

Decision of the FIBAA Accreditation and Certification Committee



12th Meeting on November 29, 2023

PROGRAMME ACCREDITATION

Project Number:	22/082 Cluster 2
Higher Education Institution:	Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung)
Location:	Cipadung, Indonesia
Study programme:	1. Sharia Economic Law Master programme (Master of Law / M.H.) 2. Master of Islamic Broadcasting Communication programme (Master of Social Affairs / M.Sos.)
Type of accreditation:	initial accreditation

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

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

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

The FIBAA Quality Seal is awarded.

The FIBAA Accreditation and Certification Committee reviewed the expert panel's recommended conditions (see chapter 3.6 and 3.1) and discussed them taking into consideration the statement of the Universitas Islam Negeri Sunan Gunung Djati Bandung on the accreditation report. The Committee concluded that the University does already take sufficient measures for the integration of theory and practice and decided against these conditions. However, the Committee recommends the University regularly review its measures for students' employability and to adapt them, if necessary.

In addition, the FIBAA Accreditation and Certification Committee has an important remark regarding the title of the academic degree: "Master of Law" for the Sharia Economic Law Master programme, and "Master of Social Affairs" for the Master of Islamic Broadcasting Communication programme. In an international environment, the academic degree "Master of Law" is interpreted for graduates of Law programmes. The Committee forms the view that the academic degree does not reflect the specifics on Sharia Economic Law. Therefore, the transparency of the graduate's profile might be not sufficient for the public. The academic degree "Master of Social Affairs" is very broad as well and the specialisation of Islamic Broadcasting Communication is also not transparently presented. Thus, the Committee recommends reviewing the use of the academic degree titles, if necessary in consultation with national authorities.



Assessment Report

Higher Education Institution:

Universitas Islam Negeri Sunan Gunung Djati (UIN SGD) Bandung

Bachelor/Master programme:

1. Sharia Economic Law Master programme
2. Master of Islamic Broadcasting Communication programme

Qualification awarded on completion:

1. Master of Law (M.H.)
2. Master of Social Affairs (M.Sos.)

General information on the study programme

Brief description of the study programme:

Sharia Economic Law Master programme (MSEL)

The Master of Sharia Economic Law (Muamalah) received permission from the Director General of Islamic Higher Education number 2084 of 2013 on July 25, 2013. Public interest in MSEL is driven by developments and needs in the field of Islamic Economics and Islamic Banking both in Indonesia and abroad and both in the form of theoretical studies and operational practices. The MSEL programme is academically qualified to transfer knowledge and skills to students with its learning outcomes (LO) being Sharia Legal Officers that are accepted in all Sharia-based bank and non-bank financial institutions. The LOs have been adapted to the Indonesian National Qualifications Framework.

Master of Islamic Broadcasting Communication programme (MMIBC)

The Master of Islamic Broadcasting Communication programme (MMIBC) of the Universitas Islam Negeri (UIN) Sunan Gunung Djati (SGD) Bandung received permission from the Director General of Islamic Higher Education number 2084 of 2013 on July 25, 2013. The main focus is the study of broadcasting communication in Islamic aspects and fields. The Learning Outcomes of the study programme support graduates to become Islamic propagator, researcher, broadcaster, writer and entrepreneur.

Type of study programme:

Both programmes: Master programme

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

Both programmes: 64 SKS = 92.16 ECTS credits

Mode of study:

Both programmes: Full-time

Didactic approach:

Both programmes: Study programme with obligatory class attendance

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

MSEL: 2 study groups

MMIBC: 3 study groups

Programme cycle starts in:

MSEL: September

MMIBC: September

Initial start of the programme:

MSEL: July 2013

MMIBC: July 2013

Type of accreditation: Initial accreditation

Procedure

A contract for the initial accreditation of the Master of Religious Studies Programme was made between FIBAA and Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung) on July 7, 2022. On October 25, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Sarah Azimi

Leuphana Universitaet Lueneburg, Germany
Lecturer and Coordinator of continuing education courses (Law)

Mohammad Zaid el-Mogaddedi

Institute for Islamic Banking and Finance (IFIBAF), Hamburg, Germany
Founder and Managing Director

Katharina Maigatter

Technical University Chemnitz, Germany
Student Media Kommunikation (B.A.)

Prof. Dr. Maria Ochwat

University of Szczecin, Poland
Assistant Professor for Communication Sciences and Public Relations

Dr. Ahmad Bunyan Wahib

UIN Sunan Kalijaga Yogyakarta
Senior Lecturer
Law, Islamic Law, Humanity

FIBAA project manager:
Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August 10 and 11, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, 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 November 8, 2023. The statement on the report was given up on November 9, 2023. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Sharia Economic Law Master programme and the Master of Islamic Broadcasting Communication programme offered by Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung) fulfil with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 29, 2023 and finishing on November 28, 2028. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects and recommend the accreditation on condition of meeting the following requirements:

- **Sharia Economic Law Master programme (Master of Law / M.H.)**
- **Master of Islamic Broadcasting Communication programme (Master of Social Affairs / M.Sos.)**
 - **Condition 1** (see chapter 3.6): The HEI develops a concept for the integration of theory and practice by defining and developing a didactical concept (teaching and learning methods).
- **Master of Islamic Broadcasting Communication programme (Master of Social Affairs / M.Sos.)**
 - **Condition 2** (see chapter 3.1): The HEI develops a concept in which it further develops the integration of theory and practice.

Proof of meeting these conditions is to be submitted by August 28, 2024.

Furthermore, the quality requirement that have not been fulfilled – Interdisciplinary thinking (3.1.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

- the HEI reflect on how it can more strongly emphasise the generic nature of the programme to provide an international perspective, and how to communicate this more transparently to interested parties. (see chapter 1.2)
- The HEI integrates more content and components to promote interdisciplinary thinking. (see chapter 3.1)
- The HEI involve employers in the external evaluation more strongly. (see chapter 5.2)

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.

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

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Information

Information on the Institution

Sunan Gunung Djati State Islamic University (UIN SGD) Bandung is one of the State Religious Universities (abbreviated as SRU - or known as PTKN in Indonesia) in Indonesia, which has been accredited A by the National Accreditation Board for Higher Education (abbreviated as NAB-HE) since 2019.² In recent years, the HEI has had much recognition for the following achievements, among others³:

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

² See self-evaluation report p. 9.

³ See self-evaluation report p. 9.

Statistical data

MSEL

Table 1: Statistical Data of the MSEL Program

		2019	2020	2021
# Study Places		MSEL	MSEL	MSEL
# Applicants	Σ	31	35	143
	f	12	15	20
	m	19	20	123
Application rate		100 %	100 %	100 %
# First-Year Students	Σ	27	26	30
	f	9	12	8
	m	18	14	22
Rate of female students		$(7/27) \times 100\% = 33.33\%$	$(12/26) \times 100\% = 46.15\%$	$(8/30) \times 100\% = 26.66\%$
# Foreign Students	Σ	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		100 %	100 %	100 %
# Graduates	Σ	14	0	0
	f	1	0	0
	m	13	0	0
Success rate		$(14/27) \times 100\% = 51.85\%$	0	0
Dropout rate		$(13/27) \times 100\% = 48.14\%$	0	0
Average duration of study		2 years	0	0
Average grade of final degree		35	0	0

Since its establishment in 2013, **MSEL** has received a positive response from both academics and practitioners⁴, which can be seen in the increasing number of applicants every year. Applicants come from various regions in Indonesia; however, most applicants are from Java Island. The positive response to the study programme has encouraged the management board to continue improving the quality of service and academics through (1) the Internal Quality Assurance System by the Quality Assurance Agency of UIN SGD Bandung and (2) the External Quality Assurance System conducted by National Accreditation Board for Higher Education. However, the programme has no foreign students so far.

Studies can be completed within a period of four semesters with 64 credits, which is equivalent to 92.16 ECTS. The Master Sharia Economic Law (**MSEL**) carries out various policies (intensive guidance, monitoring of study progress, mentoring, etc.) to ensure students complete their studies on time. However, there is still a number of students who have not been able to complete their studies on time because of work, paying the Single Tuition Fee late, and/or difficulties in doing research⁵.

To anticipate and reduce the number of students who drop out, **MSEL** provides Friday-Saturday lectures, distributes scholarships, and provides a scientific writing training on a regular basis. It is committed to improving quality and competitiveness in the international world by attaining standardisation and assessment through an international accreditation process. This will allow the programme to have advantages and capabilities in developing the field of Sharia Economics at the local, regional, and international levels, as well as providing quality assurance for all users.

⁴ see self-evaluation report p. 8

⁵ see self-evaluation report p. 8

MIBC

Table 2: Statistical Data for the Master of Islamic Broadcasting Communication (MIBC)

		Group I	Group II	Group III
# Study Places		17	16	23
# Applicants	Σ	17	16	23
	f	6	3	11
	m	11	13	12
Application rate		100 %	100 %	100 %
# First-Year Students	Σ	17	16	23
	f	6	3	11
	m	11	13	12
Rate of female students		0.352941176	0.1875	0.47826087
# Foreign Students	Σ	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		100 %	100 %	100 %
Average duration of study		5.1 semester	-	-
Average final grade degree		3.78	-	-

Based on the statistical data of MIBC, there has been an increase in the number of enrolments during the past three years, which can be attributed to the socialization of the Graduate Learning Achievement (CPL) and the achievements of the programme's alumni, who have been acknowledged by the ummah as broadcasters of Islamic Da'wah, both nationally and internationally.

The majority of active students come from Java and there are no international students yet. The average completion of studies is 3.78 years. If a student does not complete his or her study on time, the programme will take various steps, including having a department staff member personally contact the student and invite the student to the department to discuss the problems faced and how they can solve them.

Appraisal

Based on the statistical data in the table above, there has been an increase in the number of applicants and active students during the last three years. This is due to the massive socialization of the **MSEL's** learning outcomes, as well as its alumni who are considered important by the community. In general, the majority of active students are from West Java, and there are no foreign students. The average study completion is two years (four semesters). The number of MIBC shows a solid and constant number of applicants. In MSEL, the number of applicants has increased strongly in recent years. Although the proportion of female students is somewhat low, the data show a promising development in terms of gender equality.

The Study Programme makes various efforts to assist students who are unlikely to complete their studies on time, including the programme staff personally contacting the students, inviting them to discuss the problems they face, and assigning an academic supervisor for any necessary academic re-scheduling. By offering these services, they intend to reduce the number of **MSEL** students who drop out.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

MSEL

The Master of Sharia Economic Law (MSEL) has been organised and developed by UIN SGD Bandung for two reasons:

1. the obligation to develop religious knowledge in accordance with the classification of knowledge that has been stipulated in Law number 12 of 2012 article 10 paragraph (2);
2. the high demand in the job market and market of Sharia Economic Law.

The market demand for professionals cannot be met by bachelor (undergraduate) graduates who are only equipped with technical skills at the 6th level of Indonesian National Qualifications Framework. Professionals in the framework are grouped at the 8th level or at Postgraduate level.

Therefore, graduates of **MSEL** are prepared to become Sharia Legal Officers in several Sharia-based bank or non-bank financial institutions. They also have additional competencies as Sharia Financial Analysts and as Arbitrators in the field of Sharia economic disputes, either formally (litigation) or informally (non-litigation).

This is in accordance with the standards of learning outcomes set in the Indonesian National Qualifications Framework for graduates, as outlined below:

1. the ability to understand, explain, and apply theoretical and practical knowledge in the field of Sharia Economic Law as a Sharia Legal Officer;
2. the ability to solve economic disputes and/or make fatwas on Sharia economics with an interdisciplinary or multidisciplinary approach; and
3. the ability to manage research that is beneficial to society in the field of Sharia Economic Law and to gain national and international recognition.

To achieve these learning outcomes, **MSEL** graduates are equipped with soft skills that emphasize on the mastery of concepts, theories, and implementation of Sharia Economic Law based on research results. For the hard skills, the emphasis is on the mastery of skills, analysis, and problem solving for economic problems, both in the micro and macro sectors in local, regional, national, and international scopes.

To achieve learning in accordance with predetermined standards, each student must complete 18 courses with a load of 54 credits. In each of the three semesters, six courses with a weight of 18 credits must be completed. In the fourth semester, students complete the final project (thesis) with a load of ten credits. The total credits that a student must take in order to pass is 64 credits, which is equivalent to 92.16 ECTS.

Students also have the opportunity to gain additional competencies in **MSEL**, which include the ability to negotiate which is required to become a Sharia Economic Law Consultant, Sharia Economic Policy Analyst, Sharia Supervisory Board, or Respondent (Istifta) in the field of Sharia Economic Law in various fatwa agencies.

MIBC

The Master of Islamic Broadcasting Communication programme (MIBC, or in Indonesian: KPI) produces graduates who are able to work as Broadcasters of Islamic Da'wah. They can contribute to the community through Government Institutions (Religious Counsellors), Da'wah Institutions (Dai or Preachers) or Ustadz (Chaplains), and Broadcasting Institutions (Broadcasters). Furthermore, they also have additional competencies enabling them to become journalists or researchers.

While studying the Master of Islamic Broadcasting Communication programme, students are equipped with various academic competencies, such as communication skills, public speaking skills, and writing skills, as well as a deep understanding of Islamic values in relation to social life. In addition, students are also equipped with additional skills in the field of journalism and research. Students of the programme can acquire a number of personal skills throughout the duration of study including the ability to think scientifically, work independently, collaborate, make decisions, and communicate ideas clearly.

To graduate, students must complete 64 credits in a maximum of 4 semesters, which is equivalent to 92.16 ECTS. The curriculum provided is in line with KKNi (the Indonesian National Qualification Framework) level 8 (Masters), which states that the programme must:

1. Produce graduates who are able to compare various theories of Islamic Da'wah Broadcasting from various perspectives and their practical objectives;
2. Produce graduates who are able to implement both interdisciplinary and multidisciplinary approach when carrying out their duties as Islamic Da'wah broadcasters, such that they will be accepted within various circles of society with a variety of different backgrounds; and
3. Produce graduates who are able to publish research in various nationally accredited journals and gain recognition for nationally certified Intellectual property.

Appraisal:

The qualification objectives of the programme 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 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)

MSEL

The **MSEL** is also part of the internationalisation plan of UIN SGD Bandung, thus this Study programme is designed to be an international and intercultural programme with several courses delivered in foreign languages, both Arabic and English. As seen in the profile of its graduates, Sharia Legal Officer is a profession with a noticeable demand on the national and international job market, especially with the development of the field of Sharia Economics.

Most of the lecturers have international experiences, i.e. they graduated abroad, have international experiences, were speaker in international conferences or conducted research on international level. Furthermore, the various courses presented support the development of the academic and non-academic abilities of students with international perspectives. **MSEL** has also participated in organizing the International Conference on Islam in Malay World (ICON IMAD) which has entered its 11th year in 2022. In this conference, the academic community from different national and foreign universities gathered to exchange ideas, discuss, and collaborate on various academic activities.

This conference is an opportunity for students and lecturers to expand their knowledge, academic skills, and networks to an international level. Several **MSEL** alumni have continued their education and/or are working abroad. There are also several students who are involved in research collaborations with foreign lecturers and researchers who cooperate with the programme.

Based on the rules for Supporting Academic Activities in the Postgraduate Academic Guidelines of UIN SGD Bandung, the University/study programme provides opportunities for students and/or lecturers to participate in student and/or lecturer exchange programmes abroad.

The study programme has carried out various efforts to strengthen learning outcomes. Furthermore, although most of the courses are presented in Indonesian, there are several courses presented in foreign languages, such as Rules of Fiqh in SEL, which is presented in Arabic and Philosophy of SEL, which is presented in English.

These efforts are made by **MSEL** to ensure that students are adequately prepared to compete in the global scope as Sharia Legal Officers. All lecturers use references in the form of books and/or international journals in foreign languages in their courses. They may also give assignments to analyse Sharia economic law books in Arabic and to formulate them with the development of Sharia Economics globally.

MIBC

Since the Master of Islamic Broadcasting Communication programme is a part of the internationalisation plan of UIN SGD Bandung, this study programme has been designed to be an international and intercultural programme with several courses delivered in a foreign language, either Arabic or English. The profile of graduates promoted by the study programme is one of Islamic Da'wah Broadcaster, that can work in various countries and within various circles. Therefore, graduates need to be able to convey the Islam agreeably to meet different societies' needs enabling them to understand the essence of Islam.

The team of lecturers, most of whom have international experience, and the various subjects taught support the development of internationally minded students in terms of both their academic and non-academic skills. The Department has also held the International Conference on Islam in Malay World (ICON IMAD), which entered its 11th year in 2022. In this conference, academic communities from different national and foreign universities gathered to exchange and discuss ideas, and collaborate on various academic activities. This event was an opportunity for students and lecturers to broaden their knowledge, academic skills, and their networks on an international level.

Moreover, several graduates have been able to continue their studies and/or work abroad. In addition, several students are involved in collaborative research with foreign lecturers and researchers who collaborate with the study programme. According to the Academic Activity Support regulations in the UIN SGD Bandung Postgraduate Academic Guidelines, the University/ study programme provides opportunities for students and/or lecturers to participate in student and/or lecturer exchange programmes abroad.

So far, the Department has conducted lecturer exchanges by sending several lecturers to the United States and England. Although, most of the subjects of the study programme are presented in Indonesian, there are several subjects, such as Da'wah and Social Change, that are presented in Arabic and some which are presented in English, such as Textual and Contextual Da'wah Studies. Almost all lecturers have used books and/or international journals in foreign languages as references for their subjects.

Appraisal:

For **MSEL**, the programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. In the panel's view, many core topics in **MIBC** are generic in nature. For example, the content of many courses is not only explicitly religious at its core, but also applies to broadcasting in general without a specific focus. From the panel's point of view, this is a great opportunity, as the programme is actually attractive to a broad (international and also non-religious) audience. However, from the panel's point of view, this advantage and opportunity is not emphasised strongly enough. Therefore, the panel **recommends** that the HEI reflect on how it can more strongly emphasise the generic nature of the programme to provide an international perspective, and how to communicate this more transparently to interested parties.

		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

Positioning of the study programme in the educational market

MSEL

The **MSEL** programme is one of the educational programmes that has a very clear market share. Graduates have the opportunity to work as Sharia Legal Officers in a Sharia-based industry. In addition, the alumni also have additional competencies as Arbitrators in bank or non-bank financial institutions and in Sharia industrial institutions, such as Sharia tourism, Sharia hotels, and Sharia markets.

The phenomenon of the Sharia business industry has opened up a number of professional job opportunities even though it is classified as a fairly new industry both conceptually and operationally. Sharia Economics is a new field; therefore, professional human resources in the field of Sharia Economic Law are needed to run this industry. To fulfil this market need, UIN SGD Bandung has opened a postgraduate study programme in the field of Sharia Economic Law (**MSEL**), as a continuation of SEL Bachelor programme previously organised by the Faculty of Sharia and Law.

In addition to being a response to the needs of stakeholders that need professionals in the field of Sharia economic law, the opening of the **MSEL** is based on the development of Sharia knowledge and market signals for the sharia industry (job market). It is not the only study programme that offers education in the field of Sharia Economic Law; it has competitors in several other higher education institutions, either Islamic Religious Universities or Public Universities, which also provide a similar offer.

The study programme at UIN SGD Bandung, however, has different characteristics compared to other universities. Besides offering quite affordable tuition fees compared to other universities, a difference can be seen in the substance of the material offered. The MSEL study programme teaches the pure Sharia Economic Law (Fiqh Muamalah) that is needed in the Sharia industry conceptually. Thus, it has become a concentration and field of knowledge developed by UIN SGD Bandung.

Access to campus is also very easy, and **MSEL** has established various mutual collaborations with the Sharia Economic Community and National Sharia Board in order to advance the business world and the Sharia-based industry, which are one of the job markets for graduates. Therefore, all students are prepared with academic skills and work skills as Sharia Legal Officers and Sharia Analysts who also have the ability to solve Sharia Economic disputes both in a litigation and non-litigation manner.

The conception of **MSEL** has received a positive response from various Sharia industries, as evidenced by the response of Sharia industry stakeholders that provide input on its content and development. Some of the students studying at the programme are employees of Sharia

Banking, and some of its lecturers are Policy Stakeholders at DSN and/or members of the Sharia Supervisory Board (DPS) in several national banks.

Therefore, the conception of learning outcomes offered by **MSEL** has been based on the strengthening of the aspects of knowledge, skills, and attitudes.

MIBC

The Master of Islamic Broadcasting Communication programme is the only study programme that has Islamic Da'wah Broadcaster as its graduate profile and is recognised at the national level with an A accreditation from the BAN-PT (National Accreditation Body for Higher Education). It also has full-time and part-time lecturers who have research, service, and collaboration networks both at home and abroad. The study programme has no competitors in any other State University in the West Java region. Nationally, however, there are 14 similar Islamic Broadcasting Communication Postgraduate Programmes in Islamic Universities under the regulation by the Ministry of Religion. Among these programmes, UIN SGD Bandung's Master of Islamic Broadcasting Communication programme is ranked 2nd. The UIN SGD Bandung MIBC programme has the advantage of national level recognition of its Islamic Da'wah Broadcasters as well as affordable tuition fees, which are up to 50% lower than the postgraduate tuition fees of other nearby state universities.

These advantages attract students to continue their studies in this study programme. From various studies⁶ related to regional, national, and international insights on Islamic Da'wah Broadcasting, it is clear that the need for Islamic Da'wah Broadcasters is still high. The results of a tracer study show that the absorption of the MIBC's graduates in the working world accounts for 61% of the total number of graduates of Postgraduate Programmes of UIN SGD Bandung. Meanwhile, 87% of graduates work as Islamic Da'wah Broadcasters. The average waiting period for alumni to get a job is a maximum of 12 months.

Even with all this, the study programme is yet to have any international students. Based on the results of observations and surveys conducted by the study programme, this is because international students tend to show more interest in the Communication Study programme as the field of knowledge in this programme is more general. That being said, the tracer study and discussions with stakeholders have indicated that the specific profile of the Master of Islamic Broadcasting Communication Programme, which is a derivative of Islamic Da'wah Broadcasters who are essentially religious preachers are still highly needed, both in the working world and in society in general.

Graduates of this study programme also have competencies as journalists and researchers with the capabilities to observe, examine, analyse, criticise, and provide solutions for the various problems related to the profession of Islamic Da'wah Broadcaster and to the socio-religious problems. All learning processes within the programme are supported by lecturers, practitioners, and alumni who are very competent in their field. The MIBC provides various facilities that accommodate the learning needs.

⁶ See self-evaluation report p. 9

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

Both programmes

Approximately 80% of the students have found employment prior to joining the programmes. Usually, graduates were employed within six months following their graduation.

MSEL

The Sharia economic and financial industry requires professionals who understand the academic conception and professional performance in line with the system of Islamic teachings. This has provided an opportunity for MSEL to fill available job vacancies, namely by becoming a member of Sharia Supervisory Board in various Sharia Commercial Banks and in various Sharia Business Units.

In addition, graduates can also work in various conventional banking institutions that open Sharia business units. They are equipped with additional skills to become Sharia Arbitrators and Sharia Financial Analysts, two professions that play a very important role in solving Sharia economic disputes, both in a litigation and non-litigation manner. Based on the results of a tracer study conducted by the University through the Career Centre Unit of UIN SGD Bandung, 85% of **MSEL** graduates were found to have the hard skills and soft skills, that are in accordance with the market needs of the Sharia Banking industry as a Sharia Economic Law Consultant, Sharia Economic Policy Analyst, Sharia Supervisory Board⁷.

Institutionally, several Sharia industries have become academic partners of the study programme providing input on the programme curriculum to meet the needs of the industrial world. **MSEL** also involves Sharia industry practitioners in the teaching and training of Sharia industry technical work to students. The results of the tracer study and field observations in the Sharia industry give confidence to the programme that job opportunities are widely available for its graduates.

With competencies as Sharia Legal Officers and Sharia Financial Analysts, **MSEL** graduates have numerous opportunities to take part in the Sharia financial industry both in the national and international scope.

MIBC

Based on a tracer study conducted by the University’s Career Centre in collaboration with the Master of Islamic Broadcasting Communication Program, the need for the profession of Islamic Da’wah Broadcaster, both at home and abroad, is still high. The study programme holds yearly meetings with stakeholders to receive input regarding the graduate competence criteria to ensure graduates are not only proficient in Islamic Da’wah, but also in observing and analysing the various religious problems within society and presenting the results of these observations and analyses ().⁸ From the findings of the tracer study and meetings, the study programme designated its graduate profile as Islamic Da’wah Broadcaster in order to answer the market demand of the profession.

⁷ See self-evaluation report p. 13

⁸ See self-evaluation report p. 10

As the country with the largest Muslim population in the world, Indonesia needs Islamic Da'wah Broadcasters. People with the profession of Islamic Da'wah Broadcaster can also work as Religious Counsellors at the Ministry of Religion, journalists in mass media, or researchers.

Positioning of the study programme within the HEI's overall strategic concept

MSEL

Being a Centre for the study of Sharia Economic Law (Muamalah), the MSEL contributes directly and indirectly to the development of the Sharia industry and Sharia economic regulation.

The planning and development of this study programme is based on the development of the academic needs of the University from the Bachelor, Postgraduate, to Doctoral programmes, which concentrate on developing the body knowledge of Economic Law. In addition, the planning and development of this programme is to respond to the needs of the Sharia Economics industry, which continues to grow and opens up more and more professional job market opportunities for graduates.

To improve the quality of services and institutions, **MSEL** supports the achievement of the vision of UIN SGD Bandung by being actively involved in ICON IMAD, which entered its 11th year of implementation in 2022. Through this activity, students and lecturers have contributed to the achievement of UIN SGD Bandung in the best webometrics ranking at State Religious College and SINTA in 2020 ().⁹

MIBC

UIN SGD Bandung aims to become a state university based on Islamic values that produces quality graduates in terms of knowledge, skills, and attitude. The University strives to continuously improve its quality and these efforts have been rewarded with it becoming one of the best Islamic Based State University (PTKIN) in Indonesia. One of the University's efforts to realise this goal was the opening of the Master of Islamic Broadcasting Communication programme whose graduate profile, curriculum content, team of lecturers, and work programme strongly support the realization of the internationalisation of the University.

The study programme contributes to the strategic planning for the internationalisation of the university. For instance, it participates in ICON-IMAD activities, which is in its 11th year of implementation in 2022. Through this activity, both students and lecturers of the study programme contributed to UIN SGD Bandung being able to obtain the best ranked webometrics in PTKN and SINTA in 2020 ().¹⁰ In terms of education level, the study programme is an advanced level of the Islamic Broadcasting Communication Undergraduate programme, which is under the Da'wah and Communication Faculty, or the Communication Studies Undergraduate programme in general.

⁹ See self-evaluation report p. 14.

¹⁰ See self-evaluation report p. 11.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. 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 programmes' 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

Admission requirements

Both programmes

Prospective students register either directly through Administration or by downloading the registration form on the postgraduate website and mobile apps. Then, the applicants take the entrance test according to the schedule determined by the selection committee. The exam is a Computer-Based Test (CBT). After the prospective students are declared to have passed the CBT exam, the next test is a competency test, which is carried out using a direct interview process.

This step intends to find out the competencies and basic orientation of prospective students, and their commitment to academic development and the profession to be developed. Specifically, the requirements that must be met by each applicant are as follows:

1. Hold a bachelor's degree with a minimum GPA of 2.75, preferably from the Department/Bachelor of SEL;
2. Complete the registration form and pay the registration fee according to the applicable regulations;
3. Writing a research proposal as a thesis material (tentative) in accordance with the theme related to the field of study;
4. Attach bachelor's degree certificates, transcripts, and recommendations from lecturers of the Bachelor Programme, as well as TOEFA and TOAFL scores organised by the Language Centre of UIN SGD Bandung with minimum scores of at least 450. TOEFA and TOAFL are Arabic and English language proficiency tests, which are internal to UIN SGD Bandung.

The Academic Guidelines at the University and Ministry levels include information on new student registration rules, which generally only regulate the mechanism for new student admissions. Therefore, the Postgraduate programme Director's Decree is the main reference in the new student registration process. The Rector's Decree determines whether a student is accepted or not, taking into account the data determined by the Postgraduate Director according to the registration process that prospective students have passed.

Counselling for prospective students

MSEL

The recruitment process in the **MSEL** is carried out in several ways:

1. Socialisation and publication of the profile of graduates, who are able to become activists in the Socio-Economic Community and Sharia Banking, which can be accessed in the Postgraduate web and mobile apps;

2. Promotion, especially to undergraduate students majoring in Economics, Sharia Economic Law, and Banking both within UIN SGD Bandung and at various Islamic College / State Islamic Institute / State Islamic University throughout Indonesia;
3. Increasing the intensity of involvement of lecturers, education staff, students, and alumni in promoting the existence of Sharia Economic Law in various disciplines in society through Student Creativity Programme and other activities.

The entire recruitment process conducted by the study programme can be accessed freely on the postgraduate website¹¹. In addition, prospective students who need a direct explanation related to the prospects, status, procedures, and progress of the programme can contact the Admin contact or Postgraduate contact. In addition, each prospective student can obtain information on information services directly through the Secretariat of New Student Admissions.

Interested students often ask about the job prospects of graduates, tuition fees, and the guidance process. In general, **MSEL** has prepared the answers to frequent questions both orally and in written form, including online, so that the needs of prospective students can be responded to properly. Its staff are responsible for answering questions asked via chat addressed to the programme, which are always double checked by the study programme to ensure questions are answered completely.

MIBC

Interested parties can learn about the Master of Islamic Broadcasting Communication programme at a glance through the website and postgraduate mobile app. Leaflets and programme awareness is also delivered by the study programme to undergraduate students. The aspects that need specific explanation include possible career paths, and the curriculum. The lecturers can be contacted directly or online via the study programme's Whatsapp chat feature and the Postgraduate Whatsapp chat. These contact numbers are listed on the website and postgraduate mobile application.

In addition, interested parties can directly visit the Postgraduate Office/Building in the UIN SGD Bandung Campus II located at Jalan Cimencrang, Panyileukan, Cimencrang, Gedebage, Bandung City, West Java 40292 during working hours (08:00 - 16:00) to receive information regarding new student registration.

Selection procedure

Both programmes

The selection of new students consists of three stages, namely:

1. Selection of completeness of administration files
 - The selection of completeness of administrations files is carried out by assessing the entirety of the files, taking into account the Undergraduate Diploma and Transcript.

¹¹ <https://pps.uinsgd.ac.id/>

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

- The test or selection is held as an effort to filter qualified prospective students;
- English and Arabic Language Tests are required; and
- For **MIBC** students: The Academic Potential test (TPA), created specifically by the ULP Faculty of Psychology team, identifies the qualification needs of students of the Master of Islamic Broadcasting Communication Programme.

3. Interview on scientific competencies specifically related to research plan in the field of Islamic Broadcasting Communication

- Students who pass the language tests and TPA will be tested for academic ability in research and mastery of Islamic Broadcasting Communication theory through an interview and evaluation of the proposal submitted by the prospective student.

The portion (quota) provided for each class is 20-25 students. The selection stages are published; thus, all prospective students are clearly informed about the fixed schedule and procedures that must be followed.

Professional experience

Both programmes

Based on the Decree of the Director of Postgraduate Programmes concerning the committee of new student admissions¹² for Postgraduate and Doctoral levels, prospective students who register to the study programmes are not required to have professional experience. However, applicants who have academic linearity with this field of science will be prioritized.

MSEL

Students who have no academic linearity and are admitted to **MSEL** will undergo an assessment of academic competencies in the field of Sharia Economic Law and Sharia Banking. Then, these students must take part in the Matriculation programme in the field of Sharia Economic Law and Sharia Banking.¹³

The standardisation of the assessment of prospective students is intended as a form of standardisation of basic competencies that must be possessed by every student. Standardisation of these competencies is part of preparing students' academic and non-academic competencies in accordance with the world of work, which, here, is in Sharia-based industries, such as banks or non-banks, or institutions that have relations with Sharia industries, such as the Council of Indonesian Ulama and the Sharia Arbitration Board, which are among the **MSEL** stakeholders.

¹² Number: 203/Un.05/PPs/KP.07.6/04/2021

¹³ as stated in the Decree of the Postgraduate programme Director Number: 203/Un.05/PPs/KP.07.6/04/2021 concerning the Committee of New Student Admissions for Postgraduate and Doctoral Level.

MIBC

Professional experience is certainly a benefit for prospective students. As the Islamic Broadcasting Communication study programme is a master's programme that does not require any professional experience, students are also not required to take in an internship programme. Nevertheless, the study programme has established Memoranda of Association (MoAs) with various Islamic Da'wah Institutions, broadcasting institutions, and mass media.¹⁴ Several practitioners from mass media and broadcasting institutions are also part-time lecturers in the study programme.

Ensuring foreign language proficiency

Both programmes

Based on the UIN SGD Bandung and Postgraduate Academic Guidelines, prospective students are required to have Arabic and English language skills. Therefore, for registration a minimum score of 450 for both TOEFL and TOAFL required in order to be considered for acceptance.

The development scheme of foreign language skills is carried out in order to meet the demands for standardisation of the minimum score for TOAFL and TOEFL at the time of completion of studies (a required minimum score of 500). The fulfilment of this minimum standard can be completed via TOAFL organised by the University internally, or from institutions providing TOEFL ITP/iBT tests, which are officially held by ETS through various credible language institutions.

MSEL

The standard ability in Arabic and English is schematically developed further in a formal and informal manner. Formally, each student is given an English matriculation programme conducted by the postgraduate and training programmes organised by the University, while informally, all students join study clubs, developed by the Postgraduate Student Forum, and language courses available both inside and outside the University.

MIBC

In order to further improve the students' foreign language abilities, the study programme, in collaboration with the UIN SGD Bandung's Language Centre, provides English and Arabic training for students. Previous students have also established a Language Club. Activities held within this club are expected to help students meet the graduation requirements.

¹⁴ See self-evaluation report p. 13.

Transparency and documentation of admission procedure and decision

Both Programmes

Regulations related to New Student Admission are based on Chapter II of the Academic Mechanisms of Point A regarding the Student Recruitment Process, Postgraduate Academic Guidelines of UIN SGD Bandung. Prospective students can download the regulations from the web and mobile apps or view them through the brochure provided by the study programme. After the selection process has been completed, students can check the results of the admission selection on the postgraduate web and mobile apps via their individual accounts.

Through the official postgraduate WhatsApp chat, applicants can ask questions or make complaints about the results of the admission selection.

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 the HEI 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 ensure that students are able to successfully complete the study programme.

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		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

MSEL

The distribution of courses in the MSEL are as follows:

Table 3: Curriculum Structure of the Sharia Economic Law Master Program

Semester I					
No	Course Code	Courses	Credits	Compulsory/Elective	Assessment
1	HESS22313	Rules of Fiqh in SEL	3	Compulsory	Oral examination and presentation, case analysis
2	HESS22103	Philosophy of SEL	3	Compulsory	Written examination, essay writing, and paper writing
3	HESS22107	Tafsir Ahkam fi-Muamalah	3	Compulsory	Written examination, oral examination, and paper writing
4	HESS22106	Hadith Ahkam Muamalah	3	Compulsory	Written examination, oral examination, presentation and paper writing
5	HESS22102	USul Fiqih fi al-Muamalah	3	Compulsory	Written examination, presentation, case analysis
6	HESS22101	History of Thought and Institutions of Sharia Economic Law	3	Elective	Oral examination, essay writing, paper writing, case analysis
	HESS22104	Compound Contract Law			
Number of Credits				18	

Semester II					
No	Course Code	Courses	Credits	Compulsory/Elective	Assessment
1	HESS2207	Sharia Contract Law	3	Compulsory	Written examination, presentation, and paper writing
2	HESS2208	Law of Investment and Sharia Capital Market	3	Compulsory	Field practice
3	HESS21501	Research Methodology of SEL	3	Compulsory	Research proposal
4	HESS2210	Legislation and Sharia Economic Fatwa	3	Compulsory	Presentation and case analysis
5	HESS2605	Legal Theories	3	Compulsory	Oral examination, presentation, and paper writing
6	HESS2606	Comparison in SEL	3	Elective	Field practice
	HESS2607	Crisis Analysis of Sharia Economic Fatwa			
Number of Credits			18		

Semester III					
No	Course Code	Courses	Credits	Compulsory/Elective	Assessment
1	HESS2316	Law of Procedures for the Settlement of Sharia Economic Disputes	3	Compulsory	Written examination, essay writing, paper writing, case analysis
2	HESS2318	Contemporary Issues of SEL	3	Compulsory	Written examination and case analysis
3	HESS2319	Product Innovation of Sharia Financial Institutions (LKS)	3	Compulsory	Mini research
4	HESS2315	Politics of SEL	3	Compulsory	Mini research

5	HESS2317	Professional Ethics of SEL	3	Compulsory	Written examination and essay writing
6	HESS2323	Sociology and Anthropology of SEL	3	Elective	Mini research
	HESS2324	Criminal Law of Sharia Economy			
Number of Credits				18	

Semester IV					
No	Course Code	Courses	Credits	Compulsory/Elective	Assessment
1	HESS2420	Thesis	10	Compulsory	Presentation, proposal, and thesis
Number of Credits				10	
Total number of Credits				64	

The **MSEL** curriculum is designed based on academic and skill development. To meet these competency qualifications, the course structure is classified into basic, advanced, and elective courses, which are presented in various learning models, such as tutorials, courses, and trainings, as stated in the National Standard for Higher Education (SN-DIKTI) and KKN1.

The classification of the courses is based on the profile needs of the MSEL students who must have academic insight and the skills to plan, analyse, compile, and solve Sharia industry problems comprehensively through Sharia scientific approaches, Islamic teachings, and professions as determined by the Directorate of Islamic Religious Higher Education year 2018. Therefore, all of the courses presented in **MSEL** curriculum match the profiles and competencies of its graduates.

The relationship between Graduate Learning Outcomes and Course Learning Outcomes can be seen in the table below.

Table 4: Description of Courses of the Sharia Economic Law Master Program

No.	Course	Course Learning Outcomes	Description of Course Learning Outcomes	Learning Methods	Language of Instruction
1	Rules of Fiqh in SEL	Able to apply the principles and rules of SEL with the development and needs of the Sharia industry in a comprehensive manner	Developing the concept of SEL principles that are in line with the needs of the Sharia economic market	Discussion, question and answer, exercises and analysis	Arabic and Indonesian

2	Philosophy of SEL	Able to deeply understand the foundation of the legal philosophy of Sharia Economic industry	Developing an SEL epistemological foundation that is in line with the Sharia economic and financial industry	Discussion, question and answer	English and Indonesian
3	Tafsir Ahkam fi- Muamalah	Able to understand and explain the basics of economic law in the Qur'an as a source of law	Developing the basics of Sharia economics from original sources that are in line with the industrial world and Sharia economic law	Discussion, question and answer	Arabic and Indonesian
4	Hadith Ahkam Muamalah	Able to understand and explain the development of thought of classical and modern economic law from the perspective of Economic Law model	Developing an economy that is connected to the contemporary world	Discussion, question and answer	Arabic and Indonesian
5	Ushul Fiqih fi al-Muamalah	Able to understand and operationalise ushul fiqh as a theory of istinbath al ahkam in depth in the contemporary Sharia financial industry	Managing and solving contemporary economic and Sharia financial industry problems	Discussion, question and answer	Arabic and Indonesian
6	History of Thought and Institutions of Sharia Economic Law	Able to understand the development design of SEL thought	Developing the construction of Sharia economic law and social institutions of Sharia economics	Assignment	English and Indonesian
7	Compound Contract Law	Able to create and operate multiple contracts	Managing and solving the implications of contracts and	Assignment	Indonesian

			multi-contract differences		
8	Sharia Contract Law	Able to understand the basic concepts of Sharia contract law	Carrying out the multi-contract model in the process of economic and Sharia financial transactions	Assignment	Indonesian
9	Law of Investment and Sharia Capital Market	Able to understand the development of economic industry and economic market	Managing economic resources as an economic asset and market economy	Discussion, question and answer	Arabic and Indonesian
10	Research Methodology of SEL	Able to analyse changes in SEL and changes in the financial industry globally	Solving social problems in the economic field with a mono-discipline and multi-disciplinary approach	Assignment	English and Indonesian
11	Legislation and Sharia Economic Fatwa	Able to understand the operational regulations of the Sharia financial industry	Managing legislation as an instrument of Sharia economic existence	Assignment	Indonesian
12	Legal Theories	Able to apply legal theories in multiple cases	Developing Economic Law models that are in line with the needs of economic transactions	Analysis	English and Indonesian
13	Comparison in SEL	Able to understand and have the ability to classify different SEL implementation models	Managing and solving different perspectives on the economic industry	Discussion, question and answer	Indonesian
14	Crisis Analysis of Sharia Economic Fatwa	Able to analyse the development of fatwas in the Sharia financial industry	Solving economic problems and supervision of Sharia banking	Assignment	English and Indonesian
15	Law of Procedure for the Settlement	Able to have formal legal knowledge on	Solving economic problems with	Assignment	English and Indonesian

	of Sharia Economic Disputes	the Sharia industry	litigation and non-litigation procedures		
16	Contemporary Issues of SEL	Able to investigate the development and implementation model of contemporary Sharia industry	Economic transaction modelling	Discussion, question and answer	Indonesian
17	Product Innovation of Sharia Financial Institutions (LKS)	Have knowledge of innovations of Sharia financial industry products	Economic products in the Sharia economic system	Assignment	English and Indonesian
18	Politics of SEL	Able to understand the theory and model of Sharia economic policy	Designing economic buildings through the policy instruments of legal politics	Assignment	English and Indonesian
19	Professional Ethics of SEL	Have professional knowledge and integrity	Applying economic norms holistically	Question and answer, analysis	English and Indonesian
20	Sociology and Anthropology of SEL	Able to understand the theories of socio-economic changes in the Sharia industry	Solving Economic Behaviour and making economic choices in living systems	Question and answer, analysis	English and Indonesian
21	Criminal Law of Sharia Economy	Able to understand formal law in Sharia industry	Identifying violations in the economy	Question and answer, analysis	English and Indonesian
22	Thesis	Able to design and apply research in the form of a thesis proposal and to present it with responsibility and ethics.	Understanding, explaining and being responsible for research proposals which will become a thesis	Assignment	

MSEL provides courses that offer aspects of knowledge, skills and attitudes that encourage the achievement of the graduate profile of Sharia Legal Officers and Sharia Financial Analysts.

The course Tafsir Ahkan and Hadith Ahkam are the main courses and are the roots of the growth and development of other conceptions, both in the form of fiqh and legal methodologies, which have led to the legal products that are used in Sharia industries.

In this aspect, students of the study programme who already have scientific insight are also encouraged to have legal skills in the field of Sharia Economic Law. Through a number of courses presented, such as Contemporary Issues, Product Innovation of Sharia Financial Institutions, Politics of SEL, and Legal Theories, students are not only equipped with legal skills, but also with ways to improve their practical abilities in applying the principles of Sharia Economics, operating Sharia contract models, and solving Sharia economic problems that are vulnerable to change.

The group of courses (basic and advanced) equips every student with the analytical skills in the field of Sharia Economic Law. Students are also given guidance in developing the skill of writing research reports (thesis). Thesis writing accounts for ten credits, and each student is encouraged to complete a thesis in one semester in which the object of the study is suitable with the scientific competencies of **MSEL**.

To ensure the accuracy and quality of thesis research, students are required to participate in a guidance programme with the academic supervisors and co-supervisors according to the respective discipline and object.

Students must consult with their supervisors at least ten times in one semester. This is part of the MSEL's efforts to encourage students to graduate on time. In addition, it makes the accuracy and quality of research measurable.

All programmes offered are the educational schemes implemented by the study programme so that each graduate can achieve the qualifications of Sharia Legal Officer and Sharia Financial Analyst with additional competencies as a Sharia Arbitrator who has scientific insight and is guided by professional and Islamic values when carrying out the work.

MIBC

Distribution of subjects in the Master of Islamic Broadcasting Communication programme is as follows:

Table 5: The Master of Islamic Broadcasting Communication programme Curriculum Structure

Semester I					
No.	Subject Code	Subject Name	Credits	Mandatory/ Optional	Assessment
1	MKKU0002	Prophetic Communication	3	Mandatory	Oral exams and presentation
2	MKKP00011	Philosophy and Communication Theory	3	Mandatory	Written exams, essay, and academic paper

3	MKKP00013	Communication Psychology	3	Mandatory	Written and oral exams, and academic paper
4	MKKP00012	Sociology Anthropology Communication	3	Mandatory	Written and oral exams, presentation and academic paper
5	MKKU0003	Textual & Contextual Da'wah Studies	3	Mandatory	Written exams, presentation, preaching (da'wah), news writing
6	MKKP00015	Religion, Society and Media	3	Mandatory	Oral exams, essay, and academic paper
Total Credits for Semester I				18	
Semester II					
No.	Subject Code	Subject Name	Credits	Mandatory/Optional	Assessment
1	MKKU0008	Rhetoric and Theory of Da'wah	3	Mandatory	Written exams, presentation, and academic paper
2	MKKU0009	Islamic Broadcasting Communication Research Methodology	3	Mandatory	Written exams, academic paper, and proposal
3	MKKU0001	Da'wah Ethics and Philosophy	3	Mandatory	Written exams, presentation, and academic paper
4	MKKU0005	Da'wah and Social Change	3	Mandatory	Oral exams, news writing, and preaching (Da'wah)
5	MKKL00001	Gender Communication	3	Optional	Oral exams, presentation, and academic paper
6	MKKL00002	Business Communication	3	Optional	Oral exams, presentation, and academic paper
Total Credits for Semester II			18		
Semester III					

No.	Subject Code	Subject Name	Credits	Mandatory/ Optional	Assessment
1	MKKU0006	Law and Ethics in Broadcasting	3	Mandatory	Written exams, essay, and academic paper
2	MKKP00014	Inter-religion Communication	3	Mandatory	Written exams and academic paper
3	MKKU0007	Multimedia Journalism	3	Mandatory	Written exams, news writing, and academic paper
4	MKKU00010	Monograph of Da'wah	3	Mandatory	Written exams, essay, and academic paper
5	MKKL00003	Mass Communication	3	Optional	Written exams, news writing, and essay
6	MKKL00004	Media Studies	3	Optional	Written exams, news writing, and essay
Total credits for Semester III				18	
Semester IV					
No.	Subject Code	Subject Name	Credits	Mandatory/ optional	Assessment
1	MKKU00011	Thesis	10	Mandatory	Presentation, proposal, and thesis
Total Credits for Semester IV				10	
Total Credits				64	

The Master of Islamic Broadcasting Communication programme has a curriculum consisting of several types of subjects that have specific learning objectives and competences to support the achievement of the Graduate Learning Outcomes (CPL).

Each subject has Subject Learning Outcomes that specifically equip and direct students to achieve competencies and skills according to the graduate profile and qualification. The following table contains a general description of the Subject Learning Outcomes and the learning model of each subject.

Table 6: The Master of Islamic Broadcasting Communication programme Subject Descriptions

No.	Subject Name	Subject Learning Outcome	Subject Learning Outcome Description	Learning Method	Language of Instruction
1	Prophetic Communication	Understand and interpret prophetic communication theories related to Islamic Broadcasting Communication	<p>Explain the meaning of prophetic communication</p> <ul style="list-style-type: none"> Analyse prophetic communication concepts 	Discussion and Question & Answer	English and Indonesian
2	Philosophy and Communication Theory	Understand and summarise the relation between philosophy and communication sciences	<ul style="list-style-type: none"> Explain the relationship between philosophy and communication theories along with its practical examples Summarise the basic thoughts of philosophers regarding the process, purposes, and forms of human communication 	Discussion and Question & Answer	English and Indonesian
3	Communication Psychology	Understand and indicate psychological aspects in the communication process	<p>Explain the role of psychology in communication</p> <ul style="list-style-type: none"> Indicate the psychological aspects that affect a form of communication through case examples. 	Discussion and Question & Answer	English and Indonesian
4	Sociology and Anthropology Communication	Understand and apply the fields of study of Sociology and Anthropology in interpreting communication processes.	<p>Explain the similarities and differences of Sociology, Anthropology, and Communication studies.</p> <ul style="list-style-type: none"> Explain the relationship and/or influence of Sociology and 	Discussion and Question & Answer	English and Indonesian

			Anthropology studies in the interpretation of a form of communication.		
5	Textual & Contextual Da'wah Studies	Analyse Da'wah studies textually and contextually	<p>Identify the object of Da'wah studies</p> <ul style="list-style-type: none"> • Explain and examine the study of Da'wah both textually and contextually 	Case study	Arabic and Indonesian
6	Religion, Society and Media	Understand religion, society and media	<ul style="list-style-type: none"> • Explain the meaning of religion, society and media <p>Accurately describe religion, society and media</p>	Case study	Indonesian
7	Rhetoric and Theory of Da'wah Messages	Understand Da'wah rhetoric and theory of Da'wah messages	<p>Identify Da'wah rhetoric and theory of da'wah messages</p> <ul style="list-style-type: none"> • Analyse Da'wah rhetoric and theory of Da'wah messages 	Assignments	Arabic and Indonesian
8	Islamic Broadcasting and Communication Research Methodology	Apply the correct Islamic Broadcasting and Communication research methodology	<p>Understand how to compile a research proposal</p> <p>Understand the appropriate Islamic Broadcasting and Communication Research Methodology</p> <ul style="list-style-type: none"> • Implement the result of the research design 	Assignments	English and Indonesian
9	Da'wah Philosophy and Ethics	Understand the responsibilities and ethics of Da'wah	<p>Identify the responsibilities and ethics of Da'wah</p> <ul style="list-style-type: none"> • Understand the differences in responsibilities 	Discussion and Question & Answer	Arabic and Indonesian

			and ethics of Da'wah		
10	Da'wah and Social Change	Analyse Da'wah according to social change	<p>Implement Da'wah in accordance to social change</p> <p>Understand the appropriate methods of Da'wah</p> <ul style="list-style-type: none"> • Implement the results of the Da'wah design in accordance with social change 	Case study	Arabic and Indonesian
11	Gender Communication	Understand effective communication regarding gender	<p>Identify effective communication regarding gender</p> <ul style="list-style-type: none"> • Understand effective communication regarding gender 	Assignments	English and Indonesian
12	Business Communication	Implement effective communication about business	<p>Identify effective business communication for journalists</p> <ul style="list-style-type: none"> • Understand effective business communication 	Assignments	English and Indonesian
13	Law and Ethics in Broadcasting	Understand responsibilities and ethics in broadcasting	<p>Identify responsibilities and ethics in broadcasting</p> <ul style="list-style-type: none"> • Understand responsibilities and ethics in broadcasting 	Discussion and Question & Answer	English and Indonesian
14	Inter-religion Communication	Analyse effective inter-religion communication	<p>Identify effective inter-religion communication</p> <ul style="list-style-type: none"> • Implement effective inter-religion communication 	Assignments	English and Indonesian

15	Multimedia Journalism	Implement effective methods of communication as a journalist	Identify effective communication of journalists • Understand effective communication of journalists	Assignments	English and Indonesian
16	Monograph of Da'wah	Design and apply Da'wah in detail	Understand Da'wah in detail Explain Da'wah in detail • Analyse Da'wah in detail	Discussion and Question & Answer	English and Indonesian
17	Mass Communication	Understand effective mass communication methods	Identify effective mass communication • Understand effective methods for mass communication	Assignments	English and Indonesian
18	Media Studies	Understand knowledge of media	Understand what media is • Understand the concepts of media	Assignments	English and Indonesian
19	Thesis	Design and implement research in the form of a research proposal and present it responsibly and ethically.	Understand the methods of writing a proposal Explain the research proposal • Present the research proposal	Assignments	

Students become competent Islamic Da'wah Broadcasters through the subjects Prophetic Communication; Communication Psychology; Sociology and Anthropology Communication; Religion, Society, and Media; Rhetoric and Theory of Da'wah; Da'wah Philosophy and Ethics; Inter-religion Communication; and Monograph of Da'wah. Meanwhile, students' research abilities are enhanced through the subjects of Philosophy and Communication Theory; Textual and Contextual Da'wah Studies; Islamic Broadcasting Communication Research Methodology; and Da'wah and Social Change.

In addition, the study programme also equips students with interdisciplinary thinking as can be seen in the learning outcomes of the subjects Law and Ethics in Broadcasting and Media Journalism. The majority of the lecturers use discussion and Q&A learning methods with the purpose of equipping students with the abilities needed to become Islamic Da'wah Broadcasters. Those learning methods used to give more challenges and curiosity to the students. For the writing and publication of the thesis, the study programme has guidelines for Thesis and Dissertation Writing, which are delivered by the lecturers during the Thesis subject. Reading and understanding these guidelines is compulsory for students to ensure they produce research that is in accordance with the University requirements and, of course, is of high quality.

To ensure the accuracy and quality of research, students are required to meet with their academic supervisors (DPA) and thesis co-supervisors a minimum of ten times within the semester. The frequency of these meetings also encourages students to complete their studies on time. The study programme ensures that the students' thesis supervisors are lecturers whose expertise is in accordance with the students' research topic, so that the accuracy and quality of the research results are measurable.

After two years with these various learning models, students can become Islamic Da'wah Broadcasters who are not only competent in communicating Islamic values, but are also capable of observing, studying, analysing, resolving, and presenting various religious and social issues to society based on logical thinking and scientific methods.

Rationale for degree and programme name

MSEL

The nomenclature of the **MSEL** and the title associated with it have been determined based on the Regulation of the Minister of Religious Affairs number 38 of 2017 which is an amendment to Minister of Religion Regulation number 33 of 2016. The name of the study programme is the Sharia Economic Law Postgraduate programme with a Master of Law (M.H.) degree. The designation of this degree is accompanied by a Diploma Companion Certificate which shows the competencies of graduates as a Postgraduate of Islamic Law.

MSEL is a continuation of the SEL Bachelor programme at the undergraduate level (Indonesian National Qualifications Framework level 6). It is in line with the learning outcomes so that those students are able to become Sharia Legal Officers with additional competencies as Researchers and Sharia Financial Analysts in the field of Sharia Economic Law who can contribute to the economic development of society at large.

MIBC

Based on the Regulation of the Minister of Religion Number 33 of 2016 concerning the Division and Academic Title of the Study Programme, the name of the study programme is Islamic Broadcasting Communication (KPI), with the degree M.Sos. (Master of Social Affairs). This degree is in accordance with the Master of Islamic Broadcasting Communication programme because it correlates with the development of the Islamic Broadcasting Communication Undergraduate programme (KKN level 6) and is in line with the Graduate Learning Outcome, which is Islamic Da'wah Broadcaster.

Integration of theory and practice

MSEL

The relevance of the substance of theoretical and practical courses in the **MSEL** is shown in the substance of the material of each course, which integrates its theory and practice. For example, in the course Rules of Fiqh in MSEL, the lecturer delivers the learning materials theoretically. Then the lecturer implements them by simulating legal innovation formulations or resolving Sharia economic disputes through observations of fatwa making procedures in fatwa institutions, analysing Sharia industrial products in banks and non-banks, such as analysis of Sharia multi-contract products, or solving Sharia economic disputes through litigation or non-litigation.

This learning model supports the achievement of the learning outcomes of Sharia Legal Officers, Sharia Financial Analysis, and Sharia Arbitrators. This learning model requires lecturers to have operational and professional skills in the field of Sharia economics and economic institutions. Therefore, courses, which have practical content, are handled collaboratively between academic and professional lecturers.

This collaboration can be seen in the formulation of the Semester Learning Plan and modules prepared by the lecturers. It can also be seen in the structure of the learning outcomes, description of courses, Course Learning Outcomes, teaching materials, learning methods, time, assessment criteria, grades and teaching resources. The relationship between these can be seen in the learning outcomes and learning methods contained in the Semester Learning Plan.

MIBC

The relevance of theoretical and practical lecture substance in **MIBC** can be seen from the substance of the materials in each subject, which integrate theory and practical examples. For example, in the subject of Prophetic Communication, the lecturer delivers the materials on the subject of Prophetic Communication theoretically. The lecturer also has practical experience as an Islamic Da'wah Broadcaster which enables him or her to provide practical examples. The example is in accordance with the description of the Subject Learning Outcome of the Prophetic Communication subject, which is to explain the meaning of Prophetic Communication and to analyse the concepts of Prophetic Communications.

Another example is in the subject of Multimedia Journalism. The relevance of theoretical and practical lecture substance can be seen in the description of the Subject Learning Outcomes of Multimedia Journalism. The outcomes of this subject are to identify effective communication as a journalist and understand effective communication as a journalist. The lecturers in charge of this subject are full-time and part-time lecturers who are also journalists. Evidence of practical delivery of the materials can be seen from the Semester Learning Plans (RPS) and modules prepared by the lecturers. The structure of the Semester Learning Plans includes the Graduate Learning Outcomes, the description of the subject, the Subject Learning Outcomes, learning materials, learning methods, time, assessment criteria, grading weights, and teaching resources. During the interview rounds in the procedure, it was remarked that the existing efforts with regard to the integration of theory and practice were too little and that a stronger integration of practice-relevant content would be desirable.

The connection between the outcomes can be seen through the construction of the Graduate Learning Outcome-Subject Learning Outcome and the descriptions of the Subject Learning Outcomes. For example, because the Graduate Learning Outcome is to become an Islamic Da'wah Broadcaster, the learning outcome of the subject refers to the achievement of this. The description of the Subject Learning Outcome is in line with the Subject Learning Outcome which then supports the Graduate Learning Outcome.

Interdisciplinary thinking

MSEL

MSEL specifically presents interdisciplinary courses related to Islamic insights, technology, and critical thinking. The development of the Sharia industry on the national and global scope is presented through the Matriculation programme required of all new students during orientation. The matriculation is an onboarding programme to ensure that the students from different disciplines have the same competencies as students from the Sharia Economic Law field.

Academic and professional lecturers are in charge of **MSEL**. In addition, students are also given the opportunity to determine their additional competencies by choosing three elective courses (nine credits) from the total six elective courses offered. These courses are offered to provide a more comprehensive scope of the general insight related to the achievement of graduate competencies, which include the ability to solve Sharia economic law problems comprehensively and develop Sharia economic law.

This ability is obtained from the learning process of the courses Philosophy of SEL, Crisis Analysis of Sharia Economic Fatwa and/or Sociology and Anthropology of SEL.

MIBC

The Master of Islamic Broadcasting Communication programme offers Matriculation subjects which include Islamic Insights, Philosophy of Science, Scientific Foundations of Communication, and Academic Writing. These subjects are offered before the start of study to synchronise the perception of the materials and flow of study in the study programme. The study programme also offers several optional subjects, which give students the opportunity to master additional skills and competencies. Such subjects include Political Communication and Gender Communication, which are provided as additional subjects and are taught by lecturers with qualifications and experiences in accordance with the subject. In contrast, the subjects of Philosophy and Communication Theory and Da'wah Philosophy and Ethics are given to provide general knowledge on the philosophical and theoretical bases of thinking about communication and da'wah.

Ethical aspects

MSEL

Ethics in **MSEL** are communicated through academic and non-academic processes. Academically, ethics are presented through the provision of the courses, SEL Philosophy and

SEL Professional Ethics. Meanwhile, non-academic ethical aspects are introduced in the internalisation process of Islamic ethics through the role of social behaviour (uswah hasanah) in educational services. Academic ethical aspects, apart from being written in the Academic Guidebook, are also displayed on banners so that the entire academic community can uphold and obey them together.

The Postgraduate programme and **MSEL** commitment to upholding academic ethics normatively includes the guarantee of 16 meetings, consisting of 14 lessons, one Mid-Term Examination and one Final Examination. If the number of meetings is not fulfilled, the lecturers are obliged to add more learning hours before the final evaluation is carried out. An additional form of ethics implemented is a plagiarism check. Students who have plagiarism-check results of more than 20% are not allowed to take the final exam.

MIBC

The Master of Islamic Broadcasting Communication programme offers the subjects of Philosophy and Theory of Da'wah and Law and Ethics of Broadcasting as the ethical aspects that support the Graduate Learning Outcomes. These subjects are offered both as basic courses and as advanced courses. The ethical aspects are stated in the Academic Guidelines, which are delivered during the orientation activities of the study programme. In addition, standing banners about academic ethics have been erected at several locations around the study programme buildings and lecture halls.

Academic ethics includes the obligation to check for plagiarism through Turnitin with a maximum result of 20%, as stated in the Postgraduate Academic Guidelines Chapter V Point C for the thesis drafts. Students must also meet the Mendeley reference writing criteria.

Methods and scientific practice

MSEL

The curriculum of **MSEL** has been designed according to the expected qualifications, in which every student is equipped with academic and work skills through courses with practical content, such as Crisis Analysis of Sharia Economic Fatwa. Practically, students learn the work skills of Legal Legislation or Fatwa Making Modelling in fatwa institutions, such as Indonesian Religious Assembly or religious community organisations.

The integration of academic skills and the work skills related to the Sharia industry creates training models for Sharia financial analysis and mediation of Sharia economic disputes. Meanwhile, development models for Sharia tourism, Sharia hotels, and Sharia markets are born from cooperation involving stakeholders, which includes **MSEL**, students, non-governmental organisations, and government agencies.

The collaborative formulation then becomes the foundation for the preparation of the entire Semester Learning Plan for each course. For example, students are encouraged to have the ability to manage scientific research from field experiences with academic training in writing scientific papers presented in the course SEL Research Methodology.

The field experience and academic writing training make it easier for MSEL students to prepare their research proposals.

The thesis examination grade is the accumulation of the scores given by each examiner. After completing all these stages, students are declared to have passed and are entitled to a Master of Law degree with the Certificate of Companion of Diplomas of **MSEL**.

MIBC

The Master of Islamic Broadcasting Communication programme offers the subjects of Islamic Broadcasting Communication Research Methodology and Textual-Contextual Da'wah Studies as a way of ensuring student's scientific abilities. In both subjects, assessment is in the form of research projects that align with the Subject Learning Outcome and Graduate Learning Outcome. The study programme prepares students to write their thesis from the very beginning of registration. For example, students are required to prepare a thesis proposal that will be presented during the interview.

The topics of scientific papers at the postgraduate level are encouraged to be novel and useful from both a theoretical and practical point of view.

Examination and final thesis

Both programmes

Based on the Postgraduate Academic Guidelines, the examination for each course is held in the form of the Mid-Semester Examination and the Final Semester Examination. The type of the examination of each course is adjusted to the Course Learning Outcomes, and may take the form of written exams, mini research, or field practice, for example.

The final assessment criteria are based on the Academic Guidelines¹⁵. In addition, the Final Semester Examination is carried out by referring to the Course Learning Outcomes of each course.

The relevance of theoretical and practical courses can be seen in the substance of the material of each course, which integrates the theory and the practical examples. If the assignment is in the form of mini research, the lecturer will guide students from the beginning of the problem formulation to the conclusion.

The lecturers' notes are used as a baseline in writing a thesis. Each lecturer has designed the Course Learning Outcomes.. This means that the outcomes have met the qualifications for achieving the learning outcomes of the programme. As for the thesis, all of the writing criteria are contained in the Guidelines for Writing Postgraduate Thesis and Dissertation. The purpose of writing a thesis is to prove students' ability to solve a research problem related to their field.

The thesis writing process, including analysis and guidance, follows the following cycle model:

¹⁵ Chapter III Point E

Figure 1: Thesis writing process



The research topics selected and discussed by students are monitored to ensure they are up-to-date, relevant, and useful to the profile of graduates and the scientific fields of **MSEL** so that the results of their research achieve the programme learning outcomes. In addition, the output of the thesis will be selected by the supervisor to be used as an article that will be submitted to a reputable journal and submitted for funding assistance to Research and Community Service Institutions (LPPM).

MSEL

The exams that must be passed by each student include Mid Term Exams and Final Semester Exams for each course, thesis proposal exams, comprehensive exams, and final thesis exams, with all of the exams being an indicator of the achievement of the Graduate Learning Outcomes and the Course Learning Outcomes. Students sometimes face obstacles completing their studies.

Students who already have a thesis proposal go through to a thesis proposal examination with three examiners who have competencies in accordance with the subject of study proposed by the student. The exam includes testing of the substance of the material by examiner one, testing of the methodological aspects by examiner two, and testing of the competence of expertise examiner three.

The three examiners give scores that are accumulated by the study programme to give a total score for the thesis proposal examination. Students who pass the examination are then guided by two lecturers. Meanwhile, those who do not pass are required to repeat the examination, which is a quality guarantee of the suitability of the study object with the achievement of the competence of **MSEL** graduates. The thesis guidance process is carried out with a minimum period of three months after passing the thesis proposal examination.

The guidance process is carried out in a planned and measurable manner, through a guidance control sheet, by two thesis supervisors proposed by **MSEL** and determined by the

Postgraduate programme Director. The guidance process covers aspects of scientific competence, methodology, and concentration of expertise. Students who have received two thesis supervisors will be validated by the programme and later tested by three lecturers different from their supervisors.

MIBC

In addition, the study programme assigns lecturers to be academic advisors from the beginning of the study. Thesis supervisors are assigned early in studies, but co-supervisors are appointed after the students have passed the thesis proposal exam. To ensure the quality of the thesis and its relation to the degree, the study programme monitors content of the thesis. Content must be related to the study program's Graduate Learning Outcomes and Thesis' Subject Learning Outcomes, which is ensured by a process of planned and structured supervision.

Generally speaking, the entire process of writing and preparing the thesis follows the rules of scientific writing determined for the postgraduate level, which can be found in the thesis and dissertation writing guidelines.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives enable students to acquire additional competences and skills.

The degrees and programme names correspond to the contents of the curriculum and the programmes' objectives.

For **MSEL**, the panel considers the amount of practical examples in courses to support the understanding of theory to be sufficient. However, the panel notes that the HEI should consider introducing a compulsory internship and implementing practical elements such as moot courts as the panel misses a clear concept with teaching and learning methods that would promote the students' employability (see condition in chapter 3.6).

For **MIBC**, the panel formed the view that there is too little practical content and elements to apply the theoretical knowledge. Therefore, they recommend the following **condition for MIBC**:

The HEI develops a concept in which it further develops the integration of theory and practice.

As examples of practical content, the panel mentions the integration of internships or practice-oriented classes in which students can work on real projects and test their knowledge.

In its statement on the report the HEI states that the theories that are learned in the classroom are implemented in teaching by conducting mini research on each topic, which are published in local, regional and international journals. The HEI explains that some of the theories are implemented in the graduates' daily work and profession, e.g. as an Islamic broadcaster,

Islamic propagator or researcher. However, the panel is not convinced with the explanation since the integration of practice (in the sense of actual professional practice) is still insufficient.

According to the panel, the existing efforts to promote interdisciplinary thinking are not sufficient, and they **recommend** that the HEI integrates more content and components to promote interdisciplinary thinking. For **MSEL**, the panel suggests the integration of comparative law as an example; for **MIBC**, they suggest international politics as an example.

In its statement on the report, the HEI states that for MSEL, courses promoting interdisciplinary thinking (e.g., International Business Law) were not popular with students and were only taken by a few or no students. In MIBC, the HEI stated that the programme is guided by the vision and mission of the HEI in terms of interdisciplinary thinking, using the verses of the Holy Quran as the basis and rule of a theoretical framework. However, these explanations are considered insufficient by the panel: If a course is unpopular, its content must be communicated or offered differently. For this purpose, interdisciplinary content can also be incorporated into existing courses. The panel declares that interdisciplinary thinking must encompass several perspectives, subjects and disciplines.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the modules, 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.

	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)			MSEL	Condition MIBC	
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

Both programmes

Projected study time	2 years (4 semesters)
Number of Credit Points (CP)	64 Credits = 92.16 ECTS
Workload per CP	170 minutes x 3 = 510 minutes
Number of modules	19
Time required for processing the final thesis and awarded CP	6 months

Structure of the study programme

Both programmes

The calculation of the credits offered by MSEL is equivalent to 92.16 ECTS with the calculation as follows:

$$\text{Total ECTS} = \frac{\left(\frac{\text{Total minutes in 1 credit}}{60 \text{ minutes}} \times 14 \text{ meetings} \right)}{27.5 \text{ hours}} \times \text{Total Credits}$$

The calculation of the load per credit is done by counting the weight of the course from the breadth and depth of the Credit points and study materials of each course based on Bloom's taxonomy, which is:

Table 7: Learning Outcomes based on Bloom's Taxonomy

LEVEL	ABILITY	LEARNING OUTCOMES
1	Knowledge	<ul style="list-style-type: none"> Naming, telling, relating, recalling
2	Comprehension	<ul style="list-style-type: none"> Summarizing, converting, defending, restating
3	Application	<ul style="list-style-type: none"> Counting, preparing, imitating
4	Analysis	<ul style="list-style-type: none"> Comparing, describing, differentiating, dividing
5	Synthesis	<ul style="list-style-type: none"> Generalizing, categorizing
6	Evaluation	<ul style="list-style-type: none"> Assessing, criticizing, argumentation

The calculation stages are as follows:

- Determining the weight of the course by determining the breadth and depth of material for each study material of each course based on Bloom's taxonomy.
Load of Course=Breadth of Material x Depth of Material

2. Determining the Course Credits is done by calculating and dividing the load of the Course by the total load of the entire course multiplied by the total credits that must be taken within one study cycle in **MSEL**.

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

MSEL

The total number of credits that each student must complete is 64 credits, which is equivalent to 92.16 ECTS, with the following details:

1. A total of ten courses (30 credits) are compulsory basic courses. The courses include basic courses whose Course Learning Outcomes ensures the learning outcomes of **MSEL**, namely, to become a Sharia Legal Officer. For example, the CPMK of the course Sharia Contract Law is intended to allow students to have academic skills regarding the basics of Sharia economics;
2. A total of five courses (15 credits) are compulsory advanced courses. Advanced courses are a group of courses supporting the basic courses to achieve the specified Learning Outcomes, for example, the course Legal Theories. Each student is required to attain the Course Learning Outcomes, which here is the ability to analyse economic policies and Sharia banking;
3. A total of six courses (18 credits) are elective courses that are optional. Elective courses are offered by **MSEL** for students according to their interests. Students are allowed to choose three elective courses from six elective courses offered by the programme. For example, the courses History of Thought and Institutions of Sharia Economic Law and Compound Contract Law are intended for students who want to explore contemporary and global issues in the field of Sharia Economic Law specifically and comprehensively;
4. The thesis (ten credits) is a course in the form of a final project that every student must fulfil in order to graduate from the study programme.

MIBC

To obtain the Master's degree, students must take and complete courses amounting to a total of 64 Credits or equivalent to 92.16 ECTS, with a composition as follows:

1. A total of seven subjects (21 Credits) are mandatory basic subjects. Basic subjects follow the main Subject Learning Outcomes ensuring the strength of the study programme's Graduate Learning Outcome (CPL), namely to train the students to become an Islamic Da'wah Broadcaster. An example subject is Prophetic Communication, which has the Subject Learning Outcome of students mastering the basics of Islamic Da'wah Broadcasting, based on Prophetics.
2. A total of seven subjects (21 Credits) are mandatory advanced subjects. Advanced subjects support the basic subjects to achieve the specified Graduate Learning Outcomes. An example subject is Philosophy and Communication Theory, in which every student is

required to have the ability to analyse communication theories in order to become an Islamic Da'wah Broadcaster.

3. A total of four subjects (12 Credits) are chosen from the optional elective subjects. Students can choose from elective subjects in accordance with their interests. Students are allowed to choose four elective subjects from nine subjects offered by the study programme. An example subject is Gender Communication, which is aimed at students who have a passion to become an Islamic Da'wah Broadcaster who is responsive to gender issues.
4. The Thesis subject (10 Credits) is the final mandatory subject. This must be completed in order for students to graduate from the study programme.

Study and exam regulations

Both programmes

The implementation of academic activities is based on the Postgraduate Academic Guidelines¹⁶, including the Postgraduate Thesis and Dissertation Writing Guidelines. It includes the contract process or lecture flow from the start to finish. Based on the Academic Guidelines, it is possible for students to accumulate experience from beyond the classroom, for instance, through internship or training, or from research at home or abroad. This concept is known as Merdeka Belajar Kampus Merdeka (Independent Learning in an Independent Campus (MBKM)). The experiences gained outside of lectures can be counted as a part of the determined subjects.¹⁷

MIBC implement the Independent learning in Independent Campus by collaboration with other university and corporations also government. The programme collaborates with corporations in media like. The Curriculum of Independent Learning in Independent Campus (MBKM) is inserted with many subjects that are provided since first semester to third semester like Law and Ethic of Broadcasting, Multiplatform Journalism etc.

The MBKM policy is implemented in the **MSEL** by presenting guest lecturers in scheduled lectures on certain subjects. Most of the MSEL students, most of whom are already working, actually need a refresher on theoretical knowledge to increase their perspective in their work. MSEL regularly presents guest lecturers to convey the latest concepts about sharia economic law. These new concepts can be implemented in semester 2. The new concepts presented are a refresher for the materials in the main (advanced) courses

After completing the entire academic process, students will obtain their final grade and their transcript. Based on the Academic Guidelines, students will receive a predicate according to stipulations in the Academic Guidelines. The calculation of credit transfers is outlined in the following distribution table:

¹⁶ Chapter III Point C

¹⁷ The guidelines of the conversion of the credits are regulated by the Rector's Decree Number B-068A/Un.05/II.2/KP.07.6/04/2021 of April 28, 2021 concerning the MBKM curriculum. The regulations regarding the transfer of credits/ learning agreements are regulated by the Rector's Decree Number B-068A/Un.05/II.2/KP.07.6/04/2021 of April 28, 2021.

Table 8: Academic Mobility programme Value Conversion

No	Description of Program/ Activity	Duration	Credit Equivalence
1	Student Exchange Program	In accordance with the agreement with the destination campus	Based on Study programme Accreditation
2	Internship	No less than 3 months	4 – 20 Credits
3	Teaching Assistance programme at an Educational Institution	No less than 6 months	Maximum of 20 Credits
4	Research Program/ Research	No less than 6 months	Maximum of 20 Credits
5	Humanity Project programmes	One or two semesters	20 Credits
6	Student Entrepreneurship programmes	6 – 12 months 6 months	20 – 40 credits 20 credits
7	Independent Study Programmes/ projects	6 months	20 Credits
8	Village Building program	6 – 12 months	20 – 40 Credits

Feasibility of study workload**MSEL**

Studies in **MSEL** can be completed within a period of four semesters, with a total of 64 credits. This number of credits provides an opportunity for students to be able to graduate in precisely four semesters. For three semesters, each student is required to take 54 credits (18 credits in each semester) and then the final semester is for the completion of a final project weighing 10 credits. This formulation is in accordance with the minimum standards of learning set by the legislation.

In order that students can graduate in accordance with the targets that have been set, **MSEL** provides a specific support system through the process of academic guidance and consultation carried out by Academic Advisory Lecturers from the first semester all the way through to the final project. The process of academic mentoring and consultation facilitates all students to complete their studies.

This support system encourages every student to complete their studies on time, because their Academic Advisory Lecturer automatically becomes a thesis supervisor. In addition, **MSEL** also provides easy access to academic administration services, both online and offline.

The results of MSEL's observations and analysis of the obstacles faced by students can be classified into two groups, academic and non-academic problems. Non-academic problems include financial constraints, which can be solved by proposing the provision of competitive grants and scholarships, while academic obstacles, such as an inability to identify problems in writing a thesis, are solved by the programme through writing tutorial writings.

Students who have difficulty achieving the minimum exam requirements are given additional learning classes and specific treatment developed by **MSEL**. All these actions are designed to reduce graduation delays.

MIBC

The Master of Islamic Broadcasting Communication programme has designed a curriculum that can be completed within three semesters, and provides a thesis writing process that begins at the time of registration and continues through to the thesis proposal. The study programme also assigns two lecturers to each student as his or her thesis supervisor. These steps are established early to ensure that students will be able to finish their studies on time.

The Academic Supervisors assigned at the beginning of the semester are also asked to counsel students on both academic and non-academic matters. The Academic Supervisor and student make an agreement about how their guidance meetings will be conducted and then use these meetings to monitor the student's progress in his or her studies. The study programme also provides an administrative service team for students, which can be contacted during working hours through a Whatsapp chat.

The study programme is also prepared with a programme scheme for students who are not able to finish their studies on time. For example, such a student could take a writing clinic programme within a certain period. Via administrative procedures, the Secretary of the study programme will remind students who have not completed their studies in a timely fashion, both informally through communication media such as Whatsapp and formally (at a certain stage) through a formal letter.

Equality of opportunity

Both programmes

Both programmes adhere to a non-discriminatory open opportunity system, in which all people who already have the academic qualifications required by the programme have the same opportunity to obtain the education and academic services, as stipulated in the University and Postgraduate Academic Guidelines. These Guidelines do not discriminate prospective applicants from the aspect of ethnicity, race, and gender, so that anyone who meets the stipulated requirements can become a student of the programme.

UIN SGD Bandung openly provides opportunities for students with special needs to continue their studies in the study programme. For example, the University provides facilities for the disabled in the form of paths, sidewalks, elevators, and bathrooms that are friendly to people with disabilities. Meanwhile, in exam activities, the University provides an exam companion facility (reader) to assist students with disabilities in taking exams. The University, through the Psychological Service Unit also provides psychological consultation services for all students who have special conditions, such as students from broken homes, single parents, or foreign students who experience problems with their social environment.

Of equal importance is the fact that the University provides various scholarship programmes to all students, regardless of physical or social backgrounds, who meet the requirements.

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assign Credit-Points (CP) per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. For **MIBC**, the panel notes that changing the order from more general to more specific content would contribute to an improvement in the structure. For example, mass communication should precede the content on gender business communication.

There are legally binding study and exam regulations, which contain all necessary rules and procedures. 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 degrees and periods of study at other HEIs is regulated.

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. The HEI 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, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

3.3 Didactical concept

Logic and plausibility of the didactical concept

MSEL

Learning in the **MSEL** programme is carried out using a Student-Centred Learning (SCL) approach. The selection of learning models is determined based on the Course Learning Outcome that has been predetermined by the lecturer, which is based on the Graduate Learning Outcome qualifications of **MSEL**. The learning models implemented by the programme include assignments, mini research, and practice in the field. Examples of these activities include exploratory assignments on Sharia Economics Law cases, case studies of Sharia Economic disputes, and Sharia Economics Law development model projects.

The choice of the learning model is based on the characteristics of the course, the breadth and depth of the material, and the competencies to be achieved as set out in the Graduate Learning Outcome. During the pandemic, the learning process has been carried out online with a blended learning model using the e-knows platform that is easily accessible by lecturers and students through their respective accounts.

In the course on Contemporary Issues of Sharia Economic Law, the lecturers use an assignment¹⁸, because the Course Learning Outcome requires analysis of a developing issue. An example is the spread of online shopping, the lecturer and students conduct case analysis and case solving, then find the solution or alternative answer models.

MIBC

The learning style in the Master of Islamic Broadcasting Communication programme is the Student-Centred Learning (SCL) approach, which is implemented through various learning methods, such as lectures, assignments, training, projects, mini research, case studies, inquiries, active learning, and group discussions. The selection of the learning methods is based on the characteristics of the subject. This has implications for the assessment models, which are specific for each subject, but all support the achievement of the Graduate Learning Objectives.

The methods chosen provide students with the opportunity to practice directly as Islamic Da'wah Broadcasters, as well as sufficient theoretical knowledge to achieve the Graduate Learning Objectives. For example, conducting mini research projects allows students to be stimulated by various research issues connected to the profession of Islamic Da'wah Broadcaster in certain locations, which simultaneously encourages the achievement of the Graduate Learning Objectives.

To accommodate the current pandemic situation, the learning model of blended learning has been implemented situationally based on the Rector's Decree. Blended learning is conducted by using the platform e-knows which can be easily accessed by lecturers and students through their individual accounts.

Course materials

MSEL

The lecture scheme is carried out by **MSEL** starting from planning, preparation, implementation, and evaluation. This lecture scheme is implemented by all educators, both online and offline. Lecturers prepare and provide teaching materials taken from various books,

¹⁸ The Course Learning Outcome in the course of Contemporary Issues of Sharia Economic Law are graduates who have the ability to develop, solve and manage sharia economic law problems in carrying out their profession as Sharia Legal Officers, Islamic Financial Analysts, and sharia arbitrators. The developing issue in question is offering ideas for new contracts that are relevant for developing sharia financial products. The assignments given to students in this course include project based learning. In this method, students are asked to prepare a project by observing the shortcomings of existing financial products and then connecting them with sharia compliance norms available in fatwas or legal regulations produced by authoritative institutions.

articles, and research results. In addition, lecturers may use lecture study results in the form of PPT and/or lecture modules.

At the beginning of each lecture, students and lecturers agree on a learning contract, which requires lecturers and students to have and study every teaching material listed in the Semester Learning Plan. Some teaching materials are available offline in the University and postgraduate libraries, while online teaching materials can be downloaded in digital libraries through the students' individual accounts, or lecturers can also provide links to their e-books via LMS or other digital media.

The number of available references is sufficient for all students, with as many as 10,771 book titles. 19.3% of these are literature, which are used as references for learning in **MSEL**. Lectures carried out by the programme generally use a face-to-face model, but due to the COVID-19 pandemic, the University has issued a policy regarding the use of the e-knows platform as a learning medium.

To ensure the up-to-datedness of teaching materials, **MSEL** evaluates materials every semester. This evaluation process includes discussing the needs of teaching materials of each lecturer. The needs are inventoried and submitted to the Postgraduate Board of Directors. Since the procurement of books is the domain of the University, applications from postgraduates will be prepared by the procurement unit at the university level and then adjusted to the available budget.

MIBC

The lecture materials prepared by lecturers are taken from various resources, such as textbooks, research articles, case studies, and blogs, and adjusted to the Subject Learning Objectives of each subject. Lecture materials can also be in the form of theoretical summaries and case examples from various sources, which are compiled as PowerPoint slides or modules. Lecture material references are listed in the Semester Learning Plan of every subject and are handed out by the lecturers at the beginning of the course.

Several teaching materials are available offline in the University and postgraduate library. Online teaching materials can be downloaded from the digital library through individual accounts, or lecturers can provide the link to the e-book through the LMS (Learning Management System) or other digital media. The number of references available, which is 18,223 books and 660 journals, is sufficient to accommodate all students. Lectures held in the Master of Islamic Broadcasting Communication programme generally uses a face-to-face meeting; however, due to the COVID-19 pandemic, the university has issued a policy regarding the use of the e-knows platform as the learning media.

Guest lecturers

MSEL

To improve educational services and academic insight, **MSEL**, which is integrated with the Postgraduate Programme, and UIN SGD Bandung invite several guest lecturers from abroad. The purpose of this is to add insight for lecturers and strengthen students' Graduate Learning Outcomes. Guest lecturer invitations are also delivered during Introduction to Campus

Academic Culture, where students receive an initial insight on how to become a Postgraduate degree student who is ready to face competition in the future.

Academic strengthening for the entire academic community is periodically carried out at least once in each semester, both online and offline. **MSEL** sets a theme in accordance with the Course presented and directly encourages the strengthening of the programme Graduate Learning Outcome, namely to become a Sharia Legal Officer. Therefore, the invited speakers shall complement the postgraduate studies. Guest lecturers and scholars who present have qualifications that add insight and information for lecturers and students in particular, and can provide national and international networks, thereby increasing student skills according to the expected outcome. Guest lecturers come from different countries and give lectures on e.g., the internet era for implementing Islamic propagation and communication using social media.

MIBC

The Master of Islamic Broadcasting Communication programme has invited guest lecturers from within and outside of the country several times to present at various public lectures organised by the study programme. Guest lecturers come from different countries and give lectures on current issues on Islamic law, role of Sharia law, or economic law. These public lectures aim to add insight for lecturers and strengthen the Graduate Learning Objectives for the students. Invitations for guest lecturers are also distributed during the PBAK (Introduction to Campus Academic Culture) where students gain initial insight on how to be a postgraduate student who is ready to face competition in the coming future.

Guest lecturers, who present, in addition to scholars with qualifications, add insight and information for the lecturers and students in particular. They also provide national and international networks, which adds to the students' skills in accordance with the Graduate Learning Outcomes.

Lecturing tutors

MSEL

Theoretical and applicable Sharia Economic Law requires a multi-approach study, at least from the scientific aspect. Sharia Economic Law has doctrinal basic values, which are translated into Fiqh products with various methodological approaches. Meanwhile, from the operational aspect, Sharia Economic Law continuously experiences changes in accordance with the socio-economic development of the community.

Therefore, **MSEL** implements learning with a lecturing tutor's programme, which enables students to have information and skills that are in accordance with its Graduate Learning Outcome, which is to become Sharia Legal Officers or Sharia Financial Analysts with additional capabilities as Sharia Arbitrators. The lecturing tutors' programme is run by alumni and/or active students of the Sharia Economic Law programme. They offer training in case analysis, consultations on dispute resolution in litigation processes, arbitration disputes, and training of the skills required for drafting Sharia economic fatwas.

Learning through the lecturing tutors programme provides a different learning atmosphere for Sharia Economic Law students because the learning model is carried out informally. Moreover,

the tutors are fellow students, which may make it easier for students applying transferable skills. Based on **MSEL's** observations and evaluations of the lecturing tutors' programme, the programme has had many positive impacts on students, and so has been made part of an informal policy in the context of academic development. This was carried out in a coordinated manner between the study programme and the Intra-Campus Institution and the Sharia Economic Law Student Forum.

Students who have the skills to participate in the lecturing tutors' programme are also involved in collaborative Sharia Economic research between students, or as Research Assistants in lecturer research. Evaluation of the sustainability of the lecturing tutors' programme is carried out per semester. From the notes of each lecturer, it can be seen that the programme strengthens student capacity in terms of expressing opinions, and cooperation in solving various problems within the scope of the Sharia Economic Law study.

MIBC

The Master of Islamic Broadcasting Communication programme has a lecturing tutors programme for strengthening students' understanding of lectures. With the permission of the study programme, third semester students who have great competence are given the opportunity to become tutors for other students in their class and for their juniors. Students who have experience as Islamic Da'wah Broadcasters in several different institutions or experience as a mass media writer can be a coach or trainer under the guidance of a supervisor.

Master's students of the Master of Islamic Broadcasting Communication programme are also often invited by students of the Islamic Broadcasting Communication Undergraduate programme to give training according to their own competences. In addition, the study programme also has coaching schemes, which are carried out as mentoring in Community Service activities and are conducted once a year. Students have the opportunity to be involved in these service activities by collaborating with lecturers as a part of their study process.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods. Students are encouraged to take an active role in creating the learning process. Referring to the condition in **chapter 3.1**, the panel notes that project-oriented learning should be further promoted.

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. The panel would like to add that guest lecturers should be involved as much as possible, as this is a good and easy way to integrate practical insights and content.

Lecturing tutors 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

International contents and intercultural aspects

MSEL

International content under the multicultural aspect is part of the breadth and depth of the study programme. This aspect of breadth and depth is based on studies and analyses of global economic developments, which continue to change rapidly. This is done as part of the transformation process of internationalisation of information and academic studies so that students have an international world view.

This can be seen in the content presented by the course as outlined in the following table.

Table 9: International Content and Intercultural Aspect

Course	International Content	Multicultural Aspect
History of Sharia Economic Law Thought & Institution	Incorporating the content of economic thought and economic law in the international world	Contains the universalization of Sharia economics as part of cross-cultural and religious economic behaviour
Sharia Aqad Law	Understanding the implementation of Sharia contracts in the international world	Sharia transactions are open to all economic activities
Sharia Investment law & Capital Market	Studying investment models and the Sharia investment capital market in the international world	Investment and capital markets become models of economic transactions
Sharia Economic Law Comparison	Studying legal models and the implementation of Sharia economics in the Sharia industry in general	Recognizing the diversity of economic models and the financial industry as a reality of the economic industry
Sharia Economic Fatwa Crisis Analysis	Studying the elements that affect the Sharia industry universally	Ideological Diversity affects micro and macroeconomics
Contemporary Sharia Economic Law Issues	Reviewing product innovations in the Sharia	Economic civilization that continues to change at the

	industry in the international world	socio-economic pressure of the international community
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The courses, which contain international content, are prepared by **MSEL** so that students have an international worldview. For that matter, the programme appoints lecturers who have experience and/or have overseas networks, so that indirectly, students are trained to be in international culture. It also continues to encourage and facilitate students to conduct various skill trainings in the Sharia industry at an international standard with the aim that through this process, the established Graduate Learning Outcome can be achieved.

MIBC

The Master of Islamic Broadcasting Communication programme offers 18 subjects containing international content and intercultural aspects. These courses have been developed from lecturer evaluation meetings held each semester to strengthen the Graduate Learning Objectives and manifest the institution's vision. Details of the subjects can be seen in the table below.

Table 10: International Content and Intercultural Aspect

No.	Subject	International Content	Intercultural Aspects
1	Prophetic Communication	√	
2	Communication Psychology		√
3	Sociology Anthropology Communication		√
4	Textual and Contextual Da'wah Studies		√
5	Religion, Society and Media	√	
6	Rhetoric and Theory of Da'wah Messages		√
7	Philosophy and Ethics of Da'wah	√	
8	Da'wah and Social Change		√
9	Political Communication	√	
10	Intercultural Communication		√
11	Law and Ethics in Broadcasting	√	
12	Inter-religion Communication		√
13	Multimedia Journalism	√	
14	Monograph of Da'wah		√
15	Mass Communication	√	
16	Media Studies	√	
17	Business Communication	√	
18	Gender Communication		√

From the 18 subjects offered by the study programme, nine contain international content with the goal of students developing and the other nine include intercultural studies with the goal of preparing students that understand cultural variation allowing them to be more capable Islamic Da'wah Broadcasters. These 18 subjects are taught by lecturers who have interacted with different cultures and have research experience with them. The lecturers also have great competence in understanding and conveying various sources of references in Arabic and English. Thus, the students are indirectly exposed to international perspective and culture.

Internationality of the student body

MSEL

Based on the Postgraduate Academic Guidelines and collaborations that have been carried out by UIN SGD Bandung, **MSEL** can recruit foreign students, either into regular programmes or for inter-institutional cooperation programmes. Although recruitment has been promoted through various international-scale activities, such as ICON IMAD and various other international-standard trainings, so far, the programme has not had foreign students.

This situation has been exacerbated by the COVID-19 pandemic. However, even though there have not been any foreign students, **MSEL** development scheme is still internationally oriented. This is in line with the development of the Postgraduate programme, which continues to strive to go international, both institutionally and in the learning process. This is the institution's effort to provide opportunities for the entire student community to gain academic experience and international networks, both in the form of collaborative education, research, and service.

The majority of **MSEL** students have linear qualifications with Sharia Economic Law and come from the Island of Java. Nevertheless, it has scheduled online collaboration programmes with foreign Sharia Legal Officer experts. In addition, it has also planned several incidental Sharia Legal Officer training activities for students. To strengthen additional competencies as Sharia Arbitrators and Sharia Financial Analysts, it assigns lecturers to provide examples of cases that occur on an international scale, so that students can indirectly interact with international Sharia economic law issues.

MIBC

Based on the Academic Guidelines and the Collaboration Guidelines of UIN SGD Bandung, every study programme is allowed to accept international students, for example through collaborative programmes. Even so, the Master of Islamic Broadcasting Communication programme is yet to have any international students. Based on an evaluation conducted by the study programme, interest from international students is still quite low. Prospective international students tend to be more interested in Communication Studies in general, not specifically in Islamic Broadcasting Communication, even though various international level activities have been held¹⁹.

¹⁹ such as ICON IMAD.

Internationality of faculty

MSEL

The Postgraduate programme supports the 'University's strategic plan for the internationalisation of institutions. One way in which it supports this is by presenting scholars from various reputable campuses in various countries, such as Egypt and Australia. These academics are assigned to assist lecturers in guiding the courses, as well as conduct collaborative research with lecturers and students in order to develop research and achieve the Graduate Learning Outcome of **MSEL**.

Students are generally encouraged to gain academic experience and international networks from these external lecturers through learning and research activities. External lecturers also provide time for consultation via email and face-to-face meetings according to the agreement. To support internationalisation, **MSEL** also has competent lecturers who have academic experience abroad.

There are five full-time and part-time lecturers who have experience abroad, for example, in England, Malaysia, Iran, the United States, Thailand.

MIBC

The Master of Islamic Broadcasting Communication programme has invited several lecturers, practitioners, and researchers from various countries to assist internal lecturers with the teaching of several subjects, as well as collaborate with lecturers and students in research. The study programme has six lecturers who have experience working abroad, two of whom completed their studies abroad.

Students are encouraged to gain academic experiences and build international networks with these foreign lecturers through collaborative research. Additionally, these foreign lecturers provide time for consultations through email and face-to-face meetings in accordance with their agreement.

Foreign language contents

MSEL

MSEL presents courses, which are delivered in both Indonesian and foreign languages (English or Arabic). Quantitatively, 50 % of the courses use a foreign language, especially Arabic. Arabic was chosen as far more lecturers had skills in Arabic than in English. This included the experience and overseas networks of lecturers, for example being an external examiner at the APIUM campus, Malaysia, or lecture exchange in the United States.

Some of the courses that are specifically delivered using Arabic, include the courses on the principles of Fiqh of Sharia Economic Law, Ahkam (legal rules) Interpretation and Hadith of Ahkam. The courses, which are delivered in English, include the course of Sharia Economic Law Philosophy and Legal Theories. From 20 courses presented, more than 75 % are delivered using a combination of foreign languages and Indonesian. In addition, the majority of references given by lecturers are foreign language references (Arabic and English).

Some efforts have been made by **MSEL** to attract foreign students to continue their studies in the programme. In addition, its efforts to improve students' understanding and ability in various foreign language content are through English and Arabic training in collaboration with the Language Centre of UIN SGD Bandung.

MIBC

The subjects of the Master of Islamic Broadcasting Communication programme are generally taught in Indonesian but more than 50 % are taught in a foreign language (see table 3 in chapter 3.1). The foreign language is used in several specific subjects that are delivered by lecturers who have experience abroad, are graduates of universities abroad, and/or have international networks. The subjects delivered with a mixture of foreign languages are regular subjects of the study programme and are not specifically designed to enhance students' skills in a particular foreign language.

Although the majority of subjects are taught in Indonesia, almost all lecturers from all subjects use teaching materials or references from foreign-language sources, particularly those in Arabic or English.

Appraisal:

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

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. For **MSEL**, the panel notes that further opening up the programme to non-Indonesian lecturers and teachers might be a promising measure to promote the internationality of the student body.

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 study programme.

	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)

MSEL

The curriculum of **MSEL** prepares students to have the ability to become Sharia Legal Officers. The Graduate Learning Outcome is obtained through the learning in courses and can also be studied through activities outside of lectures such as training, general stadium, seminars, workshops, technical guidance, case analysis, case demonstrations, demonstrations, and direct observation in the Islamic finance industry and the Sharia Economics community.

The opportunity of internship activities at Islamic financial institutions is an additional step taken by **MSEL** to strengthen the Graduate Learning Outcome. Basically, MSEL does not make internships part of curriculum implementation. Because most of the Sharia Economic Law Study Programme students were already working before starting the programme, they can immediately implement their knowledge and skills in their place of work. However, if there are students who need new experience for internships, then the study programme can provide recommendations and its network to students for internships at several relevant institutions. This activity provides students with experience in dealing with Sharia Economic Law problems in the field. The problems encountered require a variety of alternative solutions. Thus, students who are assigned by lecturers to Islamic financial institutions will likely be better at solving various related problems.

In internship activities, students are required to express their opinions. Therefore, public speaking has become the focus of an additional course organised by student organisations to improve public communication skills. The aim is that all students can express an opinion, which is the prerequisite for being able to express arguments properly, regularly, and convincingly.

Leadership and networking skills are also continuously developed to support the achievement of the Graduate Learning Outcome of becoming a Sharia Legal Officer. This is carried out by **MSEL**, intra-campus organisations and professional institutions through the provision of leadership training and networking in accordance with the main indicators of the expected outcome of becoming a Sharia Legal Officer.

In addition, involving students directly in the financial industry and the Islamic economic community also has a significant effect on the personality of Sharia Economic Law students. Students learn to work together in teams, share roles, and be adaptive to changes and social economic developments in the community. These personal competences will support the achievement of the Graduate Learning Outcome of **MSEL** of becoming a Sharia Legal Officer.

MIBC

The Master of Islamic Broadcasting Communication programme designed its curriculum to prepare students to become Islamic Da'wah Broadcasters and researchers. Students learn and practice these skills in lectures and in activities outside of their classes, such as organisations, seminars, discussion groups, and project groups.

In addition, the study programme also holds other activities (conducting visits and workshops in broadcasting locations and mass media) that deepen the student's multidisciplinary competencies and skills allowing the achievement of the Graduate Learning Objectives. To

develop students' social awareness, the study programme also involves them in various community services (PKM) activities initiated by the study programme and its lecturers.

These collaborations not only improve students' hard skills, but also improve their soft skills, such as teamwork, leadership, discipline, and problem-solving skills.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module 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)

MSEL

The Master of SEL programme designed the curriculum according to the needs of the Sharia industry. In this case, the aim is that every graduate has legal insight and technical skills in the Sharia industry. To produce graduates who have these abilities, **MSEL** not only equips each student with theory, but also equips them with work skills through work processes and work experience in the Sharia industry under the guidance of academic lecturers and practicing lecturers in the Sharia industry.

In addition to the previously stated abilities, **MSEL** also collaborates with other units to ensure that each student has foreign language skills, the ability to use digital technology, the ability to make financial journal reports, and the ability to write scientific papers at an international level. With these additional programmes, it is ensured that every graduate can achieve the Graduate Learning Outcome and meet the needs of the working world.

The skills provided by **MSEL** to Sharia Economic Law students are derived from academic studies and are the results of the findings of annual studies of the Career Centre related to the needs of the Sharia industry. Professionals shall have postgraduate level abilities in economic law theory and the ability to perform these in the Sharia industry. The findings of the Career Centre are that 85-90 % of the Sharia Economic Law Study programme alumni have met the needs of the Sharia industry, especially the abilities needed in the field of Sharia economic law, in analyzing Sharia finance, and in resolving Sharia economic disputes, which uphold Islamic values.

To prove the alumni's ability is in accordance with the Graduate Learning Outcome, **MSEL** asks the Career Centre for assistance through tracer studies on users or graduate users. With a questionnaire instrument created by the Career Centre and filled out by graduate users, it

can conclude that its alumni have met the qualifications for work skills required by graduate users.

MIBC

The Master of Islamic Broadcasting Communication ensures that its graduates can be accepted in the job market with a curriculum that is tailored to the demands of the working world. The curriculum is related to the field of communication in general, whilst also specifically addressing the field of Islamic broadcasting. Students are not only equipped with theories from experts, but also trained to practice what they learn under the supervision of lecturers and practitioners who are competent in their field.

The study programme also cooperates with other units to ensure to offer language training, Islamic Da'wah Broadcasting training, international writing training. All of the subjects and additional programmes provided by the study programme increase the knowledge of the students in the field of Islamic Broadcasting Communication, and improve their communication and da'wah skills as well as their soft skills (see chapter 3.5) – all of which are needed in the working world.

The students' skills are the result of the implementation of findings from the tracer study conducted by the Career Centre annually. According to the tracer study, the study programme has received data from 84 % of graduate users indicating that the skills of alumni are in accordance with the needs of the working world, specifically in regard to the profile of Islamic Da'wah Broadcasters. This profile requires communication skills, public speaking skills, as well as a very good understanding of Islam.

Appraisal:

In both programmes, the panel criticises that the promotion of employability skills and practical insights are not pursued sufficiently. With regard to students' employability skills, the panel misses a clear didactical concept and recommends more practice-oriented approaches in teaching and learning to enable graduates to apply the theories they have learnt in the working world. Therefore, they recommend the following **condition**:

The HEI develops a concept for the integration of theory and practice by defining and developing a didactical concept (teaching and learning methods).

As examples, the panel mentions for **MIBC**: preparing public relation programmes and content, preparing people for interviews and investigations. For **MSEL**, the panel suggests the integration of moot courts.

In its statement on the report the HEI describes that it has a moot court room with appropriate equipment. According to the HEI, there is also a cooperation agreement with the supreme court, which enables students to directly observe trial process and moot court practices in the courthouse. The HEI further explains that collaboration activities between units will be increased in the future.

Regarding MSEL, the panel replies that although the HEI has the right equipment, it is insufficiently utilised. The equipment must also be used (didactically) and incorporated in such

a way that skills for employment can be acquired. For MIBC, the panel criticises that based on the HEI's explanation, students do not gain any practical experience through the programme.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements (Aster- isk Criterion)

MSEL

MSEL has four lecturers who have the academic qualifications of professor and three lecturers with doctoral degrees. These seven lecturers are full-time lecturers. Among the eleven part-time lecturers are five professors and six lecturers with doctoral degrees. The MSEL has 18 lecturers in total. This number meets the adequacy ratio to facilitate the achievement of the Graduate Learning Outcome targeted by the programme.

All lecturers, both full-time and part-time, have expertise and competence in accordance with the scientific field of the study programme.

Table 11: Data of Permanent Lecturers (Full Time) of Sharia Economic Law Master Program

Total Lecturers	Academic Position	Field of Expertise
4	Professor	Sharia Economic Law and Sharia Economics
3	Doctor	Sharia Economic Law and Sharia Economics

Table 12: Data of Non- Permanent Lecturers (Part Time) of Sharia Economic Law Master

Total Lecturers	Academic Position	Field of Expertise
5	Professor	Sharia Economic Law and Sharia Economics
6	Doctor	Sharia Economic Law and Sharia Economics

MIBC

The Master of Islamic Broadcasting Communication programme has a team of 20 lecturers consisting of seven full-time lecturers and 13 part-time lecturers. Five of these lecturers hold the title of professor.

Table 13: Data of Full-Time Lecturers of the Master of Islamic Broadcasting Communication Program

Number of Lecturers	Academic Position	Field of Expertise
1	Professor	Communication Studies

6	Doctor	Communication Studies, and Da'wah and Communication Studies
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Table 14: Data of Part-Time Lecturers of the Master of Islamic Broadcasting Communication Program

Number of Lecturers	Academic Position	Field of Expertise
4	Professor	Communication Studies, Da'wah Studies and Da'wah Sociology Studies
9	Doctor	Communication Studies, Da'wah Studies, and Communication and Da'wah Studies

Academic qualification of faculty

For both programmes

Based on the Regulation of the Minister of Religion Number 7 of 2021 concerning Assessment and Determination of Credit Scores for Head Lecturers and Professors, the University facilitates its lecturers to become professors and/or to obtain higher qualifications. For that matter, it provides a budget related to the implementation of the Tridharma (three pillars) of Higher Education (Education, Research, and Community Service Activities) at the local, national, and international levels.

In the process of becoming a professor and/or obtaining higher qualifications, a lecturer must publish his or her research in a reputable journal. In addition to the budget provided by the University, the Ministry of Religion, as the Ministry that oversees UIN SGD Bandung, also provides a competitive budget for the Tridharma (three pillars) of Higher Education every year. The productivity of lecturers in producing scientific publications in reputable journals opens up opportunities for students to collaborate with these lecturers in research and publish reputable international journals.

MSEL

To be part of the team of lecturers, either full time or part time, in **MSEL**, each lecturer must meet the academic qualifications of at least having a doctorate degree in the field of Sharia Economic Law and/or in a scientific field that is linear with the programme. Furthermore, the lecturer concerned must follow the procedure for appointing a lecturer as follows:

1. A full-time lecturer is a doctor in the field of Sharia Economic Law who is proposed by **MSEL** to the Director of Postgraduate and is appointed as a Permanent Lecturer by the Rector;
2. Part-time lecturers, including practitioners, submit applications to **MSEL**. Then based on the needs of the Graduate Learning Outcome, the part-time lecturer candidate is proposed by the programme to the Director of Postgraduate to be appointed as a Non-Permanent Lecturer by the Director.

MIBC

To be a part of the team of lecturers in the Master of Islamic Broadcasting Communication Program, full-time or part-time, each lecturer must meet the academic qualifications which are having a minimum Doctorate degree, specifically in the field of Islamic Broadcasting Communication and/or in the field of studies linear with the study program. Lecturers must follow the procedure for appointing a lecturer as follows:

1. Full-time lecturers are Doctors in the field of Islamic Broadcasting Communication who are proposed to the study programme by the Director of Postgraduate Studies and are appointed as full-time lecturers by the Rector.
2. Part-time lecturers, including practitioners, submit applications to the study program. Then, based on the needs of the Graduate Learning Outcomes, they are proposed to the study programme by the Director of Postgraduate Studies and appointed as non-permanent lecturers by the Director.

Pedagogical / didactical qualification of faculty

Both programmes

Before being appointed as a lecturer, candidates are tested by doing teaching practices in the training activities for Civil Service Candidates (CPNS); hence, competence wise, lecturers who are appointed by the Rector have met the pedagogical and didactic qualifications. In addition, most of the lecturers have been certified after having met all of the mechanisms regulated by the laws.

MSEL

The criteria for the methodological and didactic abilities of Postgraduate lecturers are based on the qualifications of their knowledge, skills, and attitudes, and are implemented through the teaching planning process, preparation of teaching materials, teaching implementation, evaluation processes, and assessment criteria used by lecturers. These methodological and didactic stages can be seen in the Semester Learning Plans presented by each lecturer which have been standardised by the Postgraduate programme.

The methodological and didactic ability is periodically evaluated at the end of each semester by **MSEL**. The evaluation process is based on student feedback and assessment by the Quality Assurance Group, which are conducted every semester. The results of the evaluation are then taken into consideration to improve the quality of methodology and didactics. Among other steps, it recommends the Postgraduate Board of Directors invite expert training lecturers in methodological and didactic skills.

In addition, **MSEL** uses a system of rewards. Lecturers who receive positive feedback from students will be given the opportunity to be a presenter on how to convey teaching materials properly. It may then also recommend the lecturer to the Postgraduate Board of Directors for obtaining international expertise certification. As stated above in chapter 4.1, all lecturers have received professional certificates issued by the state.

As for practicing lecturers, performance appraisal is based on practical experience in the Sharia industry and feedback on the learning process from students. To anticipate the continuous development of learning models, teaching materials, and learning subjects, the postgraduate lecturers are encouraged to continuously improve their pedagogical skills with various programme stimulants, either in the form of general lecture refreshments, methodical and didactic improvements from education experts, or through a competency evaluation process that is carried out by the Deputy Director of Postgraduate Academic Affairs during the process of international expertise certification.

MIBC

The Master of Islamic Broadcasting Communication programme assigns lecturers who have met the pedagogical and didactic qualifications.

The didactic and pedagogical competence of lecturers is continuously improved through refresher courses or public lectures on methods, techniques, and teaching media which are provided by the university every year and are attended by didactic and pedagogical experts from within or outside the country. These experts are very competent and have much experience in the field of teaching.

Practical business experience of faculty

MSEL

The lecturers of **MSEL** have academic qualifications and skills in accordance with the body knowledge of Sharia Economic Law. The lecturers are involved in several professional institutions in various roles, such as members of the Sharia Supervisory Board in Sharia Banking, Mediators of Sharia Economic Disputes, Analysts of Sharia Economic Law, or Members/Respondents of Sharia Economic Law Policy at Indonesian Religious Assembly, or members Islamic organisations.

Meanwhile the part-time lecturers are practicing lecturers in the field of Sharia Economic Law as Sharia Financial Analysts in banking and non-bank institutions. They are also Sharia Industry Activists, either on Sharia Supervisory Boards or as Sharia Economic Consultants in Islamic Organisations.

MIBC

Full-time lecturers who work in the Master of Islamic Broadcasting Communication programme are also Islamic Da'wah Broadcasters in their respective communities. Some of these lecturers are preachers, writers, researchers, and/or journalists. The majority of the part-time lecturers are Islamic Da'wah Broadcasters; however, several are also heads of mass media, heads of the Indonesian Public Relations Association (PERHUMNAS), or journalists.

Internal cooperation

MSEL

Lecturers in **MSEL** have functional roles in several institutions related to the Sharia industry. This has a significant impact on the process of transferring the knowledge and skills of each lecturer to the students. Meetings between lecturers are held periodically in the form of lecturer meetings or team teaching. These meetings can take place informally in discussions between lecturers or formally as lecturer evaluation meetings each semester. In addition to scheduled meetings per semester, lecturer meetings can be held incidentally during lectures, during joint testing, and as informal discussions in the lecturer's room.

. Lecture evaluations shall help to anticipate the repetition of teaching materials for each course, or teaching materials that overlap with each other. At the meeting, there is an exchange of ideas between lecturers to strengthen the Course Learning Outcomes of each course. Collaboration between lecturers also continues to several programmes outside **MSEL**, for example in research and community service, which also involves students. These collaborations have the purpose of strengthening the substance or methodology of the Graduate Learning Outcomes.

MIBC

The Master of Islamic Broadcasting Communication programme schedules meetings every semester for the lecturers, both full-time and part-time. These meetings discuss the monitoring and evaluation of lectures, specifically aspects that relate to the Subject Learning Outcomes and Graduate Learning Outcomes of the study programme. Besides the scheduled meetings, meetings among lecturers are also held incidentally where necessary, bringing teachers and examiners together.

In every meeting, lecturers share ideas on how to strengthen the Subject Learning Outcomes of each subject. Furthermore, lecturers with the same field of expertise also conduct peer reviews to check the content and Subject Learning Outcomes of each other's' subjects to ensure that the content of their teaching materials is not similar, or even the same. Cooperation between lecturers also continues in programmes beyond lectures, such as in research and community service.

Lecturers collaborate and cooperate in conducting research and community service, which further strengthens the Graduate Learning Outcomes, both on a national and international level.

Student support by the faculty

MSEL

Postgraduate programmes shall encourage all students to complete their studies in time and receive support from as early as the first semester with an academic guidance and consultation process. Each lecturer is appointed, by the Postgraduate Programme, to provide academic consultations in a planned manner at least twice a semester.

This can take the form of direct guidance on campus or online consultations. Guided academic consultation is recorded in the student academic consultation book every semester until the third semester. Guidance activities or student consultations with full-time or part-time lecturers are carried out based on a schedule that has been agreed upon by both parties, especially the Academic Advisory Lecturer, the lecturer who carries out intensive guidance for each student.

Therefore, the Academic Advisory Lecturers provide sufficient time to guide students' theses and provide input. Support from **MSEL** and lecturers for the completion of studies is also ensured through the readiness of lecturers and the study programme to be contacted by students. Quick responses will be given on working days in working hours, while outside of that will depend on the respective study programmes and lecturers. The mechanisms and guidance that have been implemented so far have received positive responses from active students, both from the aspect of the guidance schedule, the place of meeting not being formally limited, and from the solutions provided by Academic Advisory Lecturer for the problems at hand.

According to university regulations, all Study Programmes hold face-to-face lectures regularly. However, the COVID-19 pandemic has forced the programmes and HEI to look for alternatives approaches to the lecture process. In order to implement blended learning, the university utilises e-knows as its online lecture platform. Through e-knows, lecturers and students can take advantage of the features commonly used in e-learning systems, namely:

1) Lecture materials: Lecturers provide soft files of lecture material or links that can be downloaded and accessed by students such as lecture announcements, posting articles, presentation slides, e-books, e-journals, e-papers, website links, video/audio links related to lectures;

2) Coursework: Students work on assignments prepared by lecturers online on e-learning sites, such as multiple choice/essay quizzes, assignment files, filling out glossaries of important lecture terms, lecture discussions, and so on.

The grades of the lecture assignments carried out by the student are uploaded by the lecturer and viewed by the student online. Instructions for the use of e-learning can be read in the Guide to e-Learning Access for the Postgraduate programme of Sharia Economic Law UIN SGD Bandung. To measure student satisfaction, a questionnaire is given per semester. From the questionnaire distributed to each class by the Quality Assurance Group, **MSEL** can find out about how satisfied students are and where they need improvement.

MIBC

The Master of Islamic Broadcasting Communication programme assigns an Academic Supervisor for each student whose task is to guide, direct, and ensure that students under their supervision can finish their studies in accordance with the rules and regulations of the study programme and the University. Students can consult their supervisor on various matters related to their studies, both academic or non-academic, and receive appropriate information and guidance to facilitate their studies.

Guidance or consultations between students and their Academic Supervisors is based on personal agreements between them. In addition, to Academic Supervisors, other lecturers, both full-time and part-time, are also encouraged to provide time for students who need

consultations regarding lectures or the content of specific subjects so that support for students' studies can be maximised.

Support from the study programme and lecturers for completion of studies is also available through the readiness of lecturers and the study programme to be contacted. Fast responses are received on weekdays and within working hours; outside of working hours, response time depends on the condition of the study programme and the lecturer being contacted. The study programme also tracks students who are already in their 4th semester but have not yet finished their thesis.

Prior to the COVID-19 pandemic, the study programme held face-to-face lectures in a conventional class. However, the learning process has now shifted to online learning using the e-knows platform, as regulated by the Rector. In order to support the effectiveness of this online learning, the study programme gives support to students in the form of tutorials on e-knows and the provisions of free internet quota.

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 guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI 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 faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI 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 faculty corresponds to the requirement of the programme to integrate theory and practice.

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

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

A flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

Indicators are used to identify learning success and difficulties at an early stage.

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

4.2 Programme management

Programme Director

Both programmes

The organisational structure of **MSEL** and **MIBC** refers to the Decree of the Ministry of Religion²⁰ and the Decree of the Ministry of Religion of the Republic of Indonesia²¹. In managing academic programmes and academic administration, its Head and Secretary work based on the proportion of duties and authorities that have been regulated by the agreed regulations (fairness and accountability).

Respective tasks are as follows:

Head of the Study Programme

1. Assist the Deputy Director for Academic Affairs in compiling, supervising, and evaluating MSEL curriculum;
2. Assist the Deputy Director for Academic Affairs in the preparation and distribution of the Constitutional Courses for each semester to lecturers;
3. Assist the Deputy Director for Academic Affairs in evaluating the performance of lecturers;
4. Develop and manage the distribution of student thesis guidance to supervisors;
5. Report all programme activities to the Postgraduate programme Director through the Deputy Director for Academic Affairs;

²⁰ Number 39 of 2010 concerning the Statute of UIN SGD

²¹ Number: 6 of 2006 concerning the Organisation and Work Procedure of UIN SGD

6. Assist the Deputy Director for General Administration and Finance in the process of managing academic administration and budgets;
7. Assist the Deputy Director for Student Affairs, Alumni and Cooperation in the process of managing student affairs, alumni, and collaboration.

Secretary of MSEL

1. Assist the Head of the study programme in curriculum preparation, supervision, and curriculum evaluation;
2. Assist the Head of MSEL in the distribution, supervision, and evaluation of Lecturer Performance Load, both in education, research, and Student Creativity programme activities;
3. Prepare a list of the Courses every semester to be distributed to lecturers and students after discussion in a programme meeting led by the Head of the study programme;
4. Prepare class schedules, Mid-semester exam and Semester exam schedules to be distributed to lecturers and students after coordinating with the Head of the study programme;
5. Collect and process student academic progress data in each semester to be forwarded to the stage of preparing student transcripts;
6. Prepare and recommend students who are eligible to apply for the Final Examination (thesis examination) based on the results of examination of academic progress data.

General Administration Service

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

The Head of study programme academically consults and is fully responsible to the Postgraduate Director. Every month, the Academic Directors (Vice Director I), Finance (Vice Director II), and Alumni Student Affairs (Vice Director III) evaluate all study programmes according to their authority. Meanwhile, for administrative needs, the Head of **MSEL** coordinates with the Head of the Postgraduate Subdivision.

Process organisation and administrative support for students and faculty

Both programmes

The University has assigned administrative staff to the postgraduate programme, led by a sub-coordinator and 25 administrative staff. The duties and functions of the administrative staff are to support academic and non-academic activities in postgraduate studies, including this study

programme. Regarding services to lecturers and students, several people from the administrative staff have been assigned to provide information on lecture schedules, exam schedules, and IT (Information System Unit) technicalities.

Meanwhile, the career path of the teaching staff is centralised by the University. Those who show good service performance will be given a promotion opportunity that is adjusted to the available career opportunities. Meanwhile, those who do not meet service standards will receive a direct warning or a warning letter. This assessment is carried out by considering the level of satisfaction of the users of the teaching staff services.

At the time of new student orientation, lecturers and students who need assistance from administrative staff already are informed where to go for consultation. . Each student and/or lecturer can contact the administrative staff online either via WhatsApp or email to the postgraduate office. The postgraduate programme has an Information System Unit as the unit responsible for matters related to information media.

In addition, financial management competency capacity and a rolling system between administrative staff (tour of duty) are carried out. These steps are taken to provide various opportunities and experiences for administrative staff in the university environment.

Appraisal:

The programme director coordinates the activities of everyone involved in the programmes and ensures that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. 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.

		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

Cooperation with HEIs and other academic institutions or networks

MSEL

The Cooperation Guidelines that have been set by the Rector include cooperation between universities and other institutions both at home and abroad. The guidelines regulate the form of the cooperation and its scope, including how to achieve the Performance Indicator and

Rector's Performance Agreement. This means that the collaboration made must be an implementation of the Performance Indicator and the Rector's Performance Agreement.

Students can benefit from these collaborations , for instance by receiving training on entrepreneurship and being able to become apprentices in financial institutions. Students can also benefit institutionally from being more recognizable among stakeholders. Through these collaborative networks, students obtain the opportunity to expand job opportunities according to the Graduate Learning Outcome.

In the context of the scientific field of **MSEL**, the collaborations are with Islamic financial institutions that encourage the strengthening of the established Graduate Learning Outcome, namely students gain direct experience on how to become a Sharia Legal Officer. Therefore, a collaboration will only be agreed upon if it supports the Graduate Learning Outcome of the program.

Cooperation agreements with universities and other academic institutions in Indonesia are presented in the following Table 17.

Table 15: Programme Cooperation Agreements with Home Country Universities

No.	Institution Name	Type of Activity	Cooperation Time Period		Benefits obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1	UIN Raden Fatah Palembang	Education, Research, and Comunity Service	11 December 2017	10 December 2021	Supporting each other in carrying out tasks
2	Institute For Social Mapping and Analysis (ISMAP)	Research and Community Service	2017	2021	Lecturers, students, and alumni are involved in various research activities
3	Bandung Indonesian Chamber of Commerce and Industry	Entrepreneurship training, Assistance in student and alumni entrepreneurship practice.	2017	2020	Student training on various forms of entrepreneurship and alumni assistance in entrepreneurship development.

Table 16: Programme Cooperation Agreements with International Universities

No.	Institution Name	Type of Activity	Cooperation Time Period		Benefits Obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Universiti Teknologi Mara (UiTM) Malaysia	International Seminar	18 February 2017	17 February 2021	International Seminar, Sharia Economic Law Postgraduate programme lecturer as a speaker
2.	International Islamic University of Malaysia	Research and Scientific Journals	27 October 2014	26 October 2019	Research activities and Scientific Journals
3.	Universiti Teknologi Mara	Education, Research	27 October 2017	26 October 2021	Research activities
4.	Prince of Songkla University	MoU Thailand	2016	2021	Institutional Exchange between Faculty and Staff, Organization of Symposia/Conferences/Short Courses/Meeting on Research Issues, Cooperation in any other areas as agreed to by the parties.
5.	Sultan Ismail Petra International Islamic College of Kota Bharu	MoU Malaysia	2017	2022	Friendship and Cooperation for promoting mutual understanding and academic, cultural and scientific thought and personnel exchange.
6.	University of Malaysia	MoU Malaysia	2017	2022	Lecturer and student exchange, academic material, scientific publications, journals

7.	Johannes Kepler Universitat	Letter of Intent (LOI) for Cooperation Austria	2017	2022	Joint research, Information & Academic Material Exchange, Collaborative Exchange of Academic Publication, Collaborative Promotion of Other Academic Activities.
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Cooperation carried out based on the signed MoU depends on the needs of each campus and is monitored under the coordination of the Vice Rector IV for Cooperation. For **MSEL**, because the collaboration is related to strengthening the Graduate Learning Outcome, it contacts campuses that can support skill strengthening to become Sharia Legal Officers. For example, at APIUM (University of Malaysia Islamic Teaching Academy), each institution provides Sharia Economic Law with experts in the field of Sharia Economic Law to collaborate between Sharia Economic Law lecturers and postgraduate students in implementing the Tridharma (three pillars) of Higher Education.

MIBC

The Cooperation Guidelines that have been set by the Rector include cooperation between universities and other institutions both from within and outside the country. The guidelines regulate the form of cooperation and its scope, including how to achieve the Key Performance Indicators (KPI) and the Rector's Performance Agreement (Perkin). This means that the collaboration must be based on the Key Performance Index and the Rector's Performance Agreement.

The Master of Islamic Broadcasting Communication programme itself has so far succeeded in conducting and implementing collaborations with 15 institutions. This includes two collaborations with domestic institutions and 13 collaborations with foreign institutions. The implementation of the Key Performance Index and the Rector's Performance Agreement along with the achievement of the Graduate Learning Outcomes from the study programme are reasons for the study programme to collaborate with various parties in accordance with the Graduate Learning Outcomes achievement, namely, to become a broadcaster of Islamic Da'wah. Not all requests for cooperation agreements are accepted by the study programme – it depends on how well the cooperation would align with Graduate Learning Outcomes.

Cooperation agreements with universities and other academic institutions in the country are presented in the table below.

Table 17: The Master of Islamic Broadcasting Communication programme Cooperation Agreements with Domestic Institutions

No.	Institution Name	Type of Activity	Cooperation period		Benefits obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1	Purwakarta District Government	Education, training, research, and community service	23 March 2017	22 March 2021	Improved the development of Da'wah and Islam studies through learning, training, observation and community service
2	UIN Raden Fatah Palembang	Education, research, and community service	11 December 2017	10 December 2021	Mutual support in carrying out tasks

Table 18: The Master of Islamic Broadcasting Communication programme Cooperation Agreements with Foreign Institutions

N o.	Institution Name	Type of Activity	Cooperation period		Benefits obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1	Universiti Teknologi Mara (UiTM) Malaysia	International seminar	18 February 2017	17 February 2021	International Seminar, lecturer of UIN as presenter
2	International Islamic University of Malaysia	Research and Scientific Journal	27 October 2014	26 October 2019	Research and Scientific Journal

3	Universiti Teknologi Mara	Education, research	27 October 2017	26 October 2021	Research
4	Sultan Ismail Petra International Islamic College of Kota Bharu Kelantan Malaysia	Education and research	24 April 2017	23 April 2021	Collaborative research and education
5	Universiti Teknologi Mara (UiTM) Malaysia	Education, research, and training	27 February 2014	26 February 2019	Research, training, and education for teachers
6	Prince of Songkla University	MoU Thailand	2016	2021	Institutional Exchange between Faculty and Staff, Organisation of Symposia/Conferences/Short Courses/ Meetings on Research Issues, and Cooperation in other areas as agreed to by the parties.
7	International Islamic University of Malaysia	Collaborative research, seminar and Malaysian Journal Publication	2017	2022	Attended an international seminar on Da'wah and Media in Malaysia.
8	University Teknologi Mara Malaysia	Exchange of information on Islamic Da'wah Malaysia	2017	2022	Obtained information on the development of Islamic Da'wah in ASEAN.
9	Sultan Ismail Petra International Islamic	MoU Malaysia	2017	2022	Friendship and Cooperation for the purpose of promoting mutual understanding,

	College of Kota Bharu				academic, cultural and scientific thought and personnel exchange.
10.	University of Malaysia	MoU Malaysia	2017	2022	Lecturer and student exchange, academic material, scientific publication, journals
11.	Johannes Kepler University	Letter of Intent (LOI) for Cooperation in Austria	2017	2022	Joint research, Information & Academic Material Exchange, Collaborative Exchange of Academic Publication, Collaborative Promotion of Other Academic Activities.
12.	University of Antwerp Belgium	Summer School Program	2015	2020	Student/ lecturer exchange programme for Summer School
13.	University Industri Selangor	Malaysia Cooperation Charter	2018	2023	Cooperation in the development of education, research, and community service

The collaborations shown in the above table reveal that there are many activities that are very beneficial for the academic community in the study programme. Theoretically, students and lecturers of the study programme gain a lot of insight into the scientific field of the study programme from various cultural perspectives. Practically, students and lecturers are also involved in various collaborative activities, such as research and community service, and have the opportunity to participate in student and/or lecturer exchange activities. This expands the learning experience of students and/or lecturers.. The study programme collaborates with the institutions listed in the table because they are in accordance with the Graduate Learning Objectives that have been determined by the study programme. For example, Prince of Songkla University provides space for lecturers and students to conduct research or service as Islamic Da'wah broadcasters in Thailand and in Indonesia.

Cooperation with business enterprises and other organisations

MSEL

The Cooperation Guidelines (MoU) set by the University are coordinated by the Vice Rector IV. The scope and development of cooperation is oriented towards education, research, and Student Creativity Activities (Tridharma of Higher Education). The MoU of cooperation is based on the need to strengthen the Graduate Learning Outcomes that have been determined by all study programmes within UIN SGD Bandung, including **MSEL** which requires cooperation with Islamic financial institutions both at home country and abroad.

MSEL has implemented a MoA with various institutions both at home country and abroad to support the competence and skills of its students. The sustainability of the collaboration is based on the evaluation of the effectiveness of the collaboration in achieving its Graduate Learning Outcome. Therefore, some requests for cooperation are not followed up on by the programme.

Only collaborations that will strengthen **MSEL** Graduate Learning Outcome are followed up and carried out routinely in accordance with the agreed terms. Cooperation agreements with business companies and other institutions relevant to the programme in Indonesia are presented in the following table.

Table 19: programme Cooperation Agreements with Non-University Institutions

No.	Institution Name	Type of Activity	Cooperation time period		Benefits Obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1	Institute For Social Mapping and Analysis (ISMAP)	Research and Community Service	2017	2021	Lecturers, students, and alumni are involved in various research activities
2	Bandung Indonesian Chamber of Commerce and Industry	Entrepreneurship training, Assistance in student and alumni entrepreneurship practice.	2017	2020	Students received training on various forms of entrepreneurship and alumni received assistance in entrepreneurship development.

Cooperation agreements with business companies and institutions relevant to MSEL from abroad are presented in the following table.

Table 20: programme Cooperation with International Non-University Institutions

No.	Institution Name	Type of Activity	Cooperation time period		Benefits Obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1	Biro Tata Negara Sebrang Perai Selatan Pulau Pinang	Malaysian Smart Partnership	2017	2022	Learning and cultivating Sharia economic values
2	BPRS	Internship			Providing opportunities for students to conduct internships at Islamic financial institutes

Cooperation with non-university institutions is carried out based on the signed MoU and depending on the needs of each institution. Cooperation is monitored by the Vice Rector IV for Cooperation. MSEL collaborates with the various institutions above to strengthen the achievement of the Graduate Learning Outcome to become Sharia Legal Officers. For example, the cooperation with Sharia Rural Bank provides opportunities for students to do internships to become experts in the field of Sharia Legal Officers.

MIBC

The University has Cooperation Guidelines (MoU), which are implemented through a MoA of each unit including the Master of Islamic Broadcasting Communication Program. The MoU signed by the Rector includes the Tridharma (Three Teachings) of Higher education. Each unit embraces the MoU, in the form of a MoA, according to its needs, especially for the strengthening of the Graduate Learning Outcomes of each study program. The study programme has implemented MoA to support the competence and skills of its students through collaboration with various institutions both from within and outside the country.

Cooperation agreements with business companies and other institutions relevant to domestic study programmes are presented in the table below.

Table 21: The Master of Islamic Broadcasting Communication programme Cooperation Agreements with Domestic and non-University Institutions

No.	Institution Name	Type of Activity	Cooperation period		Benefits obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)

1.	Secretary General of the National Defense Council	Research and Service to the country, government and society	24 February 2015	24 February 2020	Research and Service programmes with the national Defense Council
3.	National Counter Terrorism Agency	Terrorism Prevention	06 June 2017	05 June 2021	<p>a. Socialization of the dangers of radical-terrorism to all UIN students and PTASI in Banten, West Java</p> <p>b. Research on radicalization and terrorism</p>
4.	Minister of Development of Disadvantaged Regions	Scheduling, training, and community service in isolated locations	8 February 2018	7 February 2021	Optimization of the university's role in capacity building isolated regions for the improvement of welfare of the community
5.	Savanapost.com	Writing training and developing online journalism competencies	2017	2021	Lecturers and students were involved in various writing training activities on online media and become contributors of various writings

6.	West Java Regional Cyber Peace Ambassador	Writing training and developing online journalism competencies	2017	2021	Lecturers and students were involved in various writing training activities on online media and were involved in smart usage of social media campaigns
7.	Institute For Social Mapping and Analysis (ISMAP)	Research and community service	2017	2021	Lecturers, students, and alumni were involved in various research
8.	Madani Intellectual Movement (MIM)	TOT and kader mubaligh training	2017	2021	Lecturers, students, and alumni were involved in various trainings and kader mubaligh training
9.	Indonesian Broadcasting Commission of West java	Public Lecture and research	2017	2020	The facilitation of public lectures for students and lecturers related to various aspects of broadcasting regulations in Indonesia, as well as the involvement of students, alumni, and lecturers in various activities and research with the Indonesian Broadcasting Commission of West Java

11	Islamic Broadcasting and Communication Study programme Association	Seminar, student's practicum, students and lecturers research, development of KKNi and Accreditation Assistance/ Supervision	2018	2023	Obtain supervision and assistance in compiling accreditation forms
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Table 22: The Master of Islamic Broadcasting Communication programme Cooperation Agreements with Foreign non-University Institutions

No.	Institution Name	Type of Activity	Cooperation Period		Benefits Obtained
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Regional Education Officer of Sebrang, South Perai Pulau Pinang	Malaysian Smart Sharing	2017	2022	Internalisation of Da'wah values for community involvement in education
2.	State Administration Bureau of Sebrang, Perai Selatan Pulau Pinang	Malaysian Smart Sharing	2017	2022	The Learning and developing of Da'wah values for the spirit of patriotism among citizens.
3	AUG	Language Consultant	2018	2022	Writing training, international certificate
4	IIBS	International Certification	2021	2023	International certification for lecturers

Similar to the cooperation agreements, various collaborations have also had many benefits for both students and lecturers. Through the implementation of MoAs with non-university

institutions, students and lecturers have gained, and will continue to gain, practical insight about the different professions in the scientific field of the study programme. In addition, students and lecturers have the opportunity to be involved in practices that can improve their soft skills, for example, those skills required for writing and entrepreneurship.

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 panel notes that cooperation should be further and increasingly promoted. As a starting point, the HEI should first concentrate on Asian institutions and from there move on to other continents.

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.

		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

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

MSEL

MSEL and the postgraduate programme are located on campus 2 of UIN SGD Bandung. Facilities that are provided by the programme to support academic activities are outlined in the following table.

Table 23: Data of Lecture Facilities of Sharia Economic Law Master Program

				Ownership	Condition	

No.	Type of Facility	Total Units	Total Space(m ²)	SD	SW	Well-maintained	Not well-maintained	Utilization (Hours/Week)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Student Lounge	2	15	√		√		48 Hours
2	Lecture Hall	6	54	√		√		48 Hours
3	Library	1	54	√		√		48 Hours
4	Assembly Room	1	54	√		√		48 Hours
5	Meeting room	1	45	√		√		48 Hours
6	Director's room, Assistant-director's room, Study programme room	6	250	√		√		48 Hours
7	Journal newsroom	1	16	√		√		48 Hours
8	Postgraduate Student Forum Secretariat Room	1	16	√		√		48 Hours

Campus 2 provides a 1000 Mbps internet network and every class is connected to Wi-Fi, which can be used by the students for free. The Information Technology Centre and Database, which is determined by the Rector and is responsible for the smooth operation of the IT network, carries out the process of Determination, Implementation, Evaluation, Control and Improvement of IT.

The use of IT facilities for **MSEL** is a very significant form of support, particularly in terms of literacy access and global information access. The academic community can use the facilities. To ensure the institutional use of internet access, the Postgraduate Board of Directors assigned a special Information System Unit to handle IT technically at the postgraduate level, in consultation with the Centre for Information Technology and Data Ranking at the university level.

Based on the assigned tasks and responsibilities, IT Determination, Implementation, Evaluation, Control and Improvement (PTIPD) routinely checks all available networks, or follows up quickly if there are complaints about the facilities provided, so that it can be ensured that all facilities are accessible.

MIBC

The Master of Islamic Broadcasting Communication programme is located on Campus 2 UIN SGD Bandung. The facilities used by the study programme in its academic activities can be seen in the table below.

Table 24: Data of Academic Facilities of the Master of Islamic Broadcasting Communication Program

No.	Type of Facility	Total Unit	Total Area (m ²)	Utilization (Hour/Week)	Condition
(1)	(2)	(3)	(4)	(5)	(6)
1	Student Lounge	2	15	48 Hours	Good
2	Lecture Hall	6	54	48 Hours	Good
3	Library	1	54	48 Hours	Good
4	Assembly Room	1	54	48 Hours	Good
5	Meeting Room	1	45	48 Hours	Good
6	Director's room, Deputy Director's room, Study programme room	6	250	48 Hours	Good
7	Journal Newsroom	1	16	48 Hours	Good
8	Postgraduate Student Forum Secretariat Room	1	16	48 Hours	Good

Campus 2 provides a 1000 Mbps internet network and every class is connected to Wi-Fi, which is a free facility for every student. The IT Determination, Implementation, Evaluation, Control and Improvement (PPEPP) process is carried out by the Information Technology and Database Centre (PTIPD) appointed by the Rector, and they are responsible for the smooth operation of the IT network, including in the study programme.

The Postgraduate Board of Directors has assigned a special unit, ISU (Information System Unit), to handle IT technical aspects at the postgraduate level, and this board works in consultation with the Centre for Information Technology and Data Generation (TIPD) at the University level. If an IT problem is found in the study programme environment, the study programme will submit a report to the ISU team, and if it is not handled by them, TIPD will

solve the problem. To reduce the problems faced by students, the study programme has staff on standby during working hours who can respond quickly.

Access to literature

Both Programmes

The UIN SGD Bandung library received an A accreditation from the National Library in 2021. The library uses a digital library system in which every student can access their account on the library's web page²². In addition, the UIN SGD Bandung library provides easy access to various student research works, such as undergraduate theses, theses, dissertations, research and lecturers' books, in PDF form to reduce plagiarism by students or others.

The library can be visited offline from 7 a.m. – 6 p.m, and for returning references, an automatic service system has been provided through a 24-hour automatic counter. To ensure library services meet predetermined standards, the head of the library has established control mechanisms on the services performed by librarians, such as ensuring that the shift of workers is according to the specified hours.

Students and/or graduates are also required to upload their research work onto the digital library. Students can also use the PC computer facilities available in the library for free. In the 2021 report, the library had a book collection of around 55,705 books, 19.3 % of which are references used in learning of the Master of Sharia Economic Law programme.

The availability of books, visit data, and other data can be accessed online²³. If new teaching materials/literature are used, the lecturer can provide and/or submit to **MSEL** for procurement. It will then coordinate with the directors and the library team to procure or purchase literature.

Generally, the library provides three hard copies of each teaching material/literature, and if the literature used is in the form of an e-book, it can be easily accessed online. The library also subscribes to several journals, both national and international which can be accessed by the entire academic community:

MMIBC:

- <https://lib.uinsgd.ac.id/research/>
- <https://opac.uinsgd.ac.id/>
- <https://digilib.uinsgd.ac.id/>
- <https://search.ebscohost.com>

MSEL:

- <https://lib.uinsgd.ac.id/research/>
- <https://opac.uinsgd.ac.id/>

²² <http://lib.uinsgd.ac.id>

²³ <https://lib.uinsgd.ac.id/research/>

- <https://digilib.uinsgd.ac.id/>
- <https://search.ebscohost.com>
- <https://search.emarefa.net>
- <https://cambridge.org/core>

To ensure up-to-date references are available online²⁴, the library has developed an automation system on the OPAC (online public access catalogue) search engine.

Appraisal:

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

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The panel also notes that if the HEI wants to intensify, for example, project-based learning or other cooperative didactical approaches, the digital equipment and furniture needs to be updated accordingly.

The opening hours of the library take students' needs sufficiently into account. 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.

	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

Career counselling and placement service

Both programmes

²⁴ <https://digilib.uinsgd.ac.id/>

UIN SGD Bandung has established a Career Centre for providing technical skills to prospective alumni. The Centre offers personal branding training with the creation of LinkedIn accounts, creating portfolios, and interview training. In addition, training is also provided on strategies and techniques to follow the trends of the Islamic Economic industry. Finally, the Career Centre provides information on alumni networks and job fairs.

The Career Centre has the responsibility to ensure that employees and other stakeholders are satisfied with graduates of UIN SGD Bandung. In support of the internationalisation of the University, the training organised by the Career Centre also uses the foreign languages Arabic and English.

Alumni Activities

MSEL

MSEL has an alumni association of the name IKA HES. The management of IKA HES was confirmed by the Decree of IKA UIN SGD Bandung²⁵. The function of IKA HES is to strengthen the alumni network and expand the networks of the Sharia Economic Law graduates. In addition to providing feedback to the programme, IKA HES also carries out academic and non-academic activities that support the achievement of **MSEL** Graduate Learning Outcomes, such as public discussions about the opportunities and challenges of Sharia Economic Law alumni in the Sharia industry, curriculum studies, Student Creativity Activities, and training of Sharia arbitrators.

IKA HES activities take place regularly every year, with the themes adjusted to the latest issues. For example, public discussions between students and alumni are held every semester. Meanwhile, community service is carried out once a year as one of the implementations of collaboration between **MSEL**, students, and alumni.

MIBC

The Master of Islamic Broadcasting Communication programme alumni association (HAKPI) of UIN SGD Bandung was established in May 2017, while the management of the HAKPI Alumni Association (IKA) for this period was confirmed by the Decree of IKA UIN SGD Bandung²⁶. HAKPI has several programmes that synergize with academic development efforts that are oriented towards advancing the study programme.

The forms of activities that have been carried out by HAKPI include discussion activities, expansion of national and international networks, curriculum studies, and active involvement in the provision of input to study programmes. Input is related to lecture satisfaction and the development of work needs in accordance with the scientific field of the study programme.

²⁵ Number: 012/B/SKIIKA-Prodi/II/2018

²⁶ Number: 012/B/SKIIKA-Prodi/II/2018

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. Although the efforts to this end are sufficient for the panel, they nevertheless suggest that more activities should be undertaken with regard to alumni to develop a valuable network.

		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)

MSEL

In accordance with the Decree of the Minister of Finance²⁷, UIN SGD Bandung has been designated as an institution with the status of a Public Service Agency, which is therefore supervised by the Supervisory Board. The financial system of **MSEL** is integrated with the Postgraduate programme, which is also integrated with the finances of Public Service Agency UIN SGD Bandung. It is invited, in coordination with the postgraduate programme, to submit an activity programme that contains an annual budget to the University.

The programme is analysed based on the Performance Indicator and Performance Agreement which are the domain of the postgraduate programme. The submission of the indicative ceiling is carried out in the September of the previous year, and then the definitive ceiling is set in April. This cycle takes place every year. All programmes/activities must support the achievement of the Rector's Performance Indicator and Performance Agreement. If it does not support these, a note will be given by the University to for it to be revised in the budget revision session.

Tuition fees in **MSEL** have been determined based on the Rector's Decree regarding the Single Tuition Fee (UKT) per semester. Students are required to pay a Payment Approval Letter per semester. Institutionally, it encourages students to complete their studies on time because students will continue to pay per semester if they do not. Reduction of tuition fees is a derivative policy of the Decree of the Ministry of Religion and the Rector's Circular and can be requested if a student wishes to take a leave of absence.

In addition, various scholarships are also provided from partners who have MoUs with UIN SGD Bandung to support students in the success of their studies. **MSEL** continues to carry out academic activities regardless of the number of students. The financial system at UIN SGD Bandung is centralised: the University will be responsible if the study programme cannot meet

²⁷ Number 251 of 2008

its unit cost (cross financing) because, in addition to the budget from the Public Service Agency (BLU), the University also receives a budget from the state.

MIBC

In addition to being an Islamic Religious University under the Ministry of Religion, UIN SGD Bandung is also a Public Service Agency (BLU) based on the Decree of the Minister of Finance Number 251 of 2008. Therefore, UIN SGD Bandung is responsible to the Minister of Religion and, institutionally, is supervised by the Public Service Agency Council supervisor. The Master of Islamic Broadcasting Communication, which is part of UIN SGD Bandung, contributes to the financial health of UIN SGD Bandung as a Public Service Agency.

Study programmes, in coordination with the postgraduate programmes, are invited to submit an activity programme containing an annual budget to the University. The programme is analysed based on Key Performance Indicators and the Rector's Performance Agreement, which are postgraduate domains. The submission of the indicative ceiling is carried out in September of the previous year, and then the definitive ceiling is set in April. This cycle takes place every year.

Study programme activities must support the achievement of the Rector's Key Performance Index and Performance Agreement. If they are not in support, a note is given by the University and revision of the activities takes place during the budget revision session. Tuition fees in study programmes have been determined based on the Rector's Decree regarding the Single Tuition Fee (UKT) per semester. Therefore, students are required to pay a Payment Approval Letter (SPP) per semester. This encourages students to complete their studies on time because they will continue to pay per semester if they are not on time.

Reduction of tuition fees is a derivative policy of the KMA and Rector SE; it is possible if there is a request from a student to take a leave of absence. In addition, various scholarships are also provided from partners who have made an MoU with UIN SGD Bandung with the aim of supporting talented students to be successful in their studies. The study programme continues to carry out academic activities regardless of the number of students.

Thus, it can be said that the financial system at UIN SGD Bandung is centralised. In other words, the university will be responsible if the study programme cannot meet its unit cost (cross financing) because, in addition to the budget from the Public Service Agency, the university also receives a budget from the state.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

		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

Quality assurance and quality development with respect to contents, processes and outcomes

Both programmes

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

These items include eight National Education Standards: Graduate Competency Standards; Content Standards; Process Standards; Educational Assessment Standards; Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; and Financing Standards. The PPEPP cycle is as follows;

1. Standard setting is carried out by auditors and determined by LPM;
2. Implementation of standards by Study Programmes;
3. Standard evaluation by Study programme and auditors through AMI;
4. Standard control by Study programme and LPM;
5. Improved standards by auditors and LPM.

The Quality Assurance Group, through the implementation of PPEPP, monitors and evaluates the quality of exams, curriculum, teaching and learning processes (PBM) and guidance in the Islamic Broadcasting Communication programme using evaluation columns, which are carried out per semester. The outcome of the PPEPP process is the reporting of a Follow-Up Plan (RTL) from Quality Assurance Group to the study programme. This activity takes place once a year.

In addition to the internal and external audit processes, the study programme regularly requests evaluations from students (related to the learning process), lecturers (related to course content), collaboration partners (related to academic and non-academic programmes), faculties and universities (related to academic and non-academic programmes), and alumni and graduate users (related to additional competencies). The evaluation is usually in the form of a survey or questionnaire and/or delivered directly at the study programme meeting. The evaluation data and input obtained are studied and analysed by the study programme and quality assurance, and then submitted to the postgraduate directors to determine the Follow-up Plan or improvements to be implemented by the study program.

Instruments of quality assurance

Evaluation by students

Both programmes

Regarding student evaluations of the lecture process in each course, the Quality Assurance Group tests the validity and reliability of the questions presented in the survey before they are submitted to students. The survey covers the lecture process, from the material and lecturer's teaching methods to the evaluation of lectures. The survey is distributed randomly to each class in each batch of students each semester.

MSEL has determined the study load for each course. The results of the survey submitted by students related to the suitability of the study load and the achievement of the Graduate Learning Outcome and Course Learning Outcome are as follows:

1. 91 % of courses support the Graduate Learning Outcomes;
2. 87 % of courses achieve the Course Learning Outcome;
3. 89 % of Course Learning Outcomes support the Graduate Learning Outcome

Student feedback is periodically requested at the end of each semester, including feedback on lectures and programme services. Feedback on lectures includes the pedagogical ability of the lecturers in teaching, the breadth and depth of teaching materials delivered, and the student's ability to understand the learning materials, while feedback in the form of services includes the availability of Wi-Fi facilities and projectors to support teaching and learning activities. The results of the feedback are taken into consideration by Study Programmes to improve the quality of teaching and services in the next semester, in addition to being conveyed to the lecturers concerned.

MIBC has also determined the study load for each subject. The results of the survey given to students related to the suitability of the study load and the achievement of Subject Learning Outcomes and Graduate Learning Outcomes are as follows:

1. 87% of respondents said the subjects support the Graduate Learning Outcomes;
2. 90% of respondents said that the subjects allow for the attainment of Subject Learning Outcomes;
3. 85% of respondents said Subject Learning Outcomes support Graduate Learning Outcomes.

In order to respond appropriately to input from stakeholders, specifically students, the study programme holds a monitoring and evaluation meeting and the findings from this are followed up in the next year's working program. Among other issues, ensuring that students finish their studies on time and in accordance with the Graduate Learning Outcome has been raised in the meeting. This has been responded to by dividing the study load evenly among lecturers.

The results of the survey indicate the suitability of the study load of each subject, in terms of achieving the Subject Learning Outcomes and, ultimately, being in accordance with the

Graduate Learning Outcome. The results of the survey are documented and analysed by the Quality Assurance Group, and submitted to the study programme. Conformity with the Graduate Learning Outcomes that have been determined by the study programme is an important point in the survey process, and so the study programme swiftly follows up on the recommendations from Quality Assurance Group.

As a form of accountability to students, the study programme invites student representatives (kosma) to discuss the evaluation carried out by Quality Assurance Group and explain the follow-up actions that have or have not been carried out along with the reasoning for each decision. Thus, through these student representatives, all students can find out what follow-up has taken place as a result of the evaluation survey at the study programme level.

Evaluation by faculty

Both programmes

For quality assurance, at the end of each semester the study programme, accompanied by the Quality Assurance Group, invites and provides opportunities for all lecturers, both full time and part time, to evaluate and provide input either orally or in writing. The study programme documents the criticisms and suggestions submitted by the lecturers, and then analyses them with the Quality Assurance Group. The study programme then conveys to the lecturers the results of follow-up actions that have or haven't been carried out along with reasoning for each decision.

In addition to the semester evaluation conducted by the study programme, the University and the Postgraduate Board of Directors also evaluate the study programme every year at work meetings. Each study programme presents its evaluation in front of the Board of Directors and Postgraduate Lecturers and then receives input and suggestions for improvement in the following year. This evaluation is more focused on the achievement of the Key Performance Index and Performance Agreement of each study programme.

External evaluation by alumni, employers and third parties

MSEL

In order to maintain quality, **MSEL** conducts external evaluations annually (with evidence of the last three years), which involve alumni and stakeholders who have direct relationships with the Sharia finance industry. The external evaluation steps can be seen in the table below:

Table 25: External evaluation steps

Evaluator	Alumni	Graduate Users	Third Party	Evaluation Result
Aspects Evaluated				
1. New student recruitment process	Class of 2017	Sharia Banking	National Accreditation Board for Higher Education, evaluates once every 5 years	The achievement of the SNPT 7 standard must be converted into the 9 Criteria using
2. Curriculum according to the				

needs of the world of work 3. The main CPL of alumni is in accordance with the needs of the working world 4. Alumni additional skills 5. Good university governance 6. Criticism and suggestions			by filling out the study programme accreditation form.	the National Accreditation Board of Higher Education ranking standard
	Class of 2018	Fatwa Institution and Sharia Supervisory Board	Public Accounting Firm, evaluates once a year with audits of financial and performance data	Abilities of case analysis and dispute resolution in the Sharia industry needs to be updated in accordance with market needs
	Class of 2019	Campus	Ministry of Religion RI, evaluates once a year focusing on the Performance Indicator and Performance Agreement achievement calculation	The achievements of IKU and IKT will have an impact on the construction of the next university budget; therefore, the strategic composition of their achievement needs to be integrated with the programmes of all existing units.

The results of the external evaluation carried out by the study programme with all stakeholders are then given to parties who have the authority to take corrective action. Follow-up measures on the results of the evaluation of the academic field are carried out by the Deputy Director I for Academic Affairs, whereas improvements and actions on institutional aspects are under the authority of the Deputy Director II for Human Resources and Finance. Networking for job opportunities is under the authority of the Deputy Director III for student affairs, alumni, and collaboration. The overall results of the follow-up of the external evaluation are submitted to the postgraduate director who determines an improvement policy, which is then implemented by **MSEL**. The results of the follow-up are sent to all stakeholders in the form of a notification letter.

MIBC

In an effort to maintain the quality of quality assurance, the Master of Islamic Broadcasting Communication programme asks for evaluations from external parties, such as graduate users and alumni, every year (proof of the last three years). The table below displays an overview of the evaluation content of the study programme provided to external parties.

Table 26: Evaluation Content for External Parties

Evaluator	Alum ni	Graduate Users	Third Parties	Evaluation Results
<p>1.New Student recruitment process</p> <p>2. Curriculum is in accordance to working world needs</p>	Class of 2017	Indonesian Ministry of Religion (District - City)	National Accreditation Board for Higher Education, once every 5 years by filling out the Study programme Accreditation Form	Assessment of 7 standards or 9 criteria according to SNPT, resulting in an accreditation rating
<p>3.Main Graduate Learning Objectives of alumni are in accordance with the demands of the working world</p>	Class of 2018	Broadcasting Institution	KAP, once a year, by examining financial and performance data	The results of the performance of ASN and the use of Public Service Agency finances. If something does not match, the Public Accounting Firm (KAP). will make recommendations to the Chancellor to be forwarded to the unit (including postgraduate).
<p>4. Alumni's additional skills</p> <p>5. Good university governance</p> <p>7. 6.Criticism and suggestions</p>	Class of 2019	Campus	Ministry of Religion, once a year by calculation of Key Performance Index and Performance Agreement	Key Performance Index and Performance Agreements, Achievements of the University, which are rated as partly exceed, fulfill, or do not fulfill These results have implications for the following year's budget.

				<p>The Key Performance Index that exceeded the target was the strengthening of religious moderation content; the Key performance Index that met the target was innovative online learning methods; and the Key performance Index that failed to achieve the target was a number of students from abroad. All study programmes at UIN Sunan Gunung Djati Bandung participated in supporting the achievement of Rector's Key performance Index and Performance Agreements.</p>
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With regard to the evaluation carried out by external parties, the internal party in charge of analyzing and conveying the results of the evaluation is the Career Centre Unit of UIN SGD Bandung. The results of the evaluation are first submitted to the study programme and Postgraduate Office for follow-up steps. If the recommended steps are agreed upon, the Career Centre, together with the study programme, will convey the follow-up steps to the external parties concerned or interested.

Programme description

MSEL

Information about the Master of Sharia Economic Law programme in terms of the vision, mission, goals, accreditation ratings, curriculum, lecturer qualifications, number of lecturers, exam schedule, new student admission schedule, and student achievements can be accessed via the postgraduate web and mobile apps. In addition to what has been mentioned above,

MSEL also publishes several activities such as lectures, exams, new student acceptance, seminars, workshops, scholarships, and job opportunities in the form of banners on campus or on social media such as the university's Instagram account.

This is conducted by **MSEL** as a form of public transparency and accountability.

MIBC

General information about the vision and mission, organisational structure, lecturer qualifications, curriculum content, new student admissions, lecture information, examination implementation, additional programmes, academic achievements, and so on, in the Master of Islamic Broadcasting Communication can be accessed via the postgraduate web and mobile app, or viewed in brochures provided offline. Most of the information (as listed above) that is considered needed by prospective applicants, students, alumni, graduate users, and other stakeholders, has been published as a form of Prodi transparency to the public.

Information on activities during the academic year

MSEL

As mentioned, academic activities in **MSEL** can be accessed by the public through the postgraduate web and mobile apps. Information updates about academic activities are carried out regularly by the Information System Unit admin team. In addition, information regarding all study programme activities, including regular lectures (schedule changes / room changes / assignment information, etc.), is always conveyed via the Head of the Class WhatsApp Group of **MSEL**, so that information about its academic activities can be known by all students.

Information published through the postgraduate web and mobile apps related to academic activities is information on seminars, public lectures, conferences, lecturer and student achievements, announcements of competitions, student exchanges, research collaborations, and so on. In addition to being published online, the postgraduate programme, which oversees **MSEL** sends of Performance Agreements and Key Performance Indicators to the Rector of UIN SGD Bandung.

This information will then be compiled with other units and made into an annual report on the achievements of the Rector's Performance Indicator and Performance Agreement. The compilation is reported by the Rector of UIN SGD as a result of the University's work programme to the Ministry of Religion and the Ministry of Finance of the Republic of Indonesia every year.

MIBC

As mentioned, the academic activities in the Master of Islamic Broadcasting Communication programme can be accessed by the public through the postgraduate web and mobile apps. Information about academic activities is updated regularly by the USI admin team. In addition, information regarding all study programme activities, including regular lectures (schedule changes / room changes / assignment information, etc.), is always conveyed through the Head of the Class WhatsApp Group by the study programme. Thus, information about all study programme academic activities is made available to all students.

Information published through the postgraduate web and mobile apps related to academic activities includes information on seminars, public lectures, conferences, lecturer and student achievements, announcements of competitions, student exchanges, research collaborations, and so on. Study programme activities are also reported in a number of places. In addition to being published online, the Postgraduate Office, which oversees the study programmes, reports the achievements of Performance Agreement (Perkin) and Key Performance Index (KPI) to the Chancellor of UIN SGD Bandung. These reports are then compiled into one annual report, along with the achievements of other units, of the Rector's Performance Agreement (Perkin) and Key Performance Index (KPI). The compilation is then reported by the Chancellor of UIN SGD as a result of his work programme to the Ministry of Religion and the Ministry of Finance of the Republic of Indonesia every year.

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. During the interview rounds, it became apparent that the external evaluation could integrate potential employers to a greater extent. The panel criticises that there is not enough focus on employers in the external evaluation process. Therefore, they **recommend** that the HEI involve employers in the external evaluation more strongly. The panel members suggest using the alumni network for this purpose.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

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

Bachelor / Master programme:

1. Sharia Economic Law Master programme (MSEL);
2. Master of Islamic Broadcasting Communication programme (MIBC)

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