



ACADEMIC PAPER

OBE-BASED CURRICULUM MASTER'S PROGRAMME (S2) ISLAMIC COMMUNICATION AND BROADCASTING (KPI)

**Faculty of Da'wah and Communication, UIN
Walisongo Semarang
Year 2024**

PROGRAMME IDENTITY

Higher Education	: State Islamic University Walisongo Semarang
Programme Management Unit	: Faculty of Da'wah and Communication
Programme Type	: Master's Degree (S2)
Programme Name	: Master's Degree (S2) in Islamic Broadcasting Communication (KPI)
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Establishment Decree Number of PT IAIN Walisongo	: 31 of 1970
Date of Establishment Decree of PT	: 1 April 1970
Officials Signing the Decree Establishing PT	: Minister of Religion of the Republic of Indonesia/ K.H. Moch Dachlan
Decree Number on the Change of IAIN Walisongo to UIN Walisongo	: 130 of 2014
Date of the Decree on the Change of IAIN Walisongo to UIN Walisongo	: 16 October 2014

Signing Official : President of the Republic of Indonesia
 Decree on the Change of : Dr. H. Susilo Bambang Yudhoyono/
 IAIN Walisongo to UIN
 Walisongo

Decree Number for the : [5667 of 2014](#)
 Establishment of the Master's
 Programme in Communication
 Studies

Date of Decree on the : 8 October 2014
 Establishment of the KPI
 Master's Programme

Officials Signing the : Director General of Islamic
 Decree on the Education/Nur Syam
 Establishment of the KPI
 Master's Degree
 Programme

Number of the Rector's Decree : [Un.10.0/R/PP.00.9/520A/2015](#)
 on the Implementation of the
 KPI Master's Programme

Date of Implementation of the : 6 June 2015
 Master's Degree Programme
 in Islamic Education

Signatory Official for the : Rector of UIN Walisongo/
 Implementation of PS S2 KPI Prof. Dr. H. Muhibbin, M.Ag.

Accreditation Rating for KPI : A

BAN-PT Accreditation : [4426/SK/BAN-PT/Akred/M/XI/2017](#)
 Decision Number for the
 Master's Programme in KPI

BAN-PT Decision Number for : [5691/SK/BAN-PT/Ak.Ppj/M/VIII/2022](#)
Extension

Master's Degree Programme in
KPI Accreditation

Academic Vision	:	To develop Islamic communication and broadcasting studies based on da'wah and the unity of knowledge for humanity and civilisation through academic studies and research
Programme Objectives	:	1) To produce graduates who are capable of developing Islamic communication and broadcasting knowledge; 2) Capable of producing innovative and proven works in the field of Islamic communication and broadcasting; 3) To produce community service works that beneficial for community development; 4) Fostering the internalisation of local wisdom values based on Islamic communication and broadcasting; 5) Achieving positive and productive outcomes from collaborations with various institutions at regional, national, and international levels; 6) The establishment of governance Programme Professional studies meeting international standards.

Competency Requirements	: There are several Competency Requirements for the recruitment of new students, as follows: a. Graduates of a Bachelor's degree programme (S1) or equivalent. b. Standards for admission to KPI Master's Degree Must have a GPA <u>of</u> ≥ 2.50 for graduates of A/Excellent accredited study programmes, a GPA <u>of</u> ≥ 2.75 for graduates of B/Very Good accredited study programmes, and a GPA <u>of</u> ≥ 3.00 for graduates of C/Good accredited study programmes. c. Have a thesis proposal as the initial process in scientific research. d. Pass the TOEFL test from PPB with a score of 500 or a letter of commitment for matriculation/English course at PPB UIN Walisongo Semarang. e. Pass the IMKA test from PPB with a score of 325 or a letter of commitment for matriculation/Arabic language courses at PPB UIN Walisongo Semarang. f. Pass the Academic Potential Test (TPA) for Master's Degree Pass the Interview Test
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Qualifications for New Students	:	General qualifications: Bachelor's degree or equivalent g. Special qualifications: Passed the Master's Degree Entrance Test
Procedures for Accepting New Students	:	New student selection is conducted through document screening, Academic Potential Test, English and Arabic Language Tests English and Arabic, and an Interview Test.

COMMITTEE

Director	:	Prof. Dr. H. Moh. Fauzi, M.Ag
Responsible	:	Komarudin, M.Ag
Chair	:	Dr. Saerozi, M.Pd
Secretary	:	Dr. Hatta Abdul Malik, M.Sc
Member	:	1. Professor Dr. H. Ilyas Supena, MA. 2. Professor Dr. Yuyun Affandi, MA. 3. Professor Dr. Awaluddin Pimay, MA. 4. Dr. H. Muhammad Sulthon, MA. 5. Dr. H. Najahan Musyafak, MA. 6. Dr. Hj. Siti Sholihati, MA.

FOREWORD

Alhamdulillah, the 2024 Curriculum for the Master's Programme (S.2) in Islamic Broadcasting Communication at the Faculty of Da'wah and Communication (FDK) UIN Walisongo Semarang has been completed. This curriculum is an improvement on the previous curriculum that has been implemented since 2020.

The OBE (*Outcome-Based Education*) curriculum is based on the demands of global developments known as the Industrial Era 4.0 and the Millennial Era. This has implications for the demands of institutional users. The global era, characterised by the rapid use of information technology, requires educational institutions to adapt and compete to meet the demands of society. This curriculum is also based on applicable laws and regulations and Academic Guidelines that depart from the vision, mission and objectives of UIN Walisongo with the paradigm *of unity of science*.

In developing this curriculum, we refer to the Indonesian National Qualifications Framework (KKNI), Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education, as well as the latest needs and developments in the field of basic education. The national policy on the Indonesian National Qualifications Framework (KKNI), which also serves as the basis for designing the curriculum, is expected to produce graduates who meet national standards and are internationally competitive. We also involve various stakeholders, including lecturers, students, alumni, graduate users

graduates, education practitioners, and curriculum experts to ensure that the curriculum is relevant and of high quality.

In addition, the review of the new curriculum through a workshop forum attended by professors, doctors, and lecturers at the Faculty of Da'wah and Communication, UIN Walisongo Semarang, is expected to produce a perfect curriculum. However, it is recognised that there are still shortcomings that need to be further refined. Further input and improvements are certainly highly appreciated. We would like to express our gratitude to all parties who have assisted in the development of this curriculum.

Semarang, August 2024

Curriculum Development

Team

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CHAPTER I

FOUNDATIONS OF CURRICULUM DEVELOPMENT

1.1 Philosophical Basis

The development of the curriculum for the Master's Programme in Islamic Communication and Broadcasting considers the following:

- a. Educational objectives oriented towards producing graduates who are able to integrate and unify religion and science (*unity of sciences*)
- b. The educational process must use various constructive and humanistic approaches and be oriented towards achieving objectives.
- c. Educators must be competent and professional in carrying out the educational process in order to achieve the objectives
- d. Islamic values must colour the attitudes, knowledge, and skills of graduates.

1.2 Sociological Foundation

The development of the Master's Degree Programme in Islamic Communication and Broadcasting considers:

- a. Studying and understanding the needs of society
- b. Analysing the culture of Indonesian society
- c. Analysing the strengths and potential of the region
- d. Analysing the requirements and guidelines for the workforce
- e. Interpreting the needs individual within the framework of public interest.

1.3 Legal Basis

The development of the Master's Degree Programme in Islamic Communication and Broadcasting takes into account:

- a. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);

- b. Law Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
- c. Government Regulation No. 48 of 2008 concerning Education Funding (State Gazette of the Republic of Indonesia of 2008 No. 91, Supplement to the State Gazette of the Republic of Indonesia No. 4864);
- d. Government Regulation Number 37 of 2009 concerning Lecturers (State Gazette of the Republic of Indonesia of 2009 Number 76, Supplement to the State Gazette of the Republic of Indonesia Number 5007);
- e. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
- f. Government Regulation No. 47 of 2009 concerning the Establishment and Organisation of State Ministries, as amended several times by Presidential Regulation No. 13 of 2014 concerning the Fifth Amendment to Presidential Regulation No. 47 of 2009 concerning the Establishment and Organisation of State Ministries;
- g. Government Regulation No. 24 of 2010 concerning the Position, Duties, and Functions of State Ministries and the Structure, Duties, and Functions of Echelon I State Ministries as amended several times by Presidential Regulation No. 14 of 2014 concerning the Fifth Amendment to Presidential Regulation No. 24 of 2010 concerning the Position, Duties, and State Ministries as well as the Organizational Structure, Duties, and Functions of Echelon I State Ministries;
- h. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework;

- i. Decree of the President of the Republic of Indonesia Number 84/P of 2009 concerning the Formation of the United Indonesia Cabinet II as amended several times, most recently by Presidential Decree Number 41/P of 2014.
- j. Presidential Decree of the Republic of Indonesia Number 84/P of 2009 concerning the Formation of the United Indonesia Cabinet II as amended several times, most recently by Presidential Decree Number 41/P of 2014.
- k. PMA No. 38 of 2017 concerning graduates of PTKI.
- l. Ministerial Regulation No. 33 of 2016 concerning academic degrees at PT Kegamaan.
- m. Ministry of Education and Culture Regulation No. 3 of 2020 on the National Higher Education Quality Assurance System (SNPT).

CHAPTER II

ACADEMIC VISION OF THE PROGRAMME

2.1 Scientific Vision

To develop Islamic communication and broadcasting science based on da'wah and the unity of knowledge for humanity and civilisation through academic studies and research.

2.2 Vision, Mission, and Objectives of the University Vision

A Leading Islamic Research University Based on the Unity of Knowledge for Humanity and Civilisation.

Mission

- 1) To provide education and teaching in science and technology based on the unity of knowledge to produce professional graduates with good character;
- 2) To enhance the quality of research for the benefit of Islam, science, and society;
- 3) To conduct community service that beneficial for community development;
- 4) Exploring, developing and applying local wisdom values;
- 5) Developing cooperation with various institutions at the regional, national, and international levels;
- 6) Implementing institutional governance institutional at an international standard.

Objective

- 1) To produce graduates with academic and professional capabilities and noble character who are able to apply and develop the unity of knowledge;
- 2) To develop research and community service that contributes to improving the quality of life of the community in terms of religion, nationhood and society.

2.3 Vision, Mission, and Objectives of the Faculty of Da'wah and Communication

Vision

To be at the forefront of education, research, application and development of da'wah and communication science for humanity and civilisation based on the unity of knowledge by 2035.

Mission

- 1) To conduct education and teaching in the field of da'wah and communication based on the unity of knowledge to produce outstanding, interdisciplinary, competitive graduates with noble character.
- 2) Developing the science of da'wah and communication based on research.
- 3) Conducting community service based on research.
- 4) Exploring and applying local wisdom in the field of da'wah and communication.
- 5) Fostering and developing collaboration in carrying out the three pillars of higher education.

Objective

- 1) To prepare students to become members of society who are devout, intellectual, and professional in the field of da'wah.
- 2) To prepare students to be able to develop and spread the Islamic religion.

- 3) To prepare students to navigate the modern world, which is full of competition.

2.4 Vision, Mission, and Objectives of the Master's Programme (S2) in Islamic Communication and Broadcasting (KPI)

Vision

Becoming a leading programme of study in the development of Islamic communication and broadcasting studies based on the unity of knowledge for humanity and civilisation at the ASEAN level by 2033

Mission

- 1) To provide education and teaching at the master's level in the field of Islamic Communication and Broadcasting Studies;
- 2) Enhancing the quality of research in Islamic communication and broadcasting that contributes to solving socio-religious issues;
- 3) Conducting research-based community service that is beneficial for community development;
- 4) Exploring, developing, and applying local wisdom values based on Islamic communication and broadcasting;
- 5) Developing networks of with various higher education institutions at the ASEAN level;
- 6) Establishing professional institutional management in line with ASEAN standards.

Objectives

- 7) Producing graduates who are capable of developing Islamic communication and broadcasting knowledge;
- 8) Capable of producing innovative and proven works in the field of Islamic communication and broadcasting;
- 9) Producing community service works that are beneficial for community development;

- 10) To internalise local wisdom values based on Islamic communication and broadcasting;
- 11) Achieving positive and productive outcomes from collaborations with various institutions at regional, national, and international levels;
- 12) The establishment of a professional programme management system that meets international standards.

CHAPTER III

RESULTS OF CURRICULUM EVALUATION & TRACER STUDY

3.1 Curriculum Evaluation

The curriculum of the Master's Programme in Islamic Broadcasting Communication (KPI) at the Postgraduate School of the State Islamic University (UIN) Walisongo Semarang is designed based on the objectives, scope and depth of the material, and organisation that encourages the formation of hard skills and soft skills in line with the needs *of stakeholders*. Prior to 2020, the curriculum for the KPI Master's programme at UIN Walisongo was based on the 2015 curriculum, which was based on Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) and the issuance of Permendikbud No. 049 of 2014 concerning National Higher Education Standards (SNPT). Currently, the curriculum of the Master's Program in KPI at UIN Walisongo refers to Permendikbud No.

3 of 2020 concerning Higher Education Standards, which mandates Merdeka Belajar Kampus Merdeka (MBKM) or Independent Learning, Independent Campus. In implementing the above curriculum regulations, the KPI Master's Program curriculum always prioritises the integration *of Unity of Sciences*.

The KPI Master's Programme curriculum has been running for 4 years and has been updated with a focus on future directions and community needs, adapted to developments in science and technology, and aligned with the Merdeka Belajar Kampus Merdeka initiative. Evaluations of the RPS and teaching materials are conducted annually. Curriculum review is conducted through the Curriculum Update Workshop, beginning with a pre-workshop to formulate graduate competencies, courses, placement, and credit hours, followed by a discussion of curriculum evaluation by experts.

The stages involved in the curriculum development process for

the Islamic Community Development study programme always begin with an internal meeting among the study programme lecturers, which is then followed by a meeting between leaders at the postgraduate level. The process is as follows:

- 1) The curriculum development FGD involves all lecturers of the Study Programme and Faculty Leaders.
- 2) The Dean appoints a Curriculum Working Group in each Study Programme
- 3) The formulation of the curriculum draft by the curriculum working groups of all study programmes in the Faculty of Da'wah and Communication through a Faculty Leadership Meeting.
- 4) A workshop on curriculum development and formulation is held, involving experts, alumni, graduate employers, student representatives, all faculty members of the programme, and external experts. In
- 5) The workshop outcomes and the Curriculum Working Group's formulations are used to draft the curriculum.
- 6) The Curriculum Working Group submits the draft curriculum for deliberation by the University Senate.
- 7) Issuance of the Postgraduate Curriculum Decision Letter for the Year 2020.
- 8) The Postgraduate Curriculum Decision Letter is disseminated to lecturers and students so that they can adjust the process of compiling the Semester Learning Plan (RPS).

Determining graduate profiles and mapping the skills required by graduates can be done using several methods, such as *tracer studies* and labour market needs analysis. The KPI Master's Programme (S2) uses *tracer studies* to analyse its graduate profiles. Tracer studies aim to determine the results of education in the form of transition from higher education to the world of work, educational output in the form of self-assessment of mastery and acquisition of competencies, the educational process which includes evaluation of the learning process and the contribution of higher education to the acquisition of competencies, and educational input through the

collection of socio-biographical information on graduates.

It is important to analyse labour market needs. Higher education graduates are expected to have competencies that match the needs of stakeholders, such as *societal needs*, *industrial needs*, *professional needs*, and the needs of future generations (*scientific vision*). Therefore, UIN Walisongo is accelerating and transforming the future related to the Outcome-Based Education (OBE) curriculum. In order to evaluate and develop the existing curriculum, the KPI Master's Program has taken several steps, starting with internal discussions within the Postgraduate and Study Program environments, which are conducted regularly every academic year.

3.2 Graduate Tracking System (Tracer Study)

Describe the graduate tracking system implemented by UPPS, covering the following aspects:

1) Organisation

The graduate tracking system or *tracer study* at Walisongo State Islamic University Semarang is carried out centrally at the university level by the Quality Assurance Institute. This *tracer study* is conducted in order to identify the whereabouts of alumni after graduating from university. The purpose of this study is to evaluate the process and results of lectures as well as to improve and ensure the quality of learning at Walisongo State Islamic University Semarang. The Master's Programme in KPI always conducts tracer studies on alumni at the end of each semester. This is done by monitoring the alumni WhatsApp group, gathering information from lecturers who are still in contact with alumni, and other reliable sources of information. The results of the monitoring of alumni at the Master's Programme in KPI level are then reported to the LPM. From this report, the tracer study can ultimately be accessed on the website https://lpm.walisongo.ac.id/?page_id=2049

2) Methodology

In terms of methodology, the tracking of alumni in the Master's Programme in KPI at the Postgraduate School of UIN Walisongo was conducted in a structured and systematic manner. The stages of implementing *the Tracer Study* for the Master's Programme in KPI at the Postgraduate School of UIN Walisongo are as follows:

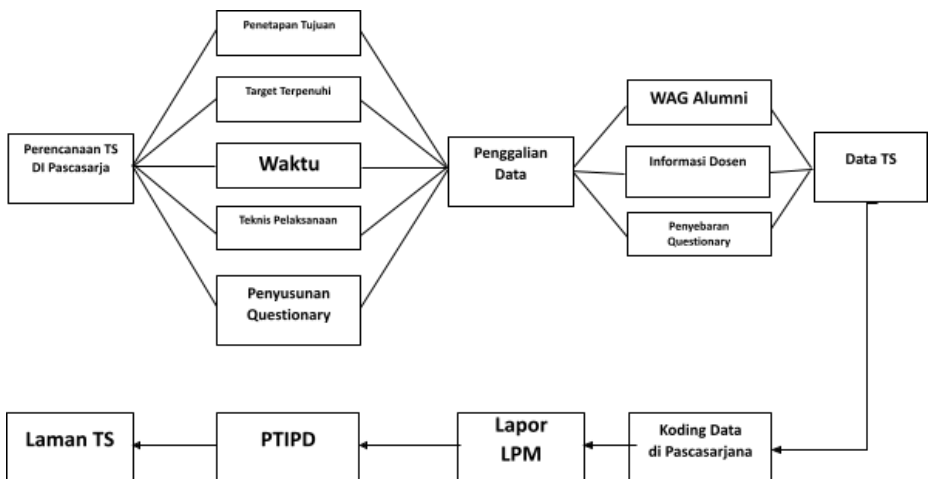


Figure 3.1

Flowchart of Tracer Study Implementation

The implementation of *the tracer study* in the KPI Master's Program at UIN Walisongo began with the preparation and planning stage. The first step was to prepare a work plan, such as determining the survey objectives, target respondents, duration of the research, and technical implementation of the survey. The next step was to prepare a questionnaire by adopting several *Core Questionnaires*, especially those required for *tracer studies* standardised by SN

DIKTI. In addition, data requirements for accreditation in accordance with PerBan PT No. 5 must be fulfilled.

Once the final alumni database is obtained, the next step is to track graduates using a survey method, with the target respondents being alumni who graduated in that year. The questionnaire used in *the tracer study* at the KPI Postgraduate Programme at UIN Walisongo is an online questionnaire consisting of respondent profiles, competency mastery, university evaluation, and alumni perspectives on accessing the world of work.

3) Instruments

The instrument used in this graduate tracking is a questionnaire distributed via a questionnaire link to alumni of the Master's Programme in KPI at the UIN Walisongo Postgraduate School. The aspects of the questions in the *tracer study* questionnaire include:

- a) alumni identity,
- b) distribution of alumni's main jobs,
- c) waiting period for employment,
- d) the means used to obtain employment
- e) information about the job (job suitability in relation to field of study, type of company, workplace, company location, position and title),
- f) learning methods during lectures
- g) alumni assessment of required competencies (ethics, core competencies, English language skills, use of information technology, teamwork and self-development).

4) Assessment

Based on the analysis of the *tracer study* questionnaire, the *response rate* of alumni from the Master's Programme in KPI at UIN Walisongo Semarang who completed the *tracer study* questionnaire exceeded 50%. From these results, it was found that in general, graduates of the UIN Walisongo Postgraduate KPI Master's Program work in government agencies, offices, secondary and higher education institutions, and social institutions (NGOs, Rumah Zakat, BAZNAS, NU, Muhammadiyah). Additionally, there are also alumni working in private companies (Mass Media, Radio, Television, Hospitals, etc.) and as entrepreneurs with diverse business ventures (Trade, SMEs, and similar).

5) Evaluation

The UIN Walisongo Postgraduate KPI Master's Programme always evaluates its alumni based on the contents of a *tracer study* questionnaire. This is done in conjunction with periodic evaluations of the curriculum and learning methods at the end of each semester. The results of the evaluation based on the Community Development Programme's *tracer study* are as follows:

- a. Enhancing *soft skills* in learning, such as creative thinking, decision-making, professionalism, commitment, and interpersonal skills in the field of community development;
- b. Enhancing other competencies such as information technology and foreign language skills;
- c. Expanding the network of the Master's Programme in KPI to place alumni according to their competencies;
- d. Conducting work-related training activities for alumni prior to the commencement ceremony () and graduation ceremony () at , with

inviting alumni users

e. Utilisation of Study Outcomes.

The results of the *tracer study* conducted by the KPI Master's Programme at UIN Walisongo Postgraduate School can be utilised for 1) feedback on the KPI Master's Programme curriculum, 2) improving the learning process by emphasising the needs of graduate users, 3) strengthening existing networks and expanding the KPI Master's Programme-Postgraduate Programme at UIN Walisongo with graduate users, to facilitate the dissemination of information on job opportunities and career development for graduates. To realise this, the programme organises activities involving active students and alumni through the IKA (Alumni Association) of the Master's Programme in KPI at the Postgraduate Programme at UIN Walisongo

CHAPTER IV

GRADUATE PROFILE & GRADUATE LEARNING OUTCOMES (PLO) FOR THE MASTER'S PROGRAMME (S2) IN ISLAMIC BROADCASTING COMMUNICATION

4.1 Graduate Profile

The main profile of graduates of the Master's Degree Programme (S.2) in Islamic Broadcasting Communication is academics, researchers, consultants and professional Da'i who are able to develop theories based on Islamic teachings and ethics, science and expertise, and produce creative, innovative, original and proven works that are published and recognised nationally and internationally.

Table 4.1 Graduate Profile

No	Graduate Profile	Description of Graduate Profile
1	Academic	A Master of Social Sciences with expertise, knowledge, and managerial skills as an academic in the field of Islamic Communication and Broadcasting based on Islamic teachings and ethics, scholarship, and expertise
2	Researcher	A Master of Social Sciences with the ability to plan, conduct, publish, and manage research outcomes in the field of Islamic Communication and Broadcasting in accordance with the latest advancements in scientific knowledge, grounded in Islamic teachings and ethics, scholarship and expertise.
3	Consultant	A Master of Social Sciences with the ability to analyse and solve Communication and Broadcasting issues

		based on based on the and Islamic ethics, scholarship and expertise.
4	Da'i professional	A Da'i who is a professional Islamic preacher () possesses the following competencies () in preaching that is rahmatan lil alamin

4.2 PLO Formulation for the Master's Programme in Islamic Broadcasting Communication (KPI)

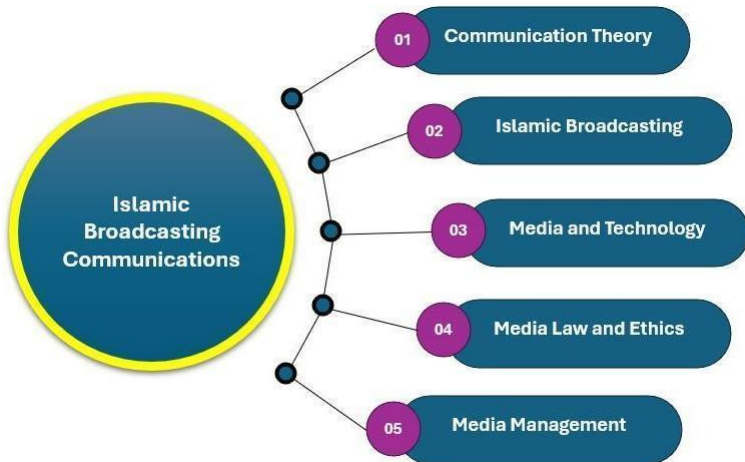
Learning Outcomes are the competencies that graduates must possess in accordance with the graduate profile. Learning Outcomes must refer to the National Qualifications Framework (KKNI) and the National Higher Education Standards (SN Dikti) as stipulated in Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023.

Table 4.2 Learning Outcomes Framework for the Master's Programme in Islamic Broadcasting Communication (KPI)

Code	PLO Description
PLO - 01	Ability to develop knowledge, technology, and/or art in their field of study or professional practice through research, resulting in innovative and tested works
PLO - 02	Capable of solving problems in science, technology, and/or art within their field of study through an interdisciplinary or multidisciplinary approach
PLO - 03	Capable of managing research and development that benefits society and academia, and capable of gaining national and international recognition.

4.3 Determination of Study Materials

1) Overview of the Body of Knowledge (BoK)



The Master's Programme in Islamic Broadcasting Communication (KPI) focuses on Islamic Communication with an approach based on Islamic values. The Body of Knowledge (BoK) in the KPI Master's Programme covers theory and practice in the fields of communication, sociology, psychology, text studies, and multimedia, which are aligned with Islamic principles. Students will study critical communication studies, communication psychology, mass and global media communication, and cross-cultural communication.

With this foundation, graduates are expected to be able to design and implement communication programmes that are beneficial to society in a holistic manner, in accordance with Islamic values and the local cultural context. In addition, there are studies on local cultural da'wah, communication ethics in Islam, and development communication. This curriculum integrates knowledge of Islamic principles relevant to communication.

Students will also be equipped with practical skills in

research methods, data analysis, and programme evaluation, enabling them to conduct applied research that contributes to the development of communication.

2) Description of Study Materials

Study materials are teaching materials that characterise the study programme or a collection of science, technology, and art (IPTEKS) that the KPI master's programme wishes to develop. In addition, study materials can also be selected based on an analysis of the needs of the world of work or the professions that graduates will pursue in the future. This ensures that the material taught is relevant and beneficial to their careers after graduation. The selection of study materials in a course uses a combination of Knowledge, Skills and Attitudes (KSA). The study materials in this curriculum consist of:

- a) **Main study materials (BKU)** include core teaching materials that define the scientific field of a study programme, as well as elements that distinguish the study programme from other study programmes. These BKU serve as a unique and distinctive knowledge foundation, providing an identity and special characteristics not possessed by other study programmes, ensuring that graduates have specific competencies and expertise in their field.
- b) **Supporting Study Materials (BKP)** are teaching materials that support the scientific field of the study programme while also responding to the latest developments in science.

- c) **Other Study Materials (BKL)** include learning materials that apply at the national level as well as specific materials determined by the university.

Table 4.3 Study materials in the curriculum

Type Study Material	Code	Study Material	Description of Study Materials
Primary study material (BKU)	U1	Islamic Communication	Islamic Communication builds students' understanding of communication concepts and theories and their implementation in Islamic education. The Islamic Education Communication System course explores communication concepts and theories, their application in communication, and the handling of communication problems. The material developed in this course is basically theoretical and practical communication concepts and their implementation in the field as well as issues surrounding communication.
	U2	Thought and Da'wah Movement	This course provides the ability for students to gain a fundamental understanding the History of Thought and the Islamic Da'wah

Type Study Material	Code	Study Material	Description of Study Materials
			Movement. The section on the history of civilisation includes critical explanations about Islamic civilisation in the , progress and its decline, as well as the future of Islamic civilisation. The section on the history of thought contains a critical explanation of the intellectual constructs of Muslim thinkers and their respective movements. This course approaches the intellectual settings of these figures through a historical and regional studies perspective. These Muslim thinkers represent the geographical spread of the Islamic World, including the Middle East, Sub-Saharan Africa, Turkey, Persia, the Indian Subcontinent , and Southeast Asia.

Type Study Material	Code	Study Material	Description of Study Materials
Supporting Study Materials (SSM)	P1	Islam and Media	This course examines the relationship between Islamic teachings and the role of media in shaping public perceptions of the religion. The study includes an analysis of how media , both print and digital, portrays
			Islam and Muslim communities, as well as how Muslims use the media to disseminate their teachings, values, and culture. Additionally, this study explores the challenges faced in confronting stereotypes, misrepresentations, and the influence of media globalisation on Islamic identity and beliefs. Through an interdisciplinary approach, this topic examines the dynamic interaction between religion and communication technology in a modern society.

Type Study Material	Code	Study Material	Description of Study Materials
Additional Study Materials (ASM)	L1	Qur'anic Studies and Hadith Studies	○ The Qur'anic Studies in the Master's programme in Islamic Broadcasting Communication equips students with the ability to understand critical studies of the Qur'an and methods of reading/interpreting it, starting from: Understanding the Setting of the Nuzul al-Qur'an, familiarising oneself with the codification of the Qur'an, the Correlation of the Qur'an, understanding the Language of the Qur'an, familiarising oneself with the methodology of
			of Qur'anic interpretation, both textual and contextual, analytical and comparative methods of understanding the Qur'an, thematic and comprehensive methods of understanding the Qur'an, Western (Orientalist) readings of the Qur'an, the living

Type Study Material	Code	Study Material	Description of Study Materials
			Qur'an, theological and socio-cultural issues in the Qur'an (case studies of thematic studies of the Qur'an), styles of Qur'anic studies, figures who studied the Qur'an, both classical and contemporary, and understanding the concept of Gender Equality-Based Qur'anic Interpretation. ○ Hadith studies examine in-depth analysis of the hadith, namely the words, deeds, and approvals of the Prophet Muhammad SAW, which are one of the main sources of Islamic teachings after the Qur'an. This study covers various aspects, including the methodology of sanad and matan to assess the authenticity of hadith, classification

Type Study Material	Code	Study Material	Description of Study Materials
			hadiths based on their degree of reliability, and the application of hadiths in the context of Islamic law and daily life. Additionally, this study also examines the history of the development of hadith science, the role of scholars in compiling and disseminating hadith, and contemporary challenges in understanding them in the modern era. Through a critical and historical approach, this study aims to deepen understanding of the prophetic tradition and its relevance in the lives of Muslims today.

Type Study Material	Code	Study Material	Description of Study Materials
	L2	Islamic Science Philosophy with a Unity of Science Paradigm	The Islamic Science Philosophy course, with its Unity of Science paradigm, departs from the reality that a single field of science is unable to solve all problems , thus necessitating an interdisciplinary or cross-disciplinary approach. The specialisation rapidly developing often
			lead to arrogance between disciplines, ultimately causing friction between them. On the other hand, the Islamic world requires its own paradigm in understanding the reality of life. Therefore, this course is intended to examine various fundamental issues regarding the Islamic worldview on the core teachings of Islam, concepts and philosophy of Islamic science, as well as their implications for the development of Islamic science and studies, particularly the dissemination of Islamic broadcasting. This material

Type Study Material	Code	Study Material	Description of Study Materials
			is presented in the form of analytical, comprehensive, and comparative with the worldviews of other civilisations, thereby providing an understanding thatcomprehensive, Ultimately, this course will encourage students to discuss current issues relevant to their field of study. The contextuality of Philosophy of Science Islam becomes the concluding discussion in this course, which is expected will enable students to recognise the fundamental need to explain science in a philosophically.

Table 4.4 Matrix of the Relationship between Graduate Learning Outcomes and Course Content

Category	Subject Matter				
BK	Core		Support	Supplementar y	
PLO	U1	U2	P1	L1	L2
PLO -01	√	√	√	√	√
PLO -02	√	√	√	√	√
PLO -03	√	√	√	√	√

Table 4.5 List of Courses Based on Main, Supporting and Other Subject Matter (BKU, BKP, BKL)

Code	Subject	Course
U1	Islamic Communication	○ Psychology of Communication in Da'wah ○ Thesis Research Methodology ○ Communication, Mass Media and Globalisation ○ Scientific Publication Writing ○ Thesis Proposal Seminar ○ Comprehensive Thesis Examination
		○ Thesis Proposal Examination ○ Thesis Examination
U2	Thoughts and Movements of Da'wah	○ History of Thought and Da'wah Movement ○ Cross-Cultural Communication
P1	Islam and the Media	○ Study of Dakwah and Communication ○ Critical Communication Studies
L1	Studies of the Qur'an and Hadith	○ Quranic Studies ○ Hadith Studies
L2	Islamic Science Philosophy with <i>a Unity of Sciences</i> Paradigm	○ Philosophy Islamic Islamic Science with a Unity of Sciences Paradigm

4.4 Course Structure

COURSE CODE	COURSE NAME	Credit
Semester I		
UIN-8001	Quranic Studies	3
UIN-8002	Hadith Studies	3
UIN-8003	Philosophy of Islamic Science with a Unity of Sciences Paradigm	3
KPI-8001	History of Thought and Movements	3
	Dawah	
KPI-8002	Psychology of Communication in Da'wah	3
KPI-8003	Thesis Research Methodology	3
	Number of Credits	18
Semester II		
KPI 8004	Critical Communication Studies	3
KPI 8005	Cross-Cultural Communication	3
KPI 8006	Communication, Mass Media, and Globalisation	3
KPI 8007	Dakwah Text and Communication Studies	3
KPI 8008	Scientific Publication Writing	3
KPI 8009	Thesis Proposal Seminar	3

	Number of credits	18
Semester III		
KPI 8010	Comprehensive Thesis Examination	3
KPI 8011	Thesis Proposal Examination	3
KPI 8012	Thesis Examination	12
	Number of credits	18
Cumulative Number of Credits		54

4.5 Course Description

No	Course Code	Course Name	Credits	Course Description
1	UIN-8001	Quranic Studies	3	This course focuses on strengthening Quranic studies, specifically addressing the fundamentals of interpretation and elaboration of verses that form the basis of Islamic Broadcasting Communication
2	UIN-8002	Hadith Studies	3	This course focuses on strengthening the study of hadith, specifically addressing the fundamentals of interpretation and elaboration of hadith. Hadiths that form the basis of Islamic broadcasting communication studies
3	UIN-8003	Philosophy of	3	This course provides a theoretical and philosophical basis for the

No	Course Code	Course Name	Credits	Course Description
		Islamic Science with a Paradigm of Unity of Science (<i>Unity of Sciences</i>)		study of Islamic Broadcasting Communication based on <i>the unity of sciences</i> . The philosophical approach in question is to integrate various disciplines within the framework of Islamic values, with the aim of creating a harmonious unity between science and Islamic teachings. This paradigm seeks to eliminate the dichotomy between religious knowledge and general knowledge, emphasising that all knowledge ultimately originates from the same source, namely Allah SWT, so that
				it must be managed and developed in an integrative and holistic manner. Thus, this philosophy emphasises the importance of synergy between revelation and reason, and promotes a comprehensive and balanced understanding in the study of science, both worldly and spiritual.
4	KPI-8001	History of Thought and Da'wah Movement	3	This course examines the development of thought and da'wah strategies in Islamic history, from the time of the Prophet Muhammad SAW to the contemporary era. Students will study various figures, schools of thought, and da'wah movements

No	Course Code	Course Name	Credits	Course Description
				that emerged in diverse social, political, and cultural contexts across the Islamic world. Additionally, this course highlights how these thoughts and da'wah movements adapted and influenced the development of Muslim societies, as well as the challenges faced in spreading Islamic teachings across various regions and eras.
5	MES-8002	Psychology of Communication in Da'wah	3	This course examines the interaction between psychological principles and communication strategies in the context of Islamic da'wah. Students will learn how psychological aspects, such as perception, motivation, emotions, and behaviour, influence how da'wah messages are received and understood by the audience. Additionally, this course also explores effective communication techniques for conveying da'wah messages while considering factors such as psychological diversity, thereby enhancing the impact and success of da'wah in various situations and social environments.

No	Course Code	Course Name	Credits	Course Description
6	MES-8003	Research Methodology for Thesis	3	This course equips students with a deep understanding of the appropriate steps and approaches in designing, conducting, and writing scientific research for theses. In this course, students will learn various research methodologies, both quantitative and qualitative, as well as data collection and analysis techniques relevant to their research topics. Additionally, this course also
				emphasises the importance of research ethics, good academic writing, and critical skills in evaluating literature and data, so that students can produce quality scientific work and contribute to the development of science in their field.
7	MES-8004	Critical Studies in Communication	3	This course takes an analytical approach to communication practice and theory, focusing on a critical understanding of the power, ideology, and social structures that influence the communication process. Students will explore various critical perspectives, such as Marxist theory, cultural theory, and feminist theory, in analysing how communication messages are

No	Course Code	Course Name	Credits	Course Description
				formed, disseminated, and received in various social and media contexts. This course also encourages students to identify and challenge dominant assumptions in communication, as well as develop the ability to see communication as a tool for social change that can empower or reinforce injustice in society.
8	MES-8005	Cross-Cultural Communication	3	This course examines the dynamics of communication between individuals and groups from different cultural backgrounds. Students will learn the basic theories and concepts of cross-cultural communication, as well as the challenges that arise in intercultural interactions, such as stereotypes, prejudices, and misunderstandings. This course also explores the strategies and skills required to communicate effectively and sensitively in an increasingly interconnected global context. With a deep understanding of cultural differences, students will be equipped with the ability to bridge communication gaps and build harmonious relationships in a

No	Course Code	Course Name	Credits	Course Description
				multicultural environment.
9	MES-8006	Communication, Mass Media, and Globalisation	3	This course examines the role and impact of mass media in the context of deepening globalisation. Students will learn how mass media shapes public perception and opinion in the global era, as well as how media messages crossing geographical and cultural boundaries. This course also

No	Course Code	Course Name	Credits	Course Description
				highlights the impact of globalisation on media practices and industries, including issues such as cultural homogenisation, media power, and local resistance to global media dominance. In addition, students will explore the social, political, and economic impacts of media globalisation, as well as the challenges faced in efforts to maintain cultural diversity and freedom of information amid the ever-evolving global ever-expanding globalisation.
10	MES-807	Studies in Preaching Texts and Communication	3	This course explores in-depth analysis of da'wah texts in the context of Islamic communication. Students will learn various methods and approaches to interpreting da'wah texts, including linguistic, rhetorical, and semiotic studies, to understand the messages conveyed and their impact on the audience. In addition, this course also discusses how da'wah texts are communicated effectively through various media and platforms, taking into account social, cultural, and technological contexts.

No	Course Code	Course Name	Credits	Course Description
				Students will be encouraged to
				develop analytical skills in critiquing and appreciating da'wah texts, as well as understand the important role of communication in disseminating religious messages in an effectively and relevantly in society.
11	MES-808	Scientific Writing and Publication	3	This course is designed to equip students with the skills and knowledge necessary to write and publish high-quality scientific papers. Students will learn the academic writing process, starting from formulating ideas, organising arguments, writing abstracts, to editing techniques and writing formats that comply with scientific

No	Course Code	Course Name	Credits	Course Description
				journal standards. This course also discusses writing ethics, the importance of originality, and ways to avoid plagiarism. In addition, students will be taught strategies for selecting the right journal, the article submission process, and how to respond to feedback from reviewers, so that they are ready to publish their research in recognised scientific forums.
12	MES-809	Thesis Proposal Seminar	3	The thesis proposal seminar is a course that aims to develop students' logical and critical thinking by exploring problems, formulating them into research questions, and compiling them into research proposal draft thesis
13	MES-8010	Comprehensive Thesis Examination	3	The Comprehensive Thesis Examination is a course in the form of an evaluation of students' comprehensive knowledge and abilities in the field of Islamic broadcasting communication, both attitudes, knowledge, and skills.

No	Course Code	Course Name	Credits	Course Description
14	MES-8011	Thesis Proposal Examination	3	The Thesis Proposal Examination is a course designed to assess the feasibility of the thesis research plan, including structure, methodology, and mastery of the subject matter
15	MES-8012	Thesis Examination	12	The thesis examination is a scientific research activity undertaken by students as a mandatory requirement for final graduation. It is supervised by two academic advisors and assessed in an oral examination by an examination panel.
NUMBER OF CREDITS			54	

CHAPTER V

LEARNING ASSESSMENT

5.1 Learning Assessment

1) Assessment Principles

- a) Assessment applies the principles of educational, authentic, objective, accountable, and transparent assessment conducted in an integrated manner;
- b) The educational principle is assessment that motivates students to improve their planning and learning methods and achieve graduate learning outcomes;
- c) The principle of authenticity is assessment that is oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process;
- d) The principle of objectivity is assessment based on standards agreed upon by lecturers and students and free from the influence of the subjectivity of the assessor and the assessed;
- e) The principle of accountability is assessment that is carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the course, and understood by students;
- f) The principle of transparency is assessment whose procedures and results are accessible to all stakeholders.

2) Assessment Techniques and Instruments

- a) Assessment techniques consist of observation, participation, performance, written tests, oral tests, and questionnaires;
- b) Assessment instruments for process assessment are in the form of rubrics and/or outcome assessment in the form of portfolios or design work;
- c) Attitude assessment may use observation assessment techniques;
- d) Assessment of knowledge mastery, general skills,

and specialised skills is conducted by selecting one or a combination of the various assessment techniques and instruments as referred to in points one and two;

- e) The final assessment result is an integration of various assessment techniques and instruments used.

3) Assessment Mechanisms and Procedures

- a) Developing, communicating, and agreeing on the stages, techniques, instruments, criteria, indicators, and weightings of the assessment between the assessor and the assessed in accordance with the learning plan;
- b) Conducting the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and assessment weights that incorporate assessment principles;
- c) Providing feedback and opportunities for students to question the assessment results; and
- d) Documenting the assessment of the learning process and outcomes of students in an accountable and transparent manner.

4) Assessment Implementation

- a) Assessment implementation in accordance with the learning plan.
- b) Assessment may be conducted by:
 - The lecturer in charge or a team of lecturers in charge;
 - The course instructor or team of course instructors with the involvement of students; and/or
 - The course instructor or a team of course instructors with the involvement of relevant stakeholders.
- c) Assessment implementation

5) Assessment reporting

- a) Assessment reporting consists of the qualification of student success in completing a course, expressed in the following range:
- b) letter A equivalent to the number 4 (four) in the very good category;

- c) letter B equivalent to a 3 (three) in the good category;
 - d) letter C equivalent to a grade of 2 (two), categorised as satisfactory;
 - e) letter D corresponds to a grade of 1 (one), categorised as poor; or
 - f) letter E equivalent to a score of 0 (zero), categorised as very poor.
- 6) Higher education institutions may use intermediate letters and numbers for grades ranging from 0 (zero) to 4 (four).
 - 7) Assessment results are announced to students after one stage of learning in accordance with the learning plan.
 - 8) The assessment results of graduate learning outcomes in each semester are expressed as a semester achievement index (IPS).
 - 9) Assessment results for graduate learning outcomes at the end of the study programme are expressed as a cumulative grade point average (CGPA).
 - 10) The semester achievement index (IPS) as referred to in number four is expressed in a value calculated by adding the multiplication of the letter grade for each course taken and the credits for the course concerned, divided by the total credits for courses taken in one semester.
 - 11) The cumulative grade point average (CGPA) as referred to in number (5) is expressed as a value calculated by summing the product of the letter grade for each course taken and the credit hours for that course, divided by the total credit hours for courses taken.
 - 12) High-achieving students as referred to in paragraph (5) are students who have a semester grade point average (SGPA) greater than 3.50 (three point five zero) and meet academic ethics standards.

Table 5.1 Equivalence of Grades and Weights

Percentage Achievement Competency	Grade	Weight	Percentage Achievement Competency	Value	Weight
90≤	A+	4.00	69	B-	2.90
89	A	3.95	68	B-	2.80
88	A	3.90	67	B-	2.70
87	A	3.85	66	C+	2.60
86	A	3.80	65	C+	2.50
85	A	3.75	64	C+	2.40
84	A-	3.70	63	C	2.30
83	A-	3.65	62	C	2.20
82	A-	3.60	61	C-	2.10
81	A-	3.55	60	C-	2.00
80	A-	3.5	59	D+	1.90
79	B+	3.45	58	D+	1.80
78	B+	3.40	57	D+	1.70
77	B+	3.35	56	D	1.60
76	B+	3.30	55	D	1.50
75	B+	3.25	54	D	1.40
74	B	3.20	53	D-	1.30
73	B	3.15	52	D-	1.20
72	B	3.10	51	D-	1.10
71	B	3.05	50	D-	1.00
70	B	3.0	≤50	E	0

5.2 Student Graduation

- 1) Master's programme students are declared to have graduated if they have completed all the required coursework and achieved the learning outcomes targeted by the programme with a cumulative grade point average (CGPA) greater than or equal to 2.00 (two point zero).
- 2) Graduation from the Master's programme is awarded with the following distinctions: satisfactory, very satisfactory, or honours, based on the following criteria:
 - a) students are declared to have graduated with a satisfactory predicate if they achieve a cumulative grade point average (CGPA) of 2.76 (two point seven six) to 3.00 (three point zero);
 - b) students are declared to have graduated with a very satisfactory predicate if they achieve a cumulative grade point average (CGPA) of 3.01 (three point zero one) to 3.50 (three point five zero); or
 - c) students are declared to have graduated with honours if they achieve a cumulative grade point average (CGPA) of more than 3.50 (three point zero).

5.3 Learning Resources

The learning resources used in the Master's Programme in Islamic Communication and Broadcasting are:

- a. Printed materials, such as: books, brochures, magazines, newspapers, posters, loose-leaf information sheets, brochure manuscripts, maps, and photographs.
- b. Electronic resources: computer lab
- c. Environment: natural, social, cultural, school/madrasah, and students
- d. Internet

- e. Universities outside UIN Walisongo, both domestic and international

5.4 Teaching Facilities and Infrastructure

Facilities and infrastructure that are appropriate to the needs and learning processes in order to fulfil the learning outcomes of graduates, as follows.

3) Teaching Facilities

The learning process is supported by the following facilities: (a) educational equipment consisting of LCD screens, computers, printers, and scanners; (b) educational media including teaching aids, computers with mathematical software programmes, whiteboards, rulers, protractors, and compasses;

(c) books, e-books, and repositories including teaching materials, textbooks, journals, theses, proceedings, and digital libraries;

(d) information and communication technology facilities in the form of SAC, internet, and hotspot areas in each building; (e) sports facilities, namely: fields (football, volleyball, futsal, badminton, tennis, and table tennis), and a multipurpose building; (f) arts facilities available through arts clubs, including choir, gamelan, tambourine, drama/theatre, and band; (g) public facilities such as a mosque, hall, Central Java Bank, polyclinic, student cooperative (KPRI), canteen, and guest house; (h) maintenance, safety, and security facilities in the form of a security post.

4) Academic Infrastructure

Lecture facilities are located in an ecologically comfortable and healthy environment that supports the learning process, consisting of: (a) classrooms (b) 3 library buildings, namely the university, faculty, and study programme libraries

programmes; (c) laboratories; (d) sports facilities: football, volleyball, futsal, badminton, tennis, and table tennis; (e) student activity rooms located in one building with a total of 8 rooms. (f). higher education leadership rooms; starting from the rector's room, vice rector's room, dean's room, vice dean's room, and department head's room. (g). Lecturer rooms are available for 2 people, 4 to 6 people, and more than 10 people. (h). Administration rooms consist of the head of administration room, the head of the academic sub-division room, the head of the general administration sub-division room, and the head of the sub-division room. Planning, accounting and finance sections, each with 1 room, as well as (i). public facilities include easy access roads equipped with maps and directions, adequate water sources, electricity networks in every building, and voice communication networks connected between buildings and the availability of a centralised data network.

CHAPTER VI

MANAGEMENT AND IMPLEMENTATION MECHANISMS OF THE CURRICULUM

6.1 Curriculum Implementation Quality Standards

Quality assurance in the Master's Programme in Islamic Communication and Broadcasting is carried out by a Quality Control Team chaired by a lecturer with a PhD in Islamic Communication and Broadcasting, appointed by the Dean. In carrying out its duties, the Quality Control Team coordinates with the Faculty Quality Assurance Team by referring to the quality standards set by the Quality Assurance Institute (LPM) at the University. The Quality Control Team of the Master of Communication and Islamic Broadcasting Study Program is responsible for ensuring that the curriculum is implemented properly in accordance with the established quality standards.

The LPM will formulate policies consisting of quality policies, quality manuals, quality standards, and quality forms or templates. The quality policy of UIN Walisongo Semarang covers all aspects of education, both academic and non-academic. The quality policy is applied from input, process, output to outcomes. These documents are compiled in order to produce quality university graduates. The Quality Control Group is responsible for controlling academic quality in the study programmes under its management.

The Quality Manual is in the form of a Rector's Decree, which contains the vision and mission of the organisation and is translated into *KPIs/Key Performance Indicators*. The department's quality policy refers to the university's quality policy, which has been aligned with the faculty and covers five areas: education, research, community service, human resource development, and management services. This is further elaborated in the form of more detailed indicators with work units responsible for their achievement. Next, more realistic quality targets are set to measure the success of each indicator. Audits will be conducted on these achievements, and

gradually, quality targets will be continuously improved through the concept of *continuous improvement*. To carry out various study programme activities, standard procedures are formulated in the form of *Standard Operating Procedures* (SOPs). The SOPs reflect the descriptions of the duties of each relevant work unit as well as the documents that must be available, both as inputs and outputs of each process, such as SOPs for teaching, mentoring, and others.

The quality standards applied by the Quality Control Group of the Master's Programme in Islamic Communication and Broadcasting are:

- 1) Coordination meetings in the department are held at least three times per semester. The first is a meeting at the beginning of the semester to determine the schedule and prepare teaching materials. The second is a meeting in the middle of the semester to review the progress report. The third is a meeting at the end of the semester to reflect on the lectures that have been conducted.
- 2) Lecturers are required to prepare a syllabus, lecture schedule (SAP), and teaching materials at the beginning of the semester. The syllabus and SAP must be approved by the Head of the Study Programme. Lecture materials are inputted online before lectures through RBKD.
- 3) Lecturers must arrive on time and fill in the online attendance list, which is validated by students at each meeting. The number of lectures for courses with a weight of 2 credits is a minimum of 16 meetings, while courses with a weight of 3/4 credits are a minimum of 32 meetings.
- 4) During lectures, lecturers and students must adhere to the established rules (contract).
- 5) The attendance standard for students is a minimum of 75% attendance. If a student attends less than 75% of the sessions, the system will automatically lock them out from taking the semester exam and they will be declared as failing.

- 6) Lecturers will conduct Mid-Semester Examinations (UTS) after 50% of the meetings have been completed, and Final Semester Examinations (UAS) after 100% of the meetings have been completed.
- 7) Lecturers will assess students' academic performance by inputting the results online. Students will be able to view their academic results online according to the established academic calendar.
- 8) At the end of the course, lecturers must submit both course journals and online assessments as part of the BKD report.

6.2 Monitoring and Evaluation of Curriculum Implementation

To ensure the curriculum runs smoothly, monitoring and evaluation are conducted both internally and externally.

1) Internal Monitoring and Evaluation,

Internal monitoring and evaluation is carried out by the Quality Control Team of the Master's Programme in Islamic Communication and Broadcasting and the internal audit as an extension of the University Quality Assurance Agency in accordance with the established Quality Standards. The quality assurance carried out is:

- a. Initial monitoring and evaluation of lectures to assess the readiness of lectures from the students, teaching equipment prepared by lecturers, and facilities and infrastructure in the classroom.
- b. Final course evaluation to ensure that the course has been conducted in accordance with the established rules.
- c. Before viewing their course grades, students must complete an online evaluation of the relevant lecturer's course.

2) External Monitoring

External evaluation is conducted by the National Accreditation Board for Higher Education (BAN PT) to assess the quality of programme management, including curriculum implementation, following these procedures:

- a. The study programme prepares a form and self-evaluation, which is then submitted to BAN PT. The form and self-evaluation must be prepared based on the actual conditions in the study programme.
- b. BAN PT conducts a visit to the programme using established quality standards.
- c. BAN PT provides recommendations to the programme regarding deficiencies that must be addressed as part of follow-up guidance and programme development.

CHAPTER VII

CONCLUSION

This academic document, which contains information about the OBE curriculum, has been compiled to the best of our ability. Any criticism or suggestions are welcomed by the authors in order to improve the document. Thank you.

OVERVIEW CURRICULUM EXCEL

	Credit Points	Semester								TOTAL
		1	2	3	4	5	6	7	8	
University	13.50	13.5	0	0	0	0	0	0	0	13.5
Programme	36.0	13.5	22,5	0	0	0	0	0	0	36
Final Project, Thesis, Internship	31,5	0	4,5	27	0	0	0	0	0	31,5
Total ECTS Credit Points	81.00	27.00	27.00	27.00	0.00	0.00	0.00	0.00	0.00	81
Total Credit Points	54.00									
Legends		Type	Semester	Credit Points	Academic Hours	Learning Activities			Weight for GPA	
Type	C = Compulsory;									
	E = Elective									
Credit	ECTS Credit									

Points	Points									
Academic Hours	Academic Hours per Semester									
Learning Activities	L = Lecture (Discussion, Presentation, Quiz, Case Method, Project-Based Learning, Exam)									
	A = Assignment									
	E = Exercise									
	FP = Final Project									
	La = Laboratory Activity									
	In = Internship									
University				13.5	405					
UIN-8001	Quranic Studies	C	1	4.5	135	L = 40	A = 48	E = 48		0.05555556
UIN-8002	Hadith Studies	C	1	4.5	135	L = 40	A = 48	E = 48		0.05555556
UIN-8003	Islamic Science Philosophy with	C	1	4.5	135	L = 40	A = 48	E = 48		0.05555556

	a Unity of Sciences Paradigm								
Compulsory Courses for the Department				40.5	1215				
KPI-8001	History of Thought and Da'wah Movements	C	1	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI-8002	Communication Psychology in Da'wah	C	2	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI-8003	Thesis Research Methodology	C	1	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI 8004	Critical Communication Study	C	2	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI 8005	Cross-Cultural Communication	C	2	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI 8006	Communication, Mass Media, and Globalisation	C	2	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI 8007	Dakwah and Communication	C	2	4.5	135	L = 40	A = 48	E = 48	0.05555556

	Studies								
KPI 8008	Scientific Publication Writing	C	2	4.5	135	L = 40	A = 48	E = 48	0.05555556
KPI 8009	Thesis Proposal Seminar	C	2	4.5	135	Fp = 135			0.05555556
Magan Course and Final Project				27	810				
KPI 8010	Comprehensive Thesis Examination	CE	3	4.5	135	Fp = 135			0.05555556
KPI 8011	Thesis Proposal Examination	CE	3	4.5	135	Fp = 135			0.05555556
KPI 8012	Thesis Examination	CE	3	18	540	Fp = 540			0.22222222
								TOTAL W.GPA	1.00000000

OVERVIEW CURRICULUM

