities, social skills and intellectual abilities. In UMM, LIP also regularly holds PEKERTI for junior lecturers from all study programmes to equip them with pedagogic competences to teach students from various backgrounds.

In addition, the trainings like PEKERTI and AA are used as a requirement for the Ministry of Education and Higher Education of the Republic of Indonesia for academic positions and lecturer certification. Thus, the study programmes pay attention to every lecturer who has/has not attended the training. Every semester, the study programmes organise additional workshops and training on learning methods to improve the pedagogic competence of lecturers in their respective fields. The speakers are experts in the field of pedagogy.

4.1.4 Practical business experience of faculty

Bachelor of Law (BL)
In addition to lecturing, every lecturer is also involved in other professions or activities, such as being a researcher, advocate, notary, public prosecutor, judge, mediator, arbitrator, and

more. Regarding their expertise, lecturers in the BL are recognised by various institutions as experts. Some lecturers asked to contribute as experts in regional legislations drafting and national legislations as well. Some of them were also asked to provide expert testimony in various trials. Furthermore, they were asked by the local government to advise on public policy making.

Bachelor of Islamic Family Law (BIFL)
BIFL Lecturers are also active in various activities that support the development and progress of study programmes in various expertise. The experience of lecturers in practical fields, one of the lecturers at BIFL completed training education for non-judge mediator certification at one of the mediator training providers under the Supreme Court. Currently, he is also a mediator training teaching team at Faizal Hafied & Partner Education of Law (FHP) Mediation, Indonesia. In addition to attending mediator training, he also attended halal slaughterer training so that he could become a facilitator in the field of halal product assurance which is one of the domains in legal proficiency expertise in BIFL. In addition to being a mediator, there are also lecturers who attend training to support the development of study programmes. One lecturer completed Pelatihan Khusus Profesi Advokat (PKPA)/Special Education for the Advocate Profession. He is on the way of becoming an advocate and conducts mentoring and events in the religious court environment. He is currently working in a Law Firm. Furthermore, two other lecturers are active in the Halal Inspection Institute for Halal and Thayyiban Studies, Muhammadiyah East Java Region.[27] They are active and involved in the management of halal certification, as well as assistance in the halal product process.
Besides being active in the field of legal expertise and proficiency, lecturers are also active in writing books. One lecturer has written many books on Islamic Studies. Another lecturer is active as an administrator in the Waqf sector, specifically at Badan Wakaf Indonesia (BWI), also known as the Indonesian Waqf Board.[28]

Bachelor of Agribusiness (BA)
Within the Bachelor of Agribusiness, several lecturers are actively engaged in businesses, spanning various fields:
Several lecturers are actively engaged in entrepreneurial ventures across diverse sectors. One owns enterprises in tobacco farming, a coffee café, and the export of agricultural products. Another manages a business specialising in handcrafted leather goods. A third operates businesses focused on agricultural exports and the production of candlenut oil. One lecturer is involved in the culinary industry, while another runs a rice farming enterprise. Additionally, one lecturer owns a goat farming business, and another is engaged in the agricultural export sector.

The extensive practical experience of these lecturers constitutes a significant asset, providing students with concrete, real-world insights that enrich their comprehension and facilitate the practical application of theoretical concepts.

4.1.5 Internal cooperation (Asterisk Criterion)

Bachelor of Law (BL)

[27] In Bahasa: Lembaga Pemeriksa Halal dan Kajian Halalan Thayyiban (LPH-KHT).
[28] The Waqf sector refers to the management and development of charitable endowments in Islamic tradition, where assets are donated for religious, educational, or social purposes. The Indonesian Waqf Board (Badan Wakaf Indonesia or BWI) is a national institution responsible for overseeing, regulating, and optimizing the use of Waqf assets across Indonesia.

Some courses are delivered by a teaching team, so collaboration among lecturers is important. Collaboration in drafting lesson plans, preparing teaching materials, teaching methods, learning outcomes, assessment planning, etc. Furthermore, every lecturer has an obligation to develop their self-capacity. For those purposes, every assistant professor develop relevant skills required of the position. It can be achieved by becoming part of the teaching team. Teaching collaboration will deliver knowledge, skill, attitude and experiences among lecturers. Because of its reason, collaborate in the teaching process, lecturers need to collaborate with each other in research. So, each junior lecturer or assistant professor can develop their qualification and capacity properly.

Bachelor of Islamic Family Law (BIFL)
BIFL communicates with the academic community of UMM through media platforms such as Website, Instagram, WhatsApp and Telegram groups in communicating and coordinating about the implementation of activities within the study programme. For meetings to discuss research projects, programmes and evaluations of work that have been done and will be implemented are usually carried out periodically bi-weekly with a direct face-to-face method. Furthermore, BIFL also initiates collaboration between lecturers in the preparation of Module Courses, in addition to teaching planning. BIFL lecturers also collaborate on research and community service. Meanwhile, curriculum review and updating are usually carried out annually by presenting all study programme lecturers with a direct face-to-face method.

Bachelor of Agribusiness (BA)
The Bachelor of Agribusiness regularly conducts internal collaboration activities.. These include preliminary meetings for planning teaching and learning activities at the start of each semester, during which the upcoming courses to be instructed by lecturers are determined. Workshops are organised to prepare teaching materials, such as the creation of RPS, Lecture Modules, and practicum modules. Additionally, curriculum review workshops are held to ensure the study programme remains up-to-date. The study programme establishes research and service teams for lecturers and supervises students undertaking fieldwork practices, all while evaluating the teaching and learning process throughout each semester.

4.1.6 Student support by the faculty (Asterisk Criterion)

All three programmes
To ensure the success of students' studies, all three programmes assign lecturers to be academic supervisors, who students can consult in planning their studies and other academic matters. The consultation process can be carried out through a system called KRS[29] or "info-khs".[30], which can be accessed anytime and anywhere.
All programmes take the GPA of students into account to advise them how many courses they should choose. Students are guided to sign in in courses that they are allowed to choose according to the number of credits allowed. If the student gets a cumulative score in the previous semester > 3.5 then he is entitled to 24 credits while < 3.5 he is entitled to 22 credits.

To ensure the continuity of the students education, UMM offers several scholarships provided by external scholarship providers for its students, such as:

[29] The Kartu Rencana Studi (KRS) is a widely used and essential academic document in Indonesian universities. It serves as a formal record of the courses a student plans to take each semester and is crucial for academic registration and progress tracking.
[30] https://infokhs.umm.ac.id/, last accessed on July 31, 20205

1. Kartu Indonesia Pintar (KIP), government scholarship fund for students from economically disadvantaged families,
2. Beasiswa Bakti BCA, a scholarship facilitated by Bank Central Asia,
3. Djarum Foundation Scholarship, is a competitive scholarship from one of the biggest companies in Indonesia and is given to students who have academic achievements and sports.
4. Beasiswa Peningkatan Prestasi Akademik (B-PPA), a government scholarship for high achiever students.
5. Beasiswa Cendekia Baznas studentpreneur (BCB), a scholarship provided by the National Board of Zakat for the Republic of Indonesia to campus and entrepreneur activists.

Bachelor of Law (BL)

To support the thesis drafting process, BL provides a Thesis Management Information System (SIMTA).[31] This system is a virtual space for lecturers and students to discuss student thesis drafts. This can be accessed by students, lecturers and programme heads anytime and anywhere. Through this system, the programme head can monitor the progress of students' theses.

Regarding administrative affairs, BL provides a communication room via the Telegram App. This communication room provides two-way communication between administrative staff and students anytime.

Bachelor of Islamic Family Law (BIFL)

In the process of academic mentoring and guidance, BIFL utilises UMSU's website provided which provides easy access for students who want to consult a lecturer, make payments to the programme and look into the study plan to be taken.

The final project process begins with a workshop, followed by a thesis coaching clinic[32] led by each supervisor appointed by the head of the study programme. Afterward, students continue their thesis work under the guidance of their respective supervisors in designated groups. As for the internship mentoring process, the Sharia Laboratory divides several groups with each field assistant lecturer. Furthermore, the mentoring process is carried out offline but also online through a special homepage. [33]

Bachelor of Agribusiness (BA)

Lecturers extend their support to students through a range of academic and non-academic guidance services. These include consultations regarding final assignments and participation in agribusiness student association activities. In their capacity as academic advisors, lecturers conduct face-to-face meetings at least three times during each semester. These regular in-person interactions enable advisors to establish personal connections with students, comprehend the academic challenges they face, and offer guidance in accordance with individual student requirements.

In addition to face-to-face meetings, lecturers have the option to create WhatsApp groups with their students. These WhatsApp groups facilitate immediate communication among students,

[31] https://simanta.umm.ac.id/, last accessed on July 31, 2025.

[32] In Indonesia, a coaching clinic refers to a focused, hands-on mentoring session—commonly used in academic and professional settings—where participants receive personalized guidance, especially in areas like thesis writing, legal practice, or skill development.

[33] simlabsya.umm.ac.id., last accessed on July 31, 2025.

as well as between students and their lecturers. They serve as a platform for mutual support and knowledge sharing, fostering a sense of solidarity and community within the learning environment. Lecturers also provide personal contact information, such as email addresses and telephone numbers, to ensure that students can reach out with queries or urgent needs. This arrangement facilitates direct communication between students and academic staff, providing accessible support and a reliable source of academic guidance.

Appraisal:

The structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of all three the study programmes. UMM verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculties correspond to the requirements and objectives of the study programmes. UMM verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The practical business experience of the faculties corresponds to the requirement of the three programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and/or courses are conducted cooperatively. The panel saw a lot of examples in the course of the visitation. They saw that a good internal cooperation let to improvements for the students. For example, UMM had virtual reality court rooms, which were created together with the IT department of UMM. The BA programme worked together with food production study programme. Therefore, the panel applauds the cooperation of the faculty members of all three programmes and says that this criterion exceeds.

Student support is an integral part of the services provided by the faculties and the three programmes. It is offered on a regular basis and serves to help students study successfully.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
for blended-learning/distance learning programmes)					

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Based on the Rector Regulation No 17, 2020, the programme director organises, manages and evaluates the learning outcome qualities of the study programme. In UMM, the Programme Director or the Head of the Study Programme is termed as Ketua Program Studi (Kaprodi). Kaprodi serves as an operational leader who organises the bachelor, master, and doctoral degrees and occupies coordinative functions with other study programmes in the faculty. The Kaprodi is responsible for budgeting all activities such as curriculum development, quality assurance, curriculum evaluation and improvement, as well as admission based on the Faculty Strategic Plans. All of those activities are vital for the study programme because they are conducted to strengthen the study programme's quality in providing for the students' as well as stakeholders' needs. In terms of professional development, the Kaprodi monitors the lecturers' professionalism and students' personality growth and leadership skill based on Islamic values and Muhammadiyah teachings. All lecturers and students are assisted by the Kaprodi to improve their academic and non-academic achievements. They are also encouraged to participate in regional, national, and international competitions. To achieve the goals, the Kaprodi is assigned to initiate cooperation with the other HEIs and find scholarship opportunities. The report regarding the organisational functions of the Kaprodi is reported to the Dean with the approval of Vice Dean I for academic and Al Islam and Kemuhammadiyahan affairs.

4.2.2 Process organisation and administrative support for students and faculty

Bachelor of Law (BL)

In order to organise the BL programme, the Head of BL is assisted by two secretaries and one Head of the Laboratory of Law. The secretary is responsible for organising teaching and learning activities such as planning, implementation, supervision and evaluation. In terms of administrative services, it is carried out by seven administrative staff led by a Head of Administrative Affairs. Head of the Laboratory of Law is responsible for organising practicums, student internships and various skills of legal training. The Head of the Laboratory in the BL is supported by seven instructors and 21 assistants. In order to provide excellent service to students, BL provides digital-based administrative services. BL provides web-based Management Information Systems such as the Students Portal[34], Lecturer Portal[35] and the Thesis Management Information System[36].

Bachelor of Islamic Family Law (BIFL)

BIFL has educational staff who are divided into two groups, the first is educational staff who are handled in the administrative unit of the study programme, and the second is placed in the

[34] https://infokhs.umm.ac.id, last accessed on July 31, 2025.
[35] https://sdm.umm.ac.id, last accessed on July 31, 2025.
[36] https://kuliah-fh.umm.ac.id/simta/, last accessed on July 31, 2025.

Sharia Laboratory as Laboratory Assistants. To provide excellent service for students and lecturers, education staff are equipped with training and upgrading on administrative management in the study programme environment and managerial management of the Sharia Laboratory. Like BL, BIFL also utilises several websites that are used to support the smooth administration process, such as the Students Portal and the Lecturer Portal. Additionally, they have the already in chapter 4.1.6 mentioned Sharia Laboratory website.

Bachelor of Agribusiness (BA)
The Faculty of Agriculture and Animal Science is supported by two distinct types of administrative personnel, each contributing to the provision of academic services. Firstly, there is a dedicated team of administrative staff, responsible for critical tasks including lecture scheduling, grade recording, and the management of academic documents such as undergraduate theses and reports from Field Work Practice, along with seminars. Additionally, the BA benefits from the invaluable services of laboratory staff. Their remit encompasses the coordination of practicum activities, including the scheduling of sessions, appointment of assistants and instructors, data analysis, and the meticulous upkeep of laboratory-related files and student records.
Moreover, the Faculty's commitment to student services extends beyond traditional, in-person assistance to encompass a comprehensive online system, accessible through the Faculty's website and WhatsApp platform. This strategic approach allows for the swift and efficient resolution of academic concerns. The Faculty's service delivery embodies excellence, combining speed and responsiveness to ensure the seamless management of administrative matters.

Appraisal:

The programme directors of all three programmes coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly.
Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.
The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UMM offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

Bachelor of Law (BL)

BL has educational development orientation. For that purpose, BL built a network with other Higher Education Institutions. BL builds reciprocal cooperation and partnership by National Scope and International.

1) National Scope

Cooperation and partnerships developed by BL through various national associations. BL is associated with Muhammadiyah and Aisyiyah[37] HEI's Networks, APPTHI (Association of Law School Leaders in Indonesia), and APSIHI (Indonesian Association of Bachelor Programme of Law). BL builds cooperation and partnership with several members of those associations. Cooperation and partnership build in various programmes such as academic, research, community services, and institutional development as well.

Academic activities in the programmes consist of teaching collaboration, visiting professor, guest lecture, student exchange, co-hosting international conferences, legal professional training and the others. Research activities encompass joint research and joint publication. The institutional development is supported by activities like the development of laboratory of law and scientific journal management

2) International Scope

BL is a member of the International Association of Law School (IALS). IALS is the association of worldwide law schools that facilitates international collaborations among its members. International collaborations are built in various programmes such as Guest Lecture, Visiting Professor, Joint Publication, Co-Hosting International Conference, and the others. Outside these scopes of association, BL also collaborates with Universiti Kebangsaan Malaysia, Jawaharlal Nehru University (India), Daegu University (South Korea) and Youngsan University (South Korea).

Bachelor of Islamic Family Law (BIFL)

The BIFL has pioneered several collaborations with universities and other agencies including:

1. Cooperation in research with The European University Institute on Radicalisation, Secularism and The Governance of Religion that intends to bring together European and Asean perspectives;
2. Cooperation with Department of Malay Studies National University of Singapore in the academic areas;
3. Cooperation with Al-Mustafa International University Qom Iran in the academic areas;

4. Increased cooperation in the tridharma (Lecturers and Students), manifested in the form of a MoA with the association of study programmes, with partners cooperation

- Asosiasi ASAS PTM[38]

[37] The Aisyiyah Network is the oldest Islamic women's organization in Indonesia, founded in 1917 as part of the broader Muhammadiyah movement. It is a nationwide socio-religious network focused on female empowerment, education, health care, and social services, with over four million members across the country.

[38] The Asosiasi ASAS PTM stands for Asosiasi Ahwal Syakhshiyyah Perguruan Tinggi Muhammadiyah, which translates to the Association of Ahwal Syakhshiyyah (Islamic Family Law) Study Programmes within Muhammadiyah Universities.

- Perkumpulan Ahwal Syakhshiyyah (PERKASA) / Association of Islamic Family Law Study Programme) Kopertais[39]

5. Cooperation in the field of Scientific Publications with Asosiasi Dosen Hukum Keluarga Islam (ADHKI) / Association of Islamic Family Law Lecturer and Sekolah Tinggi Agama Islam (STAI) / Higher Education Institution Sayyid Muhammad Alwi Al-Maliki Koncer, Bondowoso.[40]
6. The implementation of student research dissemination between Perguruan Tinggi Muhammadiyah (PTM) and Perguruan Tinggi 'Aisyiyah (PTA) refers to a collaborative effort to share, present, and publish student research across institutions affiliated with the Muhammadiyah and 'Aisyiyah networks.

Bachelor of Agribusiness (BA)

There are some corporations with HEIs and other academic institutions or networks, among others :

Chulalongkorn University Thailand (2023 – 2025)

A formal exchange agreement based on the foundation of mutual trust for the mutual benefit and development of the two institutions and the promotion of international understanding and goodwill. Benefit Obtained: Joint development of halal science and technology research, exchange of staff, visiting lecturers/professors, and exchange of student internships, organise joint academic activities such as conference and seminar in Halal science and technology, and exchange of cooperation deemed appropriate by both institutions.

Faculty of Animal Sciences and Agricultural Technology, Silpakorn University, Thailand (2023 – 2028).

The aim is an increased understanding between respective academic institutions and build mutually beneficial collaborations that benefit students and staff. The benefits obtained consist of Student and/or academic and administrative staff exchange; joint research activities; exchange of publications, reports, and other academic materials and information; and sharing other activities and programmes in areas of mutual interest, where such sharing shall benefit both parties.

Faculty of Natural Resources, Prince of Songkla University, Thailand (2023 – 2028).

The aim is to promote education and research programmes. This collaboration includes joint research activities, exchange of information in the field of scientific education and research which is of mutual interest to both FPP-UMM and FNR-PSU, exchange of lecturers for research, lectures and discussions, exchange of postgraduate and undergraduate students for study and research, access to various facilities of each institution.

Faculty of Agriculture Science, Udayana University, Indonesia

They collaborate in the activities of the Merdeka Belajar - Kampus Merdeka (MBKM) Programme which includes research, student internships, and publications. This programme is implemented by the Agribusiness Study Programme, Faculty of Agriculture, Universitas Udayana, in collaboration with the Bachelor of Agribusiness, Faculty of Agriculture - Animal

[39] The Perkumpulan Ahwal Syakhshiyyah (PERKASA), or Association of Islamic Family Law Study Programmes, is a professional and academic network under Kopertais (Coordinator of Private Islamic Higher Education Institutions in Indonesia). It connects various Islamic Family Law (Ahwal Syakhshiyyah) study programmes across Islamic universities and colleges in Indonesia.

[40] The ADHKI is now officially known as PDHKI (Perkumpulan Dosen Hukum Keluarga Islam Indonesia), this is a professional association of Islamic Family Law lecturers across Indonesia.

Science, Universitas Muhammadiyah Malang, in alignment with the vision and mission of both parties.

Collaboration with PT Mitra Eksotik Asia in improving quality undergraduate education programmes that link and match with the world of work through implementation of the Independent Campus Programme curriculum in Study Programmes Agribusiness, University of Muhammadiyah Malang with an Industrial Internship programme for lecturers and students at companies.

Collaboration with State Vocational High School 1 Purwosari[41] includes: (1) Internship Programmes I, II, and III; (2) Lecturer School Assignments (PDS); (3) Lesson Study (LS) activities; (4) Field Teaching Practice (PPL); and (5) other mutually agreed initiatives.

Collaboration with State Vocational High School 1 Malang for 1) Internships I, II, and III; (2) Lecturer Assignments in Schools (PDS); (3) Lesson Study (LS); (4) Field Experience Practices (PPL); and (5) Other mutually agreed-upon activities.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Bachelor of Law (BL)
In order to develop student competency, the BL not only collaborates with Higher Education Institutions. BL also develops collaboration with various business enterprises and other organisations such as Law Firms, Court offices (Islamic Court of Malang City, Kepanjen District Court, Lumajang District Court), Public prosecutor (Attorney) offices (District Attorney of Malang Regency), Notary offices (Alie Zainal Abidin, Shrimanti Indira Pratiwi), General election commission of Malang City, State agency office (National Narcotics Agency of Batu City, Indonesian National Arbitrage Agency). All those cooperation and partnership are developed in organising practical legal studies and internship programmes for students. In Addition, BL also collaborates with the Indonesian Bar Association. All BL's Lecturers are members of the Indonesian Bar Association. Its collaboration in terms of internship programme, practical legal studies, and organising of special education for the advocate profession

Bachelor of Islamic Family Law (BIFL)
To strengthen student competencies who are capable and experts in the field of law, BIFL collaborates with government agencies in the form of internships or internships including:

1. Religious courts in various regions in Indonesia, such as class 1A[42] and 1B[43] courts.
2. Lawyers or Advocate Offices spread across various regions in Indonesia, especially in Malang Raya, for example Perhimpunan Advokat Indonesia (PERADI)/Indonesian Advocate Association Malang.
3. Legal Aid Institute.

[41] Purwosari is a district (kecamatan) located in Pasuruan Regency, in the province of East Java, Indonesia.
[42] A Class A court in Indonesia is a higher-capacity court located in major cities, equipped to handle a large volume and complexity of cases with more judges and resources.
[43] A Class B court is a smaller, lower-capacity court typically found in less populated areas, handling fewer and less complex cases with more limited resources.

4. Resort police in Indonesian cities are relevant in the family field such as the Women and Children Handling unit.[44]
5. Agencies relevant to other field expertise such as the Religious Ministry (Kementerian Agama) and Religious Affairs Office (Kantor Urusan Agama).
6. Cooperation in the field of CoE with PERADI Malang with the aim of improving students skills in the field of legal advocacy.
7. BIFL supports faster graduate employment by facilitating internships, such as the 2022 placement where a student was accepted as a paralegal and is now working at an advocate office officially recognised by the Ministry of Law and Human Rights. This opportunity was made possible through collaboration with the Sharia Laboratory and the Legal Office.

Bachelor of Agribusiness (BA)

Apart from collaborating with educational institutions or institutions, the BA also collaborates with several business enterprises and other organisations, among others: PT. Pawon Seger Indonesia (Everfresh Indoargo), PT. Mitra Eksotik Asia, PT. Makmur Agro Satwa, PT. Bee Jay Seafood and CV. Media Mitra Indonesia.

This collaboration between BA and business enterprises is carried out to improve the quality of undergraduate programme education that links and matches the world of work through the implementation of the MBKM curriculum. The scope of this Cooperation Agreement includes: Providing practitioners as guest lecturers or tutors in learning/lecture activities, providing of places for field work practice and internships for lecturers and students, and providing field supervisors or supervisors for field work practices and apprenticeships.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. However, the panel **recommends the BA programme** strengthening further its collaborations with industry partners and agricultural enterprises and enhance the visibility of these partnerships.

[44] In Indonesia, Resort Police (Polres) are district-level police units that play a key role in maintaining public order and safety. Within these units, there are specialized divisions such as the Women and Children Protection Unit (Unit Perlindungan Perempuan dan Anak or PPA).
The PPA Unit handles cases involving domestic violence, child abuse, sexual violence, and family-related legal issues. They work closely with social services, legal aid institutions, and sometimes religious courts to ensure protection and justice for women and children. These units are especially important in supporting victims, conducting investigations, and promoting family resilience and legal awareness.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

UMM has three campuses situated in Malang, Indonesia. BL, BIFL, and BA are located in UMM Campus III, which currently has 167 classrooms. The classrooms are mainly situated in four main buildings, GKB 1, 2, 3, and 4. Lecture and meeting building facilities at UMM are used for all faculties and study programmes. UMM also provides Wi-Fi and internet hotspots in all areas of GKBs. It supports lecture activities, student discussions, research and any other academic or even student club activities. Each GKB is also facilitated with two elevators, which is also equipped with a wheelchair ramp for students with special needs. UMM provides a prayer room, a quiet room, a nursing room and toilets in each building.

In addition, UMM also provides students with facilities to support academic activities, such as a main library, ICT labs, a health centre, a counselling centre, sport facilities, and student dormitories. The University has provided eight Buggy Club Cars, which operate free of charge for the entire academic community, including students with disabilities. The existence of the Buggy Club Car makes it easier for students with disabilities to access from the main gate of campus to the elevators at GKB 1 and 4. Technical support

Bachelor of Law (BL)

To ensure the administration of education in BL, with the support of Universitas Muhammadiyah Malang, the faculty provides digital-based facilities. Facilities are essential in education, including the availability of decent and digital-based classrooms. The study programme provides proper classrooms equipped with supporting facilities such as projectors, internet connection and more. BL also provides classrooms on the sixth, seventh, and eighth floors. Each lecture room can load 20 to 50 people. BL also has two theatres, loading up to 350 people each with complete digital facilities. BL also provides conventional classrooms but also synchronised virtual classrooms (LMS) and the non-synchronised ones (via zoom meetings).

BL also provides a law laboratory where students can do practices, internship, and training to prepare them for the career world. This laboratory has a moot court room for students to present cases in a real-life setting. The moot court room is equipped with digital-based facilities, allowing students to present cases online on a video conference.

In an administrative scope, BL is required to apply digital administration to facilitate thesis supervision through the information system of final project management for students. This information system is expected to enhance the efficacy of the process of final project supervision. This system allows BL to apply Thesis Management Information System (SIMTA)

to ensure that all decisions of the Head of the study programme can be made according to valid and real data.

Bachelor of Islamic Family Law (BIFL)
In supporting the lecture process, BIFL uses the facilities provided by the University. BIFL uses several spaces that are shared with other study programmes within the Faculty of Islamic Studies. Here are some of the facilities available in BIFL, namely:
Sharia Laboratory: The study programme also utilises the Sharia Laboratory with a pseudo-Meeting Room as a place for practicum events. There are four procedural courses that utilise pseudo-courtrooms including: Civil Procedural Law, Religious Court Procedural Law, Criminal Procedure Law, and Statutory Science. The moot courtroom is located at GKB 3 on the 5th floor in room 515. This room is equipped with judges' tables and chairs, chairs for litigants, audience chairs, LCDs, layer projectors and large cabinets to store items used in pseudo-trial proceedings.
Computer Laboratory. BIFL also utilises an integrated Computer Lab in learning ICT (Information and Communication technology) Islamic studies. This lab has 40 computers that are representative used as learning media for Islamic studies in the Islamic Studies Faculty.
Gallery Falakiyah: BIFL has several props and telescopes for observation of celestial objects which are used in the science practicum.
Interactive Studio: This studio is used in Ipod broadcaster activities (podcasts) that support ICT courses for Islamic Studies.

Bachelor of Agribusiness (BA)
The study programme offers a range of facilities and infrastructure to support various learning activities, including:

- Well-appointed lecture rooms equipped with media tools like whiteboards, desks, chairs, LCD screens, and internet connectivity through LAN and Wi-Fi, accessible to both students and lecturers.
- Dedicated Bachelor of Agribusiness Laboratory designed for practical coursework, furnished with multimedia technology, including LCD screens and Wi-Fi access, alongside practical equipment.
- A fully-equipped broadcasting studio featuring cameras, computers, and Wi-Fi connectivity.
- A comprehensive library room.
- Specialised Information and Communication (IT) Laboratories.
- Language Laboratories, including the English Language Center.
- For blended or online learning, the study programme offers access to Zoom facilities.

4.4.2 Access to literature (Asterisk Criterion)
Literature access can be done at the facilities provided by the study programme or university, namely:
1. UMM Central Library: It is located next to the UMM Helipad, with operating hours starting from 07:00– 21:00. It has a collection of literature in the form of books, journals, paid electronic journals, and databases that students can borrow or freely access. In total, it has more than 75,000 titles. In addition, it is equipped with facilities such as photocopiers, canteens, prayer rooms, air conditioning, toilets, and free Wi-Fi throughout the Central Library area (Library |

University of Muhammadiyah Malang[45]). UMM Central Library periodically holds introductory sessions for new students and workshops (e.g., academic writing and reference management) to improve students' academic literacy. The library has nine (9) qualified librarians (i.e., three are certified) to help students access, locate and obtain physical and digital resources for their study and research.[46]

2. AR Fachruddin Mosque Library: It is located on the second floor. This library provides Islamic and Muhammadiyah literature, which students can access offline from 08:00–17:00 on weekdays.

3. Online Access: The UMM Central Library offers easy online access for all students and lecturers and is also connected to the Indonesian Digital Library Network (IDLN), making it easier to access journals from various universities throughout Indonesia. UMM Central Library has Laser technology (The Library Automatic Services) which helps students access the Online Public Access Catalog (OPAC and the Institutional Repository of UMM [47]which can be accessed anywhere and free of charge. The LASer system[48] provides students and lecturers with an online application called MyUMM Library. The application enables users to check collection availability, loan status, and renewing loans. It also provides users with a suggestion box feature to help users give feedback and suggestions on the improvements of the application and the item collection.

4. Further databases available provided by UMM Library is ProQuest[49], GALE[50], and Indonesian National Library.[51]

Furthermore, UMM has an academic resources procurement procedure. First, a study programme every semester provides a list of new books needed to the Academic Administration Bureau (BAAIK). Then, BAAIK asks the UMM Central Library to check the availability of the books, including the number of copies needed in the study programme. Next, the requested books are procured by the library and BAAIK. Moreover, a study programme can improve the library collection by collaborating with UMM Press (the university press) to publish books or other academic resources as teaching and learning materials.

In total there are 145 new collections owned by the UMM library. There are three certified librarians and nine people who graduated as librarians. There are a number of services provided by the library. Among them are administration, information services, processing, circulation and digital libraries.

Appraisal:

The panel applauds UMM for the quantity, quality, media and IT equipment of teaching and group rooms. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum, the HEI possesses appropriate rooms which possess the specific technical components needed. BL has a moot court room for students to present cases

[45] https://lib.umm.ac.id/, last accessed on July 31, 20205.
[46] Further details regarding services and how to access the library resources and collections can be accessed via https://lib.umm.ac.id/profile/services, last accessed on July 31, 20205.
[47] An Institutional Repository in Indonesia is a digital platform used by universities and research institutions to collect, preserve, and provide open access to their academic and research outputs. See: https://eprints.umm.ac.id/, last accessed on July 31, 2025.
[48] The LASer system at Universitas Muhammadiyah Malang (UMM) stands for Library Automation Services, a digital platform designed to automate and streamline library operations. See laser.umm.ac.id/ and laser.umm.ac.id/myummlib, last accessed on July 31, 2025.
[49] http://search.proquest.com, last accessed on July 31, 2025.
[50] https://link.gale.com/apps/SPJ.SP01?u=idfpptij, last accessed on July 31, 2025.
[51] http://e-resources.perpusnas.go.id/, last accessed on July 31, 2025.

in a real-life setting. The moot court room is equipped with digital-based facilities, allowing students to present cases online on a video conference. BIFL has several props and telescopes for observation of celestial objects which are used in the science practicum. BA had a fully-equipped broadcasting studio. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The panel acknowledges with praise the resources UMM provides to their students and staff. The library is accessible during most of the day. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students. Therefore, the panel states, that criterion 4.4.1 and 4.4.2 exceeds the quality requirements.

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

4.5 Additional services

4.5.1 Career counselling and placement service

All study programmes
In the first year, the academic advisor provides counselling services. The academic advisor coordinates at the beginning of the semester for new students in their classes. Students will also receive training in readiness to face work through KWU (career and entrepreneurship programme). The University also provides UMM career development services through PKMA (Career Development for Students and Alumni), which all students can access. For career development, PKMA (Career Development for Students and Alumni) has a Job Training Centre programme that holds the UMM Job Fair. In PKMA (Career Development for Students and Alumni), there is a special unit that oversees the areas of student interest, talents and welfare.

UMM Student Affairs Department also has a counselling unit that serves student counselling. In addition, UMM also has Course and Training Institute, which is an official training institution with a certificate from Disnaker (Department of Labour). At the LPK (Course and Training Institute), students can practice and add skills to prepare themselves to work as workers and entrepreneurs. The training is useful to equip and improve the competence of participants in various fields of expertise.

The study programmes carried out potential mapping for the PMMB (Certified Student Internship Programme). A special functionary handles this internship activity (under the Head of PKMA/ Career Development for Students and Alumni). In addition, assistance was also carried out in the implementation of competency tests by LSP UMM (Bureau of Professional

Certification Institute) as a support for student certification to add to the competency portfolio of graduates. The study programmes also provide services related to the completion of the final project.

Students have access to information about job opportunities through job fair info provided either through PKMA (Career Development for Students and Alumni) website, as well as through the study programme's website and official social media accounts.

4.5.2 Alumni Activities

All study programmes
UMM provides alumni with an alumni association managed by several distinguished alumni as the official organiser. The alumni association is called Ikatan Alumni (IKA) UMM and is supported by university and faculty leaders. IKA UMM hold formal and informal gatherings to initiate regular interactions among UMM alumni, obtain feedback for the improvements of academic activities and connect current students with alumni with business experience and opportunities.

IKA and the International Relations Alumni Association of UMM (IKAHI UMM) strengthen ties between alumni and the University. They organise events, gather feedback, and conduct interviews for testimonials about the learning experience and career development.

Bachelor of Law (BL)
BL alumni are members of an association called IKA FH UMM. Alumni have a vital role in developing legal study programmes. This role is carried out by alumni through various activities to support various aspects of the development of BL, both in academic and non-academic fields.
a. Alumni contribution in academic development
Alumni support the academic development of BL, especially in curriculum development. In the curriculum development process, alumni provide crucial input regarding the needs of the world of work. Alumni actively share their experiences with students through various forums such as guest lectures, sharing sessions about "success stories" via Podcasts, etc. Alumni provide extensive opportunities for students to internships in the alumni office.

b. Alumni contribution in non-academic development
Not only in the academic field, alumni also contribute to the development of non-academic fields. Alumni provide scholarships to students, especially students who have financial problems. Alumni periodically provide job preparation training, entrepreneurship, leadership and managerial training. The alumni network also actively provides information on job opportunities, and even recruits graduates of BL. Alumni actively communicate in various social media provided by BL, especially through the WhatsApp group of Alumni.

Bachelor of Islamic Family Law (BIFL)
The tracking system for graduates of BIFL is organised with the establishment of the Alumni Family Association (IKA) facilitated by the Faculty and Study Programme. The alumni have automatically joined the Islamic Family Law Alumni Association of the University of Muhammadiyah Malang. The Islamic Family Law Alumni Association was formed in 2018 to accommodate the aspirations and networks of Alumni. The Alumni family association is formed

every four years, in a grand reunion of BIFL's alumni. Hikmah Wardana Class of 2003 was elected as the chairman of IKA HKI.

Alumni have a contribution to the development of study programmes:

Among these contributions is providing input for curriculum review. This review from alumni is important in adjusting the curriculum of BIFL with the development of needs in the workplace. Alumni also provide guidance assistance for students who intern in the office or in the institution they lead or where they work. In addition, alumni also provide assistance in the form of financing assistance for students who have difficulties in financing their studies.

BIFL continues to communicate with its alumni through the WhatsApp platform with the formation of several groups per cohort so that it can facilitate study programmes in building synergy in the process of developing and progressing study programmes both in terms of curriculum, facilities and services as well as satisfaction with study programme graduate users.

Bachelor of Agribusiness (BA)

1. Alumni Involvement in Academic Activities

The majority of alumni (71.24%) exhibit a keen interest in establishing an alumni communication platform at the programme level. This feedback underscores the alumni community's eagerness to exchange information, connect, and stay informed about each other's whereabouts and current life situations. However the programme's alumni maintain their affiliation within a broader faculty entity, namely IKAFAPERTA (the Association of Faculty of Agriculture Alumni at UMM), which spans both the university and programme levels.

IKAFAPERTA, established in 1991, is presently chaired by Ir. Ahmad Winarto, M.M. One of the initiatives by IKAFAPERTA includes conducting a workshop every five years to facilitate interaction and engagement among its alumni. In response to the growing number of alumni and the demand for more concentrated and effective communication, alumni from the Bachelor of Agribusiness programme took the step of founding the Bachelor of Agribusiness Alumni Association on October 10, 2010.

The active participation of alumni in bolstering the progress of academic activities within the programme takes on multiple forms, including providing scholarships, sharing insights as practitioner/alumni resource persons, delivering motivational "success stories," offering guest lectures, and facilitating placements for Field Work Practice (PKL) and internships.

2. Involvement of Alumni in the Development of Non-Academic Activities

Alumni actively engage in supporting the development of non-academic activities for the study programme through various means:

Alumni donate and raise funds for alumni scholarships and endowments, which are subsequently entrusted to the study programme for administration.

Alumni enhance students' interests and talents by contributing sports equipment and providing carpets for recitation (for religious activities). Furthermore, alumni enrich the learning environment by donating books that aid classroom teaching and learning.

Alumni help delivering entrepreneurial and leadership training to the Bachelor of Agribusiness Student Association. They also extend active support by providing financial assistance for business ventures initiated by current students.

Alumni participate in student recruitment efforts, guiding new Agribusiness students and facilitating job placements within companies for recent graduates. Additionally, they disseminate information about job openings in companies where fellow alumni are employed.

Alumni pl furnish facilities for non-academic activities, including those related to the Student Creativity Programme (PKM) and training programmes designed to prepare students for the professional world.

3. Alumni Activities in Supporting the Study Programme include:

Alumni make financial contributions during their visits to the study programme. These contributions are subsequently utilised for the purchase of a collection of books for the Bachelor of Agribusiness reading room. One of the roles of alumni is active participation in academic activities by contributing to guest lectures organised by the Bachelor of Agribusiness Student Association (HIMAGRI). Alumni also actively participate in providing internship locations for Agribusiness students. Alumni play an active role in building networks by sharing information about job opportunities and careers for Agribusiness students. They provide valuable information through social media groups about training and job vacancies in the field of Agribusiness.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. UMM provides sufficient resources. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient staff and resources are available for this purpose. Therefore, the panel applauds UMSU and the four programmes for exceeding the benchmark for alumni activities.

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

4.6 Financing of the study programme (Asterisk Criterion)

All study programmes

All study programmes are part of the centralised administrative system, including financial administration of UMM. The funding comes from payments by students, profits from business units owned by UMM and other legally obtained funding sources (such as research competition grants and community service from the Ministry of Education and Culture).

1. Students' tuition fees include:
    - Basic Education Fund (paid once during the study and paid in the first year)
    - Tuition Fee, which must be paid at the beginning of each semester
    - Cost of Student Community Service (PMM)
    - Cost of Thesis Programming
2. Profits of business units is received from business units owned by UMM (Rayz Hotel, Sengkaling Park, Hospital, Pharmacy, General Fuel Filling Station, Rinjani Auto Repair Service, UMM Dome).
3. External sources include grant funding, such as research and community service programmes from the Ministry of Education and Culture.

Appraisal:

The study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies. However, due to declining student enrolment in the BA programme, the panel **recommends** the BA programme developing a financial strategy aimed at boosting student numbers.

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

5. Quality assurance and documentation

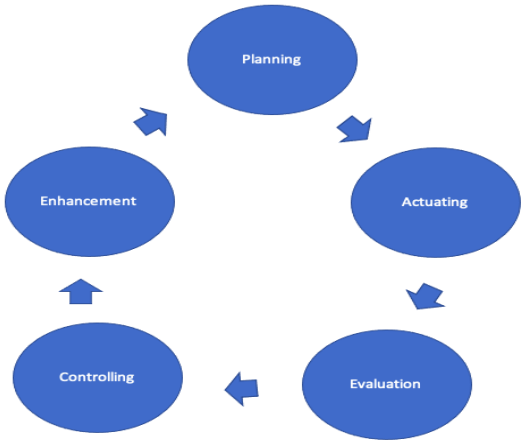
5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

All study programmes
The quality assurance system in higher education is regulated by the Regulation of the Minister of Research and Technology of the Directorate of Higher Education Number 62 Year 2016. Based on the regulation, the quality control system of all the study programmes in UMM is carried out in several stages starting from quality assurance at university level, which mainly covers quality assurance at faculty level and study programme level.

At university level, quality assurance is managed by the BPMI (Internal Quality Assurance Agency). It is determined by Rector's Decree Number 03 of 2019 concerning the establishment of the UMM BPMI and Rector's Decree Number 40 of 2019 regarding the establishment of BPI (Internal Control Agency).

The quality assurance process is carried out by applying the cycle of PPEPP (Planning, Implementation, Evaluation/monitoring, Control and Improvement) consisting of nine criteria (Vision and Mission Goals Target (VMTS), Governance, Human Resources, Infrastructure, Finance, Students, Education and Teaching, Research, and Community Service and Identity). Appointment related to monitoring work implementation plans at UMM, including implementation time, planning standards and SOPs (Standard Operating Procedures), work targets, work results, coordination and work synchronisation with other units. UMM leaders make plans, which include strategic plans based on five-year milestones, and RENOP (operational plans) annually.

Figure 10: PPEPP Cycle of UMM's Quality Assurance



At study programme level, the heads of study programme and supporting staff appointed as quality implementers conduct self-evaluations based on input from various parties using survey tools and documentation managed by BPMI. Various surveys are developed to measure the evaluation from students, lecturers, educators, education staff, alumni, other users and stakeholders through an online form. The survey content for students involves evaluation of the learning process, including planning, implementation and evaluation of learning. Students can provide an evaluation of the learning content, including the material's suitability with learning outcomes, learning methods used and assessment methods. In addition, students also provide evaluations related to the arrangement of lecture hours, practicum and the credit load for each semester.

The Internal Quality Assurance System developed by UMM is documented in the form of a UMM Internal Quality Assurance System Document Book (covering Quality Policy and Quality Manual) and UMM Internal Quality Assurance Quality Standards. The book is given to each Head of the study programmes at UMM so that they can cooperate with BPMI in carrying out the internal quality control cycle.

Besides the internal quality assurance, the study programmes are also examined by the BAN-PT of the Ministry of Education and Culture of the Republic of Indonesia. There are eight criteria to be assessed by BAN-PT, namely 1) graduate competency standards; 2) learning content standards; 3) standard learning process; 4) learning education assessment standards; 5) lecturer and education personnel standards; 6) standards of learning facilities and infrastructure; 7) learning management standards; and 8) learning financial standards. The accreditation is to be renewed every five years.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

All study programmes
Every year, students evaluate the study programmes through a satisfaction survey which includes satisfaction with (1) implementation of the vision and mission, (2) governance, governance and cooperation services, (3) financial services & infrastructure, (4) educational services and (5) student welfare services. All student evaluations are carried out through the internal quality assurance system (SPMI). The survey contains several questions ranging from (1) the level of understanding of institutional vision from university, faculty, and study programme, (2) the level of satisfaction with institutional, human resource and educational services management, (3) the level of satisfaction with research and community service policies, and (4) the level of satisfaction with implementation of Al-Islam and Muhammadiyah values. Survey data results can be accessed online by BPMI reviewers and study programme officials. The evaluation results are analysed in the form of a report that can be accessed through the website, including all the actions responding to the student's feedback.

The student's workload is assessed by several questions, such as "What is your total time spent in one week for a face-to-face meeting in class? (in hours)" and "What is your total time spent in one week for self-study activity for this course? (in hours)".

The second evaluation method is an evaluation through annual academic dialogue attended by faculty leaders, study programme leaders, lecturer representatives, administrative staff representatives and student representatives consisting of elements of the student executive body, student senate and semi-autonomous institutions (LSO) in UMM that are related to the study programmes. The follow-ups of the evaluation are conveyed to students through two methods, published on the study programmes' websites and delivered directly during academic dialogues once a year according to the regeneration in the management of the Student Executive Board (BEM) and the faculty-Student Senate.

5.2.2 Evaluation by faculty

All study programmes
As part of the internal quality audit, the faculty members conduct an internal audit of the study programmes by using an online survey aimed at all lecturers and educational staff. The survey procedure is started in the UMM internal quality assurance system (SPMI) which has been provided by the Internal Quality Assurance Agency (BPMI). The points evaluated by the lecturers relate to (1) implementation of the vision and mission criteria, (2) governance and

cooperation (3) finance and infrastructure, and (4) education and learning activities. Regarding the evaluation of the learning progress, lecturers are also required to focus on evaluating (1) student academic performance and burden, (2) curriculum design development, (3) teaching-learning process and final exams by study programmes and faculties, (4) academic and supporting staff, (5) academic facilities. The results of the evaluation of the lecturers through the lecturer satisfaction survey are used by the study programme to control and improve the study programmes and disseminated through the study programmes' websites.

5.2.3 External evaluation by alumni, employers and third parties

All study programmes
External evaluation by alumni, users and partners is carried out openly through the evaluation form prepared by Internal Quality Assurance Board (BPMI). External evaluation measures the satisfaction level of UMM services, including administrative services, academic services, student development services and social services in the corridor as an educational institution. The evaluation of external satisfaction results is used as material for improvements and adjustments to the next strategic and operational plans. See chapter 4.5.2, Alumni Activities, for more information on how alumni help shape the study programme.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

All study programmes
All student academic activities are recorded in the administrative system online centred in BAA-AIK (Academic Administration Al Islam and *Kemuhammadiyahan Bureau*) of UMM. UMM reports academic activities to the Indonesian Ministry of Education through an online higher education database every semester. With this system, most academic documents and activities are automatically recorded in the system, for example, academic regulations, curriculum, lecture and consultation processes, exams (thesis) and assignments. Students can also access information such as academic records, ongoing semester activities and finances through the UMM student application. Meanwhile, parents can access the same information through the "My UMM for Parent" application. The information about the application is explained by the information team to the parents in the meeting with the news students' parents.

The contents of courses, lectures, examinations, graduations, codes of ethics and academic sanctions are listed in the Academic Guidelines, which are updated and published at the beginning of each academic year. All activities of the study programmes are documented and regularly updated on BAA-AIK website[52].

Furthermore, students or prospective students can check the study programmes' websites to get a more detailed information like specific activities and curriculum information.[53]

[52] See https://infobaa.umm.ac.id/id/pages/panduan-akademik.html, last access May 15, 2025.
[53] BL: see https://hukum.umm.ac.id/kurikulum-program-studi/ and https://hukum.umm.ac.id/kurikulum-program-studi/, last accessed on August 1, 2025.
BILF: https://hkislam.umm.ac.id/ and https://hkislam.umm.ac.id/kurikulum-program-studi/, last accessed on August 1, 2025.
BA: https://agribisnis.umm.ac.id/ and https://agribisnis.umm.ac.id/kurikulum-program-studi/, last accessed on August 1, 2025

5.3.2 Information on activities during the academic year

Bachelor of Law (BL)

BL disseminates information and news to all academic members via media and other official communication platforms[54] such as university website[55], faculty website[56] and Laboratory website[57], Telegram[58], WhatsApp, Instagram (Law Faculty[59], Law Laboratory[60]) TikTok (Law Faculty[61], Law Laboratory[62]), and YouTube (Law Faculty[63], Law Laboratory[64]). Similarly, this way of dissemination also applies for academic information regarding online Study Plan Card (KRS), final project supervision, lectures, seminars, legal practices, presentations brought by students, and other student activities.

Moreover, BL also takes into account a personal approach through academic supervision, Mentorship facilitated by Academic Motivators (accompanied by upperclassmen who have been selected by BL), and academic orientation before the new lecture/semester begins.

Bachelor of Islamic Family Law (BIFL)

BIFL publishes information and news about activities carried out by the entire academic community through online and offline publication media such as university website, faculty website, BIFL website[65], WhatsApp, Facebook[66], Instagram[67], and YouTube[68]. At the beginning of each academic year, BIFL always provides academic assistance through academic supervisors for students to carry out online KRS, as well as guidance on final assignments and other academic activities. BIFL as part of UMM is very detailed and clear about academic information. In general, academic information is contained in the student guidebook which is accessible at infobaa.umm.ac.id. Furthermore, every academic year, UMM provides an academic calendar which informs the timeline of activities for one academic year. As one of the quality assurance strategies, BIFL provides facilities and infrastructure to support online and offline learning, for example online learning through LMS and representative classrooms. In detail, BIFL provides an official website for parents and students to access the latest information regarding new student registration, academic activities, lecturer profiles, graduate profiles, curriculum, class schedules and the Merdeka Belajar Kurikulum Merdeka (MBKM) programme. Other information such as congratulations, condolences,

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[54] This is a list with links to all communication channels: https://linktr.ee/FHUMM?utm_source=linktree_profile_share, last accessed on August 1, 2025.
[55] https://umm.ac.id/en/, last accessed on August 1, 2025.
[56] https://hukum.umm.ac.id/, last accessed on August 1, 2025.
[57] https://lab-hukum.umm.ac.id/, last accessed on August 1, 2025.
[58] https://t.me/infofhumm, last accessed on August 1, 2025.
[59] https://www.instagram.com/fh_umm?igsh=bHJwa2k2M2Fsamkz, last accessed on August 1, 2025.
[60] https://www.instagram.com/labhukum.umm?igsh=emoxbzhtcjJtZ21x, last accessed on August 1, 2025.
[61] https://www.tiktok.com/@fhumm1964?_t=8mDaVclJlyy&_r=1, last accessed on August 1, 2025.
[62] https://www.tiktok.com/@labhukumumm?_t=8mDaVAs54YE&_r=1, last accessed on August 1, 2025.
[63] https://www.youtube.com/@fakultashukumumm1964, last accessed on August 1, 2025.
[64] https://www.youtube.com/@laboratoriumhukumfhumm, last accessed on August 1, 2025.
[65] https://hkislam.umm.ac.id/, last accessed on August 1, 2025.
[66] https://www.facebook.com/HKIUMM?mibextid=dGKdO6&rdid=UCgbuYzPXqV83GAF&share_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F8BE8eXnRm2gs4JdZ%2F%3Fmibextid%3DdGKdO6#, last accessed on August 1, 2025.
[67] https://www.instagram.com/hkiumm?igsh=cjY3Z2owOGpqcWw4, last accessed on August 1, 2025.
[68] https://www.youtube.com/@PRODIHKIUMM, last accessed on August 1, 2025.

announcements and activities are also published via social media such as Instagram, Tiktok, Facebook, BIFL Youtube channel and via email syariah@umm.ac.id .

Bachelor of Agribusiness (BA)
Current information and updates are centrally disseminated via the Bachelor of Agribusiness website[69]. Information pertaining to academic activities, including the online study plan card (online KRS), internship procedures, undergraduate thesis guidance, exchange programmes, seminars, and student engagements such as semi-autonomous institutions (LSO) and student accomplishments/competitions, is accessible to the public through both the University's and the study programme's websites. Official press releases are consistently updated on the dedicated platform concerning study programme events. In addition to the website, information is actively shared through official communication channels and popular social media platforms like WhatsApp Messenger[70], Instagram[71], and YouTube[72]. For a more personalised approach, vital data is also conveyed through Academic Advisors (PAS) and regular academic briefings at the outset of each semester.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). UMM and the three study programmes regularly publish current news and information – both quantitative and qualitative – about the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					

[69] https://agribisnis.umm.ac.id/, last accessed on August 1, 2025.
[70] https://api.whatsapp.com/message/MW4FCCOMPY6TP1?autoload=1&app_absent=0, last accessed on August 1, 2025.
[71] https://www.instagram.com/agribisnisumm?igsh=djM4Y2tpb2YxdWww, last accessed on August 1, 2025.
[72] https://www.youtube.com/@agribisnisumm3949, last accessed on August 1, 2025.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Muhammadiyah Malang, Indonesia

Bachelor programmes:
1. Bachelor of Law
2. Bachelor of Islamic Family Law
3. Bachelor of Agribusiness

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programmex					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X			
3.2	Structure					

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

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