



Islamic State University
Walisongo Semarang

CURRICULUM DEVELOPMENT REPORT

MASTER OF
ISLAMIC COMMUNICATION AND
BROADCASTING (MICB)



FACULTY OF
DA'WAH AND COMMUNICATION
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FOREWORD

It is with great satisfaction that we present the revised curriculum for the Master's Programme in Islamic Broadcasting Communication (KPI) at the Faculty of Da'wah and Communication, UIN Walisongo Semarang. This updated academic framework, effective for the 2024 academic year, marks a significant evolution from its 2020 predecessor, meticulously redesigned to meet contemporary educational demands and future challenges.

This curriculum has been developed within the principles of Outcome-Based Education (OBE), a strategic response to the transformative landscape of the Fourth Industrial Revolution and the dynamic expectations of the global millennial generation. The pervasive influence of advanced information technology necessitates that academic programmes not only adapt but also proactively shape competencies that are both relevant and competitive. Our approach is firmly rooted in the paradigm of the unity of knowledge, seamlessly integrating Islamic values with modern communication science to cultivate a holistic academic and professional perspective.

In its formulation, we have adhered rigorously to national guidelines, including the Indonesian National Qualifications Framework (KKNI) and the pertinent regulations of the Ministry of Education, Culture, Research, and Technology. These foundations ensure our graduates meet stringent national standards while possessing the agility for international engagement. The development process was profoundly collaborative, incorporating invaluable insights from a wide array of stakeholders—our dedicated lecturers, current students, distinguished alumni, industry partners, and educational experts. Their contributions, alongside extensive internal reviews and specialist workshops, have been instrumental in refining this document to ensure its relevance, rigour, and practical applicability.

While we present this curriculum with confidence in its comprehensive design, we acknowledge that the pursuit of academic excellence is a continuous journey. We therefore welcome constructive feedback and scholarly discourse to facilitate its ongoing refinement. Our sincere gratitude is extended to all individuals and committees whose expertise, dedication, and visionary efforts have brought this essential academic blueprint to fruition.

28 August 2024

Head of Master's Islamic Broadcasting Communication (KPI)

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CHAPTER I

INTRODUCTION

1. Background: Responding to Global and Local Dynamics

The development of the Master's Programme in Islamic Broadcasting Communication (KPI) at the Faculty of Da'wah and Communication, UIN Walisongo Semarang, is situated within a rapidly transforming global and local landscape. This curriculum revision is a direct and strategic response to the intersecting forces of technological advancement, socio-cultural evolution, and the shifting paradigms of higher education in the 21st century.

Globally, the advent of the Fourth Industrial Revolution—characterised by digitalisation, artificial intelligence, and ubiquitous connectivity—has fundamentally reshaped the media and communication sectors. Broadcasting is no longer confined to traditional radio and television but extends into digital platforms, social media, and immersive technologies. This digital convergence demands a new breed of communication professionals who are not only technically proficient but also ethically grounded and culturally agile. Concurrently, the globalised media ecosystem presents both opportunities and challenges for Islamic communication, requiring a sophisticated understanding of cross-cultural messaging, media representation, and digital diplomacy.

At the national level, Indonesia's dynamic media landscape, burgeoning digital economy, and status as the world's largest Muslim-majority nation create a unique context. There is a pressing need for media content that is both innovative and reflective of Islamic values, capable of engaging diverse audiences and countering misinformation. The national policy of *Merdeka Belajar Kampus Merdeka* (MBKM), or Independent Learning-Independent Campus, further mandates higher education institutions to foster flexibility, creativity, and real-world relevance in their programmes, encouraging collaboration with industry and community.

Locally, the programme is anchored in the rich intellectual and cultural heritage of Central Java and the vision of UIN Walisongo as a centre for integrative knowledge. There is a growing demand for graduates who can serve as ethical communicators, researchers, and practitioners within Islamic organisations, educational institutions, government bodies, and media enterprises. Feedback from alumni, employers, and stakeholders consistently highlighted the need for a curriculum that bridges deep Islamic scholarship with contemporary communication theory and hands-on media skills.

Therefore, this curriculum revision is driven by the imperative to produce graduates who are:

- Academically Rigorous: Equipped with a master's-level understanding of communication theories and Islamic sciences.
- Professionally Competent: Skilled in media production, strategic communication, and digital content creation.
- Ethically Guided: Grounded in Islamic ethics and the principles of *da'wah rahmatan lil 'alamin* (mercy to all creation).
- Globally Relevant: Prepared to engage with international discourses and media practices while contributing positively to civilisational dialogue.

This background underscores the necessity of an outcome-based, forward-looking curriculum that prepares graduates not merely to adapt to change, but to lead and shape ethical communication in an increasingly complex world.

2. Legal and Philosophical Foundations

The development of this curriculum is firmly anchored in a robust framework of legal mandates and a coherent philosophical vision, ensuring its legitimacy, relevance, and alignment with national and institutional aspirations.

Legal Foundations:

The curriculum adheres to a comprehensive suite of Indonesian regulations governing higher education, which provide the structural and qualitative parameters for its design. Key legal instruments include:

- Law Number 12 of 2012 concerning Higher Education, which establishes the national framework for academic standards, institutional autonomy, and the social mandate of universities.
- Presidential Regulation No. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI), which defines the competency levels for graduate qualifications and ensures national and international comparability.
- Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education, which mandates continuous improvement and standardisation across all educational processes.
- Regulation of the Minister of Education and Culture No. 3 of 2020 on the National Higher Education Standards (SNPT), which outlines the criteria for curriculum content, learning processes, and graduate competence.

- The policy of Merdeka Belajar Kampus Merdeka (MBKM), which encourages innovative, student-centred learning and collaboration with external partners.

Furthermore, specific ministerial decrees pertaining to Islamic Higher Education (PTKI), such as PMA No. 38 of 2017 and regulations on academic degrees, ensure the curriculum integrates the distinctive character of Islamic scholarship within the broader national education system. The establishment and accreditation decrees for UIN Walisongo and the KPI Master's programme itself provide the formal authorisation and quality benchmarks for its implementation.

Philosophical Foundations:

Philosophically, the curriculum is built upon the cornerstone of Wahdatul 'Ulum or the Unity of Sciences. This paradigm rejects the dichotomy between religious and secular knowledge, positing that all genuine knowledge ultimately derives from and points towards the Divine. It asserts that Islamic principles provide a transcendent ethical and epistemological framework within which all disciplines—including communication and media studies—should be understood and practised.

This integrative philosophy manifests in three core principles:

1. Integration (*Tawhid*): The curriculum seeks to synthesise revelation (Naqli) and reason (Aqli). Courses are designed to examine communication theories and media practices through the lens of Quranic teachings, Hadith, and Islamic ethics, fostering a holistic understanding.
2. Relevance (*Maslahah*): Knowledge is pursued not for its own sake but for the benefit (*maslahah*) of humanity. The curriculum emphasises applied research, community service, and the development of communication solutions that address real-world social, cultural, and religious challenges.
3. Humanisation (*Insaniyah*): Education is viewed as a process of cultivating complete human beings (*insan kamil*). Beyond technical skills, the curriculum aims to develop graduates with intellectual maturity, spiritual awareness, ethical responsibility, and a commitment to justice and compassion in their professional conduct.

Together, these legal and philosophical foundations ensure that the KPI Master's curriculum is not only compliant with national standards but also intellectually distinctive, ethically grounded, and purposefully aligned with the mission of developing knowledge for the benefit of civilisation.

3. Objectives of Curriculum Development

The revision of the Master's in Islamic Broadcasting Communication curriculum is a purposeful endeavour guided by a clear set of strategic objectives. These objectives translate the programme's vision and respond to the identified global, national, and local dynamics into actionable educational goals.

Primary Objectives:

1. To Enhance Graduate Competitiveness and Relevance: The foremost objective is to produce graduates who possess a masterful blend of theoretical expertise in Islamic communication and practical proficiency in contemporary broadcasting and digital media. This entails equipping them with advanced research capabilities, critical analytical skills, and the creative aptitude to produce innovative, tested works (publications, media products, campaigns) that are recognised at national and international levels.
2. To Implement an Outcome-Based Education (OBE) Framework: To shift from a traditional content-delivery model to a student-centred OBE approach. This involves clearly defining Graduate Learning Outcomes (CPL)—encompassing attitudes, knowledge, and specific skills—and meticulously designing all courses, assessments, and learning experiences to ensure these outcomes are achieved. The OBE framework ensures accountability, clarity, and alignment with stakeholder needs.
3. To Strengthen the Integration of Islamic Values and Communication Science: To deepen and systematise the integration of the *Unity of Sciences* paradigm. This objective moves beyond offering parallel courses in Islamic and communication studies towards fostering a genuine interdisciplinary dialogue. Graduates should be able to critically analyse media phenomena, craft communication strategies, and resolve ethical dilemmas using a framework informed by both cutting-edge communication theory and enduring Islamic principles.
4. To Align with National Policies and International Benchmarks: To ensure full compliance with the KKNi level 8 (Master's) descriptors, the MBKM policy, and relevant ministry regulations. Simultaneously, the curriculum aims to incorporate international best practices in communication education, consider ASEAN-level compatibility, and prepare graduates for engagement in global academic and professional networks.
5. To Expand and Systematise Stakeholder Collaboration: To formalise mechanisms for ongoing dialogue and collaboration with key stakeholders—including alumni, media

industry partners, Islamic institutions, and community organisations. This collaboration is essential for curriculum updating, providing practical learning opportunities (internships, guest lectures, joint projects), and ensuring graduate employability and impact.

Supporting Objectives:

6. To Upgrade Learning Methodologies and Resources: To promote diverse, interactive, and technology-enhanced learning methods such as case studies, project-based learning, seminars, and simulation. This includes developing and curating high-quality learning resources, both digital and print, that support the integrative and advanced nature of the programme.
7. To Establish a Robust Quality Assurance Cycle: To embed a systematic process for monitoring, evaluating, and continuously improving the curriculum. This involves leveraging tools like tracer studies, graduate user feedback, regular programme reviews, and internal quality audits to ensure the curriculum remains dynamic, effective, and responsive to change.

In essence, the objectives of this curriculum development are transformative. They aim to evolve the KPI Master's programme into a leading centre of excellence that produces visionary scholars, ethical practitioners, and innovative leaders in the field of Islamic communication, fully prepared to contribute to societal advancement in the digital age.

4. Scope and Development Process

Scope of the Curriculum:

The scope of this revised curriculum encompasses all foundational elements required to deliver a comprehensive, coherent, and advanced Master's degree programme. It is deliberately focused yet intellectually expansive, covering:

- **Disciplinary Domains:** The curriculum spans three integrated domains:
 1. **Islamic Sciences:** Core studies in Qur'an, Hadith, Islamic thought, and the philosophy of science, providing the theological and ethical foundation.
 2. **Communication & Media Theories:** Advanced study of communication psychology, critical media studies, cross-cultural communication, mass media, and globalisation.
 3. **Professional & Research Practice:** Methodological training in research, academic writing, scientific publication, and the culminating thesis project, which must demonstrate the integration of the first two domains.

- Competency Spectrum: It addresses the full spectrum of competencies required at KKNI Level 8:
 - Attitude: Fostering piety, academic integrity, social responsibility, and ethical leadership.
 - Knowledge: Mastery of the body of knowledge in both Islamic communication and general broadcasting studies.
 - General Skills: Critical thinking, complex problem-solving, management of research, and interdisciplinary collaboration.
 - Specific Skills: Ability to design da'wah communication strategies, analyse media texts, produce relevant communication content, and conduct independent scholarly research.
- Structural Components: The scope includes the definitive programme profile, graduate learning outcomes (CPL), a detailed course structure with credit distribution (totalling 54 credits), comprehensive course descriptions, learning assessment protocols, and guidelines for implementation and quality assurance.

Curriculum Development Process:

The development of this curriculum was a rigorous, iterative, and participatory process conducted over a defined period. The key stages were as follows:

1. Initial Review and Needs Analysis (Pre-Workshop): The process commenced with a critical evaluation of the 2020 curriculum. This involved analysing feedback from ongoing lecturer and student evaluations, reviewing recent tracer study data on alumni employment and competency feedback, and conducting a preliminary assessment of global trends and national policy changes (MBKM). A core working group comprising senior lecturers and programme leaders was formed to synthesise this data and draft initial proposals for graduate profiles and competencies.
2. Stakeholder Engagement and Workshop: A central feature of the process was a dedicated curriculum development workshop. This forum brought together a wide range of stakeholders:
 - Internal Experts: Professors, doctors, and lecturers from the Faculty of Da'wah and Communication and related faculties.
 - External Experts: Academics in communication and Islamic studies from other universities, as well as curriculum specialists.
 - Practitioners and Users: Representatives from media organisations, Islamic broadcasting institutions, and NGOs.

- Alumni and Students: To provide feedback on the relevance of past learning and future needs. This collaborative forum worked to validate and refine the graduate profile, map CPLs, and debate the selection and weighting of course materials.
3. Drafting and Integration: Following the workshop, the Curriculum Working Group integrated the agreed-upon outcomes into a structured draft. This involved:
 - Formulating precise CPL statements.
 - Designing the course matrix to ensure each CPL is supported by multiple courses.
 - Allocating credits and sequencing courses logically across semesters.
 - Writing detailed course descriptions that link learning activities to intended outcomes.
 4. Internal Deliberation and Approval: The draft curriculum was presented and deliberated in a series of faculty leadership meetings. Subsequent to faculty-level approval, it was submitted to the University Senate for academic scrutiny and formal endorsement, ensuring alignment with university-wide standards and strategic plans.
 5. Socialisation and Implementation Planning: Upon approval, the finalised curriculum document was disseminated to all teaching staff. Parallel activities included workshops for lecturers on OBE implementation, guidance for developing Semester Learning Plans (RPS) aligned with the new curriculum, and information sessions for prospective and current students.

This systematic, evidence-based, and inclusive process ensures that the 2024 KPI Master's curriculum is a credible, cohesive, and forward-looking document, ready to guide the programme towards its ambitious goals for the coming years.

CHAPTER II

DEVELOPMENT METHODS

1. Systemic and Participatory Approach

The formulation of the Master's Programme in Islamic Broadcasting Communication (KPI) curriculum was guided by a dual-pronged methodology, characterised by its **systemic** framework and its profoundly **participatory** nature. This integrated approach was deliberately chosen to ensure the resulting curriculum is not only coherent, rigorous, and aligned with quality standards but is also deeply relevant, owned, and validated by its key stakeholders.

1.1 The Systemic Approach

The systemic approach views curriculum development not as a linear, isolated task, but as a complex, interconnected process situated within a larger educational ecosystem. This perspective ensured that every component of the curriculum was designed in relation to the whole, creating a logical and cohesive educational architecture. The key principles of the systemic approach applied were:

- **Input-Process-Output-Outcome Logic Model:** The process began with a clear analysis of inputs, including national regulations, institutional vision, stakeholder needs, and academic resources. This informed the design of the educational process (curriculum structure, courses, learning methods), which is intended to produce specific outputs (graduates with defined competencies). The ultimate aim is the realisation of positive outcomes, such as professional success for graduates and societal impact.
- **Alignment and Coherence:** A primary focus was ensuring vertical and horizontal alignment:
 - **Vertical Alignment:** This ensures a direct and traceable connection from the University's Vision and Mission, down through the Faculty's goals, to the specific Programme Objectives, Graduate Learning Outcomes (CPL), individual course outcomes (CPMK), learning activities, and finally, assessment methods. Each level logically supports and operationalises the one above it.
 - **Horizontal Alignment:** This ensures consistency and synergy across all courses within the same semester and programme. It prevents redundancy, identifies gaps, and guarantees that the collective course offerings work coherently to achieve the overarching CPLs.

- **Quality Assurance Integration:** The development process was designed to inherently satisfy national and internal quality assurance mechanisms (BAN-PT and LPM standards). The systematic documentation of decisions, rationales, and stakeholder consultations itself forms a critical part of the programme's quality audit trail.

1.2 The Participatory Approach

Recognising that a curriculum imposed without broad consultation risks being irrelevant or impractical, a robust participatory model was employed. This approach was founded on the belief that collective intelligence and diverse perspectives yield a more robust, legitimate, and implementable curriculum. The participatory model engaged four key stakeholder groups in structured dialogue:

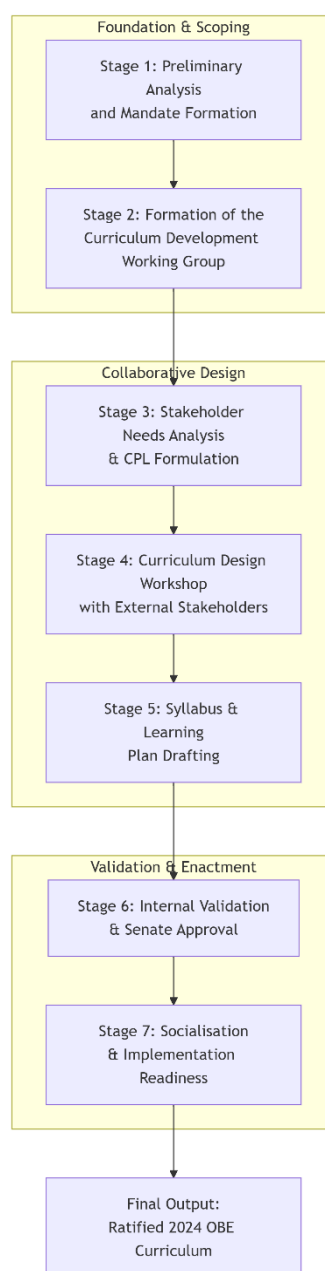
- **Academics and Subject Experts:** This core group included professors, doctoral lecturers, and senior researchers from within the Faculty of Da'wah and Communication, as well as invited external experts in Islamic communication, media studies, and curriculum design from other leading universities. They provided scholarly rigour, ensured disciplinary integrity, and contributed knowledge of global academic trends.
- **Practitioners and Graduate Users:** Representatives from radio and television stations, digital media agencies, Islamic organisations (e.g., Majelis Ulama Indonesia, Nahdlatul Ulama, Muhammadiyah), and government communication departments were actively consulted. Their input was vital for grounding the curriculum in real-world challenges, identifying essential professional competencies, and ensuring graduate employability.
- **Alumni and Current Students:** Alumni provided invaluable feedback on the strengths and weaknesses of their educational experience, the relevance of their acquired skills in the workplace, and their perspectives on emerging industry needs. Current student representatives offered insights into the learning process, the effectiveness of teaching methods, and their aspirations.
- **Institutional Leadership and Quality Assurers:** The Dean, Postgraduate Director, and members of the University's Quality Assurance Institute (LPM) were engaged throughout. They ensured the process adhered to institutional strategy, resource constraints, and formal approval protocols, bridging the gap between academic design and administrative implementation.

The synergy between the systemic and participatory approaches was the cornerstone of the methodology. The systemic framework provided the necessary structure and logic, while the

participatory process infused it with relevance, practicality, and collective ownership. This combination aimed to produce a curriculum that is both intellectually sound and dynamically connected to the society it serves.

2. Stages of the Curriculum Development Method

The curriculum development was executed through a meticulously planned, multi-stage process. Each stage had defined objectives, activities, and outputs, forming a comprehensive cycle from initial review to final ratification and preparation for implementation. The process is illustrated in the following flowchart and described in detail thereafter.



Stage 1: Preliminary Analysis and Mandate Formation

This foundational stage involved understanding the impetus for change and establishing formal authority.

- **Activities:** A review of the existing (2020) curriculum was conducted against several drivers: new national regulations (e.g., Permendikbudristek 53/2023, MBKM policy); findings from recent graduate tracer studies and alumni feedback; emerging global trends in media and communication; and the strategic planning documents of the University and Faculty. A formal proposal outlining the need for revision was prepared and presented to the Faculty leadership.
- **Output:** A formal mandate and terms of reference from the Dean of the Faculty of Da'wah and Communication to undertake a comprehensive curriculum revision, establishing the project's scope, timeline, and resources.

Stage 2: Formation of the Curriculum Development Working Group (CDWG)

A dedicated team was appointed to lead and coordinate the development process.

- **Activities:** The Dean appointed a CDWG chaired by a senior professor in Islamic Communication and comprising responsible programme heads, secretaries, and selected lecturers representing key sub-fields (Islamic studies, communication theory, research methodology). The group's first task was to develop a detailed work plan and schedule for the entire process.
- **Output:** An officially appointed CDWG with a clear work plan, responsible for driving the subsequent stages.

Stage 3: Stakeholder Needs Analysis and Formulation of Graduate Profiles & CPLs

This stage focused on defining the desired end-point of the educational process.

- **Activities:**
 - **Needs Analysis:** The CDWG synthesised data from Stage 1 and initiated new data collection. This included distributing targeted surveys to alumni and employers, conducting focus group discussions (FGDs) with practitioners, and analysing labour market reports for the communication sector.
 - **Graduate Profile Formulation:** Based on the needs analysis, the four primary graduate profiles (Academic, Researcher, Consultant, Professional Da'i) were refined and explicitly described.
 - **CPL Drafting:** The CDWG drafted the initial set of Graduate Learning Outcomes (CPL), ensuring they corresponded to the KKNI Level 8 descriptors

and embodied the integration of attitude, knowledge, and skills relevant to the graduate profiles.

- Output: A documented needs analysis report, clearly defined graduate profiles, and a preliminary set of programme-level CPLs.

Stage 4: Curriculum Design Workshop with External Stakeholders

This was the pivotal collaborative event where the curriculum framework was debated and shaped.

- Activities: A two-day workshop was convened, gathering the CDWG, faculty lecturers, external academic experts, media practitioners, and alumni representatives.

The workshop employed structured sessions to:

1. Critique and finalise the graduate profiles and CPLs.
 2. Conduct a "curriculum mapping" exercise to identify the body of knowledge (BoK) required.
 3. Categorise study materials into Main (BKU), Supporting (BKP), and Additional (BKL) components.
 4. Design the course structure: determining which courses were essential, their credit weighting (using ECTS conversion guidelines), and their logical sequence across three semesters.
 5. Establish initial principles for OBE-based assessment.
- Output: Workshop proceedings, minutes, and a consensus-based *curriculum framework document* detailing the agreed-upon structure, courses, and credits.

Stage 5: Syllabus and Semester Learning Plan (RPS) Drafting

The framework was operationalised into detailed teaching and learning blueprints.

- Activities: The CDWG assigned course teams (often the intended lecturers) to develop draft syllabi for each new or revised course. Using a standardised OBE template, each team defined:
 - Course Learning Outcomes (CPMK) aligned to specific CPLs.
 - Weekly learning materials and themes.
 - Learning methods (lecture, case study, project, seminar).
 - Assessment criteria, forms, and weightings.
 - Required learning resources.
- Output: A complete set of draft syllabi and RPS for all courses in the programme.

Stage 6: Internal Validation and Senate Approval

The draft curriculum underwent formal academic scrutiny.

- **Activities:** The complete curriculum document (including the framework, course structures, and sample syllabi) was presented in a Faculty Leadership Meeting for deliberation and initial endorsement. Following faculty approval, it was submitted to the University Academic Senate. The Senate's curriculum commission reviewed the document for its academic quality, adherence to university statutes, and alignment with the institutional vision.
- **Output:** Formal minutes of faculty approval and, crucially, the Senate Decree (SK) ratifying the 2024 OBE Curriculum for the KPI Master's Programme.

Stage 7: Socialisation and Implementation Readiness

The ratified curriculum was disseminated and prepared for execution.

- **Activities:**
 - **Academic Staff Socialisation:** A workshop was held for all lecturers in the programme to explain the new OBE philosophy, the revised CPLs, the new course structure, and expectations for RPS development and assessment.
 - **Student and Public Socialisation:** The new curriculum was published on the faculty and university websites. Information sessions were held for incoming and continuing students.
 - **Administrative Preparation:** The academic administration unit updated the study programme catalogue, information systems, and registration materials to reflect the new curriculum.
- **Output:** Trained academic staff, informed students, updated administrative systems, and public documentation—all enabling the successful launch of the curriculum in the 2024/2025 academic year.

This structured, seven-stage method ensured that the curriculum development was thorough, evidence-based, inclusive, and ultimately produced a legitimate, high-quality academic document ready for effective implementation.

CHAPTER III

EVALUATION RESULTS AND EXPERT RECOMMENDATIONS

1. Evaluation Approach

The evaluation of the Master's in Islamic Broadcasting Communication (KPI) curriculum was not a singular event but a continuous, multi-layered process embedded within the broader development cycle. It was designed to ensure the proposed curriculum's quality, relevance, and feasibility before its formal ratification and implementation. This formative evaluation employed a triangulated methodology, drawing evidence and insights from three distinct but complementary streams, ensuring a comprehensive and robust assessment.

1.1 Internal Academic Scrutiny and Alignment Checking

The first layer of evaluation was an intensive internal review conducted by the Curriculum Development Working Group (CDWG) and faculty leadership. This process focused on coherence, academic rigour, and structural integrity.

- **Focus:** The primary concern was internal alignment. This involved meticulously mapping each proposed Graduate Learning Outcome (CPL) back to the Programme Objectives, the Faculty's Mission, and the University's Vision of the unity of sciences. Simultaneously, a horizontal alignment check was performed to ensure each CPL was adequately supported by multiple courses across the curriculum, and that the course sequence provided a logical pedagogical progression. Redundancies in content and potential gaps in essential knowledge were identified and rectified at this stage.
- **Method:** This was a document-based analysis using alignment matrices and logic model frameworks. The CDWG conducted several closed-door analytical sessions, critically examining the draft curriculum against the KKNi Level 8 descriptors and national higher education standards (SNPT).

1.2 Structured Stakeholder Validation Workshop

The second and most critical evaluative layer was the dedicated Curriculum Validation Workshop, which served as a formal platform for external and internal stakeholder feedback.

- **Focus:** This forum evaluated relevance, applicability, and market alignment. It aimed to pressure-test the academic draft against the realities of the professional world and contemporary scholarly discourse.
- **Method:** The workshop employed a structured format with expert panels and breakout groups. Key activities included:

1. **Expert Panel Critique:** Invited external professors in Communication and Islamic Studies delivered formal responses to the curriculum draft, providing scholarly critiques on the balance of theory/practice, the representation of current research trends, and the depth of integration between Islamic and communication sciences.
 2. **Practitioner Focus Groups:** Media professionals, broadcasting managers, and communication consultants participated in moderated sessions. They reviewed the graduate profiles and CPLs, assessing whether the stated competencies matched industry needs. Their feedback was pivotal in evaluating the proposed skill sets (e.g., digital content creation, media management, strategic communication ethics).
 3. **Alumni Feedback Sessions:** Graduates of the programme provided retrospective analysis on the utility of their prior education and offered forward-looking suggestions. They highlighted areas for enhanced practical training and skills they found lacking upon entering the workforce.
- **Documentation:** All feedback was systematically recorded in workshop minutes, and a formal report was produced, summarising key commendations, critiques, and recommendations.

1.3 Benchmarking Against Quality Standards and Best Practices

The third evaluative layer involved a systematic benchmarking exercise to ensure the curriculum met formal quality metrics and incorporated contemporary educational approaches.

- **Focus:** This stream assessed **compliance and contemporary educational standards**.
- **Method:**
 - **Standards Compliance Checklist:** The draft was evaluated against a checklist derived from Ministry regulations (Permendikbudristek 53/2023), BAN-PT accreditation criteria, and the university's own internal quality assurance (LPM) guidelines. This ensured all mandatory elements (credit load, assessment principles, learning resource requirements) were present.
 - **National and International Benchmarking:** A comparative analysis was conducted against leading Communication and Islamic Communication Master's programmes at select Indonesian universities (e.g., UIN Jakarta, UIN Yogyakarta) and international institutions (particularly within the ASEAN region). This was not to copy, but to identify emerging themes (e.g., data

literacy, media entrepreneurship, environmental communication) and innovative pedagogical models (e.g., studio-based learning, client-linked projects) that could inform the curriculum's design.

This tripartite evaluation approach—internal alignment checking, external stakeholder validation, and standards benchmarking—provided a holistic assessment of the curriculum from academic, professional, and administrative perspectives, ensuring the final document was coherent, relevant, and of high quality.

2. Evaluation Results and Recommendations from Experts

The evaluation process yielded rich, constructive feedback, which was categorised into commendations for strengths identified and a set of targeted recommendations for enhancement. These inputs were instrumental in refining the final curriculum.

2.1 Commendations and Identified Strengths

Experts and stakeholders consistently highlighted several core strengths in the proposed curriculum draft:

- **Robust Philosophical Foundation:** The explicit anchoring of the curriculum in the Unity of Sciences (*Wahdatul 'Ulum*) paradigm was widely praised. External academics noted it provided a clear, distinctive, and intellectually coherent identity that differentiated the programme from secular communication degrees.
- **Clear and Ambitious Graduate Profiles:** The four-fold profile (Academic, Researcher, Consultant, Professional Da'i) was deemed comprehensive and reflective of the diverse career paths of graduates. Practitioners appreciated the inclusion of the 'Consultant' and 'Professional Da'i' profiles as they addressed specific niche demands in the market for ethically-guided communication expertise.
- **Strong Integration of Disciplines:** The structural integration of core Islamic studies (Qur'an, Hadith, Islamic Philosophy of Science) with advanced communication theory was recognised as a significant strength. The matrix showing how both 'U' (Main) and 'L' (Additional) study materials contributed to the same CPLs demonstrated a thoughtful design beyond mere juxtaposition of courses.
- **Relevance to the Digital Era:** The inclusion of courses such as *Communication, Mass Media and Globalisation* and the underlying focus on digital contexts within several course descriptions was seen as timely and necessary.

2.2 Key Recommendations and Subsequent Revisions

The evaluative feedback also produced specific, actionable recommendations, which led to direct revisions in the curriculum.

Recommendation Area	Source of Feedback	Specific Recommendation	Curriculum Revision Implemented
Skills & Practical Application	Practitioners, Alumni	Enhance direct, hands-on skills in digital media production and strategic communication planning. Theoretical knowledge is strong, but graduates need more concrete portfolio-building experience.	Added explicit learning outcomes in relevant courses (e.g., <i>Critical Communication Studies</i> , <i>Dakwah Text & Communication Studies</i>) requiring the production of media artefacts (e.g., podcast episode, video essay, social media campaign blueprint) as part of assessment.
Research Methodology Depth	External Academics, Researchers	Strengthen the quantitative and digital methods component within the <i>Thesis Research Methodology</i> course. Much contemporary media research requires data analytics skills.	Expanded the syllabus for KPI-8003 to include dedicated modules on basic quantitative data analysis (using software like SPSS or JASP) and digital methods (e.g., social media network analysis, basic content analytics), ensuring researchers are equipped for diverse methodological approaches.
Contemporary Islamic Thought	External Islamic Studies Scholars	Ensure the <i>History of Thought and Da'wah Movement</i> course adequately covers contemporary thinkers and movements, including those engaging critically with media and modernity, not	Revised the course description and learning materials for KPI-8001 to mandate the study of 20th and 21st-century Islamic thought, with a specific sub-topic on “Islamic Intellectuals and the Media Sphere.”

		just classical history.	
Elective Space & Specialisation	Alumni, Students	Introduce limited elective space or a specialisation track to allow students to tailor their studies towards academic/research or professional/industry paths in the later stage.	While a full specialisation track was deemed too complex for initial implementation, the curriculum structured the final thesis (12 credits) as a highly focused project. Guidance will channel students towards either a traditional academic thesis or a professional project/thesis (e.g., a comprehensive communication strategy document with critical analysis) based on their career goals.
Explicit Global & Local Case Studies	Practitioners, Benchmarking	Use more concrete case studies from both global media phenomena and local Indonesian contexts to ground theoretical learning.	Mandated in the RPS development guidelines that lecturers incorporate relevant case studies in teaching materials. For example, <i>Cross-Cultural Communication</i> will include cases on global Muslim representation in media, while <i>Islam and Media</i> will analyse local Indonesian examples.
Interdisciplinary Collaboration	University Leadership, QA	Formalise mechanisms for collaboration with other faculties (e.g., Computer Science for digital skills, Psychology for audience analysis) to truly operationalise the unity of sciences.	Added a programme-level action point within the Quality Assurance plan to establish at least one interdisciplinary collaborative module or guest lecture series per academic year, leveraging university resources.

was assessed for its feasibility, alignment with the programme's core philosophy, and potential impact. The revisions documented in the table above represent those deemed essential and actionable for the 2024 curriculum launch, with other more structural suggestions (like full elective tracks) noted for consideration in future review cycles.

3. Conclusions and Impact on the Curriculum

The evaluation process was far from a procedural formality; it was a transformative exercise that critically shaped the final form and substance of the KPI Master's curriculum. The conclusions drawn from this process affirm the curriculum's strategic direction while precisely calibrating its content and delivery mechanisms.

3.1 Overall Conclusions from the Evaluation

Three overarching conclusions emerged from the triangulated evaluation:

1. **A Sound and Distinctive Foundation:** The curriculum is built upon a philosophically coherent and academically robust foundation. Its commitment to the integrative *Wahdatul 'Ulum* paradigm is its greatest intellectual asset, positioning it to fill a unique and growing niche in higher education.
2. **A Necessary Bridge to Practice is Required:** While the theoretical and integrative framework is strong, there is a consistent demand from the professional ecosystem for graduates who can *apply* this knowledge with tangible skill. The curriculum in its draft form leaned slightly towards the academic pole; it required deliberate rebalancing towards applied competence without diluting its scholarly rigour.
3. **Dynamic Responsiveness is Key:** The fields of both media and Islamic thought are rapidly evolving. A static curriculum would quickly become obsolete. The evaluation underscored that the curriculum must not only be current at its launch but must also institutionalise mechanisms for ongoing, agile updates based on stakeholder dialogue and environmental scanning.

3.2 Synthesised Impact on the Final Curriculum Design

The insights and recommendations from the evaluation were synthesised and had a direct, material impact on the final curriculum document across several dimensions:

- **From Theoretical Knowledge to Applied Competence:** The most significant impact was the shift towards competency-based learning. This is evidenced by the revised course descriptions and assessment guidelines that now explicitly require the production of applied outputs (strategic plans, media prototypes, analysed datasets).

The thesis pathway option (academic vs. professional project) is a direct institutionalisation of this applied focus.

- **Enriched and Contemporary Content:** The curriculum content was made more contemporary and relevant. The inclusion of modern Islamic thinkers, digital research methods, and a case-study-driven pedagogy ensures that classroom discussions are connected to real-world issues, preparing students for the complexities they will face post-graduation.
- **Strengthened Quality Assurance Mechanisms:** The evaluation process itself highlighted the need for more structured feedback loops. Consequently, the monitoring and evaluation section (Chapter VI) of the curriculum document was strengthened. It now mandates more frequent and formalised consultations with the Programme Advisory Board (comprising external experts and practitioners) and explicitly links tracer study results to annual programme review meetings.
- **Clarification of the Integrative Model:** Responding to expert feedback, the curriculum now more clearly articulates *how* integration happens. It is not merely taking courses from two domains, but is demonstrated through: 1) Integrative Assessments (e.g., analysing a media text using both semiotic theory and Islamic ethics), 2) Capstone Requirements (the thesis must engage with both bodies of literature), and 3) Interdisciplinary Teaching, as planned in the QA actions.

3.3 Final Endorsement and Forward Look

The evaluative phase concluded with a strong endorsement from both internal and external reviewers. The consensus was that the revised 2024 curriculum successfully addresses its core mandates: it is compliant with national standards, coherent in its internal design, distinctive in its philosophical approach, and relevant to the needs of the job market and society.

The impact of this evaluation extends beyond the document itself. It has fostered a culture of openness to critique and evidence-based decision-making within the programme management. The incorporated changes represent a commitment to producing graduates who are not only deep thinkers rooted in Islamic tradition but also skilled, innovative, and ethical practitioners capable of leading and transforming the landscape of Islamic communication in the digital age. The success of this curriculum will now depend on the fidelity and creativity of its implementation—a challenge the programme is prepared to meet, guided by the robust foundation laid by this comprehensive evaluation process.

CHAPTER IV

FOLLOW-UP AND IMPLEMENTATION

1. Follow-Up Plan

The ratification of the 2024 Outcome-Based Education (OBE) curriculum for the Master's in Islamic Broadcasting Communication (KPI) marks the beginning, not the conclusion, of a critical phase. A meticulously structured follow-up plan is essential to translate the curriculum document from a theoretical blueprint into a living, effective educational practice. This plan is designed to ensure fidelity in implementation, build institutional capacity, foster stakeholder buy-in, and establish mechanisms for continuous refinement. It is conceived as a two-year rolling action plan (2024-2026), with clear objectives, responsible parties, key performance indicators (KPIs), and timelines, aligning with the academic calendar and strategic planning cycles of the Faculty and University.

The follow-up plan is organised around seven strategic pillars, each addressing a critical dimension of successful curriculum enactment:

1. Restructuring and Strengthening of Core Courses: Operationalising the new course structure and ensuring content aligns with OBE principles.
2. Implementation of Innovative Learning Methods and Authentic Assessment: Shifting pedagogical practice from passive delivery to active, student-centred learning.
3. Revitalisation of Graduate Learning Outcomes (GLO) and Course Syllabi: Ensuring all teaching documents are precisely aligned and of high quality.
4. Enhancing the Uniqueness and Relevance of the Curriculum: Actively pursuing the integrative mission and market relevance.
5. Strengthening Faculty Capacity and Supporting Infrastructure: Investing in the primary agents of delivery and their tools.
6. Massive Socialisation and Communication: Building awareness, understanding, and ownership among all stakeholders.
7. Establishing a Sustainable Evaluation and Review System: Embedding a culture of evidence-based improvement.

These pillars are interdependent; success in one area often depends on progress in another. Therefore, the implementation will be managed holistically by the Programme Leadership Team, in close coordination with the Faculty's Quality Assurance Taskforce and the University's Learning Development Centre. Regular progress reviews will be conducted

bi-annually, with reports submitted to the Faculty Board, ensuring accountability and strategic oversight.

2. Follow-Up Plan and Implementation Strategy

2.1. Restructuring and Strengthening of Core Courses

The revised curriculum introduces a refined course structure with updated content emphases. The follow-up strategy focuses on the concrete operationalisation of these courses to ensure they deliver on their promised learning outcomes.

- **Action Plan:**
 1. **Course Champion Assignment (Semester I, 2024):** Each of the 15 core courses will be assigned a designated "Course Champion" from among the senior lecturing staff. This academic lead will be responsible for coordinating the finalisation of the course syllabus, reading lists, and assessment rubrics.
 2. **Content Audits and Gap Analysis (Semester II, 2024):** For each course, a working group led by the Course Champion will conduct an audit of existing teaching materials (lecture notes, slides, case studies) against the new learning outcomes. This will identify gaps—particularly in new areas like digital methods, contemporary case studies, and applied skills modules—and commission the creation or sourcing of new materials.
 3. **Development of Integrated Teaching Modules (Throughout 2025):** Priority will be given to developing 2-3 standout, high-impact teaching modules per course that explicitly demonstrate the *Unity of Sciences* integration. For example, a module in *Critical Communication Studies* might analyse the framing of Muslim communities in global news, using both critical theory and Islamic ethics (*akhlaq*) as analytical lenses.
 4. **Resource Procurement and Development:** The programme will allocate a budget for acquiring key textbooks, academic journal subscriptions (especially in digital Islam and global media), and licensing industry-standard software for data analysis and basic media editing to support the applied skills components.
- **Responsible Parties:** Programme Coordinator, Course Champions, Faculty Library and Resource Centre.

- KPIs: 100% of courses have a finalised OBE-aligned syllabus by start of AY 2024/25; 3 new integrated teaching modules developed per course by end of 2025; updated core reading list published online.

2.2. Implementation of Innovative Learning Methods and Authentic Assessment

Moving from a lecture-heavy model to an OBE approach requires a fundamental shift in teaching and assessment practices.

- Action Plan:
 1. Pedagogical Training Series (Rolling from 2024): Mandatory workshops for all teaching staff on OBE-aligned pedagogies: Case-Based Learning, Project-Based Learning (PjBL), Flipped Classroom techniques, and Socratic Seminar facilitation. Training will be provided by the University's Learning Development Centre and external experts.
 2. Development of Authentic Assessment Bank: Lecturers will collaborate to design and share assessment tasks that mirror real-world challenges. Examples include: developing a da'wah campaign for a specific demographic (PjBL), writing a critical consultancy report on a media organisation's ethics (Case Study), or producing and analysing a short podcast series.
 3. Pilot and Peer-Review Programme: In the first year of implementation, each lecturer will pilot at least one innovative method or authentic assessment in one of their classes. These pilots will be followed by structured peer-observation and review sessions to share experiences and refine approaches.
 4. Assessment Literacy for Students: Introductory sessions will be held for students to explain the rationale behind authentic assessment, clarify expectations, and provide guidance on how to approach these new forms of evaluation.
- Responsible Parties: Programme Leadership, University Learning Development Centre, Teaching Staff.
- KPIs: 100% of teaching staff complete basic OBE pedagogy training by mid-2025; a bank of at least 20 authenticated assessment tasks created; positive student feedback (>70% agreement) on the relevance and effectiveness of new assessment methods in annual surveys.

2.3. Revitalisation of Graduate Learning Outcomes (GLO) and Course Syllabi

The programme-level GLOs (CPL) must be precisely cascaded down to every classroom activity through robust course syllabi (RPS).

- Action Plan:
 1. RPS Standardisation and Quality Audit: A stringent RPS template mandating OBE components (CPL-CPMK mapping, weekly learning activities linked to outcomes, explicit assessment criteria and rubrics) will be enforced. All syllabi will undergo a two-stage review: first by the Course Champion, then by the Programme Quality Assurance Team.
 2. Alignment Mapping Workshops: Dedicated workshops for teaching teams will be held to map their course outcomes (CPMK) directly to the programme GLOs. This ensures every CPL is supported by multiple courses and that there is no redundancy or significant gaps in coverage.
 3. Syllabus as a Learning Contract: The finalised RPS will be treated as a binding learning contract. It will be disseminated to students at the beginning of each course via the online learning platform, with key components (assessment deadlines, weightings, rubrics) explicitly discussed in the first lecture.
- Responsible Parties: Programme Quality Assurance Team, All Teaching Staff.
- KPIs: 100% of courses have a standardised, audited, and approved RPS before the semester begins; external reviewer verification of CPL-CPMK alignment matrix.

2.4. Enhancing the Uniqueness and Relevance of the Curriculum

The curriculum's distinctive value proposition lies in its integration and relevance. This must be actively cultivated.

- Action Plan:
 1. Establishment of a Programme Advisory Board (PAB): A formal PAB comprising external academics, senior media practitioners, and leaders from Islamic organisations will be convened bi-annually. Their role is to provide strategic advice on curriculum relevance, emerging trends, and industry partnerships.
 2. "Industry Immersion" Initiatives: Integrating short, structured industry exposures: compulsory guest lectures from practitioners each semester; live case study challenges presented by media companies; and fostering

opportunities for thesis research to be conducted in collaboration with external organisations.

3. **Spotlight on Local-Global Nexus:** Actively seeking and integrating research and case studies that position Indonesian Islamic communication within global flows. This includes studying successful local digital da'wah initiatives and analysing transnational media narratives about Islam.
- **Responsible Parties:** Programme Coordinator, External Relations Officer, PAB.
 - **KPIs:** PAB established and meets twice yearly by end of 2024; minimum of 4 industry guest lectures per semester; at least 2 student theses per year conducted in direct collaboration with an external organisation.

2.5. Strengthening Faculty Capacity and Supporting Infrastructure

Lecturers are the primary curriculum implementers and require sustained support.

- **Action Plan:**
 1. **Targeted Continuing Professional Development (CPD):** Beyond initial pedagogy training, support will be provided for lecturers to upgrade specific competencies: grants for short courses in digital media tools, data analysis software, or contemporary Islamic studies; support for attending and presenting at national/international conferences.
 2. **Mentoring Scheme:** Pairing less experienced lecturers with senior professors, both for pedagogical guidance and research collaboration, strengthening the academic community of practice.
 3. **Infrastructure Upgrade:** Advocating for and managing the upgrade of key facilities: a dedicated Media Lab with basic audio-visual recording and editing equipment for practical work; ensuring robust IT support and high-quality access to online academic databases and learning management systems.
- **Responsible Parties:** Dean's Office, Faculty HR and Development, Programme Leadership.
- **KPIs:** 80% of teaching staff engage in at least one relevant CPD activity per year; a functional media lab established by mid-2025; positive staff feedback on support and resources.

2.6. Massive Socialisation and Communication

Successful implementation requires the understanding and support of all stakeholders.

- **Action Plan:**

1. **Multi-Channel Campaign:** Launching a coordinated communication campaign using the faculty website, social media, webinars, and printed prospectuses to explain the new OBE curriculum's benefits, structure, and uniqueness to prospective students, parents, and the wider public.
 2. **Internal Briefings:** Conducting detailed briefing sessions for: a) Administrative staff to understand new processes; b) Current students to explain transitions and new expectations; c) Alumni to engage them as ambassadors and sources of mentorship.
 3. **Open Day and Workshop Series:** Hosting an annual open day featuring showcases of student work (e.g., podcasts, campaign projects, research posters) derived from the new curriculum, demonstrating its applied outcomes.
- **Responsible Parties:** Programme Leadership, Faculty Marketing/Communication Team, Student Association.
 - **KPIs:** New curriculum prominently featured on all promotional materials by 2024 recruitment cycle; 100% of current students attend transition briefings; high engagement metrics on social media content explaining the new curriculum.

2.7. Establishing a Sustainable Evaluation and Review System

To ensure the curriculum remains dynamic, a permanent feedback and review loop must be institutionalised.

- **Action Plan:**
 1. **Enhanced Tracer Study and Graduate Dashboard:** Moving beyond simple employment surveys to an annual in-depth tracer study that measures competency mastery, career progression, and long-term impact. Data will be visualised in a "Graduate Outcomes Dashboard" for ongoing monitoring.
 2. **Structured Stakeholder Feedback Cycles:** Implementing bi-annual anonymous student feedback specifically on curriculum relevance and teaching methods, coupled with annual structured feedback from the Programme Advisory Board and employer partners.
 3. **Annual Curriculum Review Retreat:** Instituting a mandatory annual one-day retreat for the Programme Leadership and teaching staff. This retreat will analyse data from tracer studies, student feedback, examiners' reports, and external trends to produce a "State of the Programme" report and recommend

minor adjustments (e.g., updating case studies, refining assessments) for the following academic year, with a major review scheduled every five years.

- Responsible Parties: Programme QA Team, University LPM, Programme Leadership.
- KPIs: Annual tracer study report produced; Annual Curriculum Review Retreat held with documented action plan; evidence of minor curriculum adjustments made based on review data each year.

CHAPTER V DOCUMENTATION OF ACTIVITIES

1. Documentation of the Evaluation Approach Activities

The evaluation of the proposed curriculum was a systematic exercise, meticulously planned and documented to ensure transparency, accountability, and a rich evidence base for decision-making. The activities spanned several months and involved multiple structured engagements, each generating specific outputs.

1.1 Internal Alignment Workshop and Document Analysis

The first formal evaluation activity was an **Internal Curriculum Alignment Workshop**, held over two full days in April 2024. This closed session involved the full Curriculum Development Working Group (CDWG), the Programme Coordinator, and the Dean of the Faculty.

- **Activity Description:** The workshop employed a structured facilitation method. Using large-format printouts of the draft curriculum matrices, the group engaged in a step-by-step “backwards design” verification. They began by scrutinising each of the six proposed Graduate Learning Outcomes (CPLs), questioning their clarity, measurability, and alignment with the KKNI Level 8 descriptors. Subsequently, they mapped each CPL to the proposed courses, colour-coding the connections. This visual exercise revealed where CPLs were over-supported (multiple courses covering similar ground) or under-supported (gaps in competency development). A dedicated session was also held to review each course description against its assigned CPLs to ensure the stated learning activities and assessments could realistically achieve the outcomes.
- **Documentation Outputs:**
 - **Annotated Curriculum Matrices:** Physical and digital copies of the mapping matrices covered with annotations, questions, and consensus decisions.
 - **Internal Alignment Report:** A 15-page report summarising the findings, including a validated CPL-Course matrix, a list of identified content redundancies (e.g., overlapping theory in two communication courses), and three key gaps noted (notably in applied digital skills and advanced research methods).
 - **Minutes of Meeting:** Formal minutes capturing discussions, disagreements, and final resolutions on contentious points, such as the credit weighting of the thesis versus coursework.

1.2 Stakeholder Validation Workshop: A Multi-Voice Forum

The cornerstone of external evaluation was the “Curriculum Validation and Future-Proofing” Workshop, conducted in June 2024. This was a hybrid event, with in-person attendance at the University’s main hall and virtual participation for international experts.

- **Activity Description:** The workshop was segmented into three parallel streams, each focusing on a key evaluation lens:
 1. **Academic Rigour Stream:** Chaired by an external professor of Media Studies from UGM, this group comprised PhD-holding lecturers and invited scholars. They conducted a line-by-line critique of the course syllabi drafts, focusing on theoretical depth, scholarly references, and intellectual coherence.
 2. **Professional Relevance Stream:** Facilitated by a senior producer from a national Islamic broadcasting network, this group included practitioners from television, digital media agencies, and communication consultancies. They participated in a “Day in the Life” scenario analysis, assessing whether the graduate profiles and CPLs equipped students to handle real-world challenges presented by the facilitators.
 3. **Graduate Experience Stream:** Moderated by the head of the alumni association, this session brought together graduates from the past five years and current student representatives. They used structured feedback forms and open discussion to evaluate the proposed curriculum’s flow, workload balance, and the perceived utility of the revised course offerings.
- **Documentation Outputs:**
 - **Full Workshop Proceedings:** A comprehensive 50-page document compiling the agenda, participant list, presentation slides from keynote speakers, and a summary of each breakout session’s discussions.
 - **Stakeholder Feedback Dossiers:** Three separate, anonymised dossiers consolidating the written and verbal feedback from each stream (Academic, Professional, Graduate).
 - **Video Recordings:** Archived recordings of the plenary sessions and panel discussions, stored on the faculty’s secure digital repository for future reference.

1.3 Benchmarking and Standards Compliance Audit

Running parallel to the workshops was a desk-based Benchmarking and Compliance Audit, led by a sub-committee of the CDWG with support from the University's Quality Assurance Institute (LPM).

- **Activity Description:** This activity involved systematic comparative analysis and checklist verification. The team selected three benchmark programmes: the Communication Master's programme at Universitas Indonesia (as a national secular benchmark), the Islamic Communication programme at UIN Syarif Hidayatullah Jakarta (as an Islamic higher education benchmark), and a relevant programme from the Islamic Science University of Malaysia (as an ASEAN benchmark). They compared public documentation on course structures, graduate attributes, and specialisations. Concurrently, the team used a detailed checklist derived from *Permendikbudristek No. 53 of 2023* and BAN-PT criteria to verify the inclusion of all mandatory curriculum components.
- **Documentation Outputs:**
 - **Benchmarking Analysis Report:** A tabulated report highlighting comparative strengths, weaknesses, opportunities, and threats (SWOT) in relation to the benchmark programmes. It identified, for instance, that the UIN Walisongo draft was stronger on philosophical integration but weaker on explicit digital literacy pathways compared to the Malaysian benchmark.
 - **Standards Compliance Certificate (Internal):** A signed checklist confirming the draft curriculum's compliance with 22 out of 24 auditable national standards, with two noted as "in progress" (detailed practicum guidelines and a policy for credit transfer under MBKM).

2. Documentation of Expert Recommendations and Deliberations

The recommendations elicited from the evaluation phase were voluminous and varied. A formal, transparent process was established to document, categorise, and deliberate upon each suggestion, determining its fate for the 2024 curriculum or future development.

2.1 Collation and Thematic Coding of Recommendations

All feedback from the Validation Workshop, written submissions from external reviewers, and internal analysis reports were consolidated into a single master database.

- **Activity Description:** A research assistant was tasked with transcribing all qualitative feedback and entering it into qualitative data analysis software (NVivo). Recommendations were coded thematically using an inductive approach. Major emergent themes included: "Digital & Practical Skills," "Methodological Rigour,"

“Content Contemporary,” “Pedagogical Shift,” “Industry Linkage,” and “Assessment Reform.” Each coded recommendation was then tagged by its source (e.g., “Academic-External,” “Practitioner,” “Alumni”) and its perceived priority level based on the frequency and forcefulness with which it was raised.

- Documentation Outputs:
 - Master Recommendations Database: A digital repository containing over 150 individual recommendations, each with its source, thematic code, and verbatim quote.
 - Thematic Analysis Summary: A report presenting the frequency and distribution of recommendations across the six major themes, providing a clear, data-driven picture of stakeholder concerns. The “Digital & Practical Skills” theme emerged as the most prominent, comprising 28% of all recommendations.

2.2 Deliberation Sessions of the Curriculum Development Working Group (CDWG)

Armed with the thematic analysis, the CDWG convened a series of three dedicated Deliberation Sessions in July 2024 to decide on the incorporation of recommendations.

- Activity Description: Each session focused on one or two thematic areas. The CDWG used a standardised decision matrix to evaluate each major recommendation against four criteria: 1) Alignment with Programme Vision (does it support the *Unity of Sciences?*), 2) Resource Feasibility (can we do this with current staff, budget, and time?), 3) Impact on Student Learning (how significantly will it improve outcomes?), and 4) Implementation Complexity (how difficult is it to operationalise?). Recommendations were then categorised as: Adopt for 2024, Adapt for 2024, Defer to Future Cycle, or Reject.
- Documentation Outputs:
 - CDWG Deliberation Minutes: Detailed minutes from each session, capturing the debates, particularly on contentious issues. For example, there was extensive discussion on a practitioner’s recommendation to include a full course on “Social Media Management,” which was ultimately adapted into a major module within existing courses rather than a standalone offering due to credit constraints.

- Recommendations Decision Log: A final, authoritative table provided to the Faculty Board, listing every significant recommendation, its source, the CDWG's decision, and a clear rationale. This log is a key document for transparency, showing how stakeholder voice directly influenced the curriculum.

3. Documentation of Conclusions and Impact Analysis

The final stage of activity involved synthesising the entire evaluation and deliberation process into conclusive reports and formally documenting the specific changes made to the curriculum document.

3.1 Synthesis Report and Formal Presentation to Faculty Board

The insights from all preceding activities were synthesised into a single, compelling narrative.

- Activity Description: The Programme Coordinator and CDWG Chair co-authored the “Curriculum Evaluation Synthesis and Revision Report.” This report presented the evaluation methodology, summarised the key commendations (validating the curriculum's core strengths), detailed the major recommendations by theme, and presented the CDWG's decisions with justification. Crucially, it included a clear before-and-after analysis, showing specific sections of the draft curriculum that had been amended. This report was formally presented to the Faculty Board in a special session in August 2024.
- Documentation Outputs:
 - Synthesis and Revision Report: The comprehensive 30-page final report of the evaluation phase, serving as the official record linking stakeholder feedback to curriculum changes.
 - Faculty Board Endorsement Memorandum: The formal memo from the Dean's office recording the Board's unanimous endorsement of the revised curriculum based on the presented synthesis report, authorising its submission to the University Senate.

3.2 Final Amendments to the Curriculum Document and Version Control

The tangible outcome of the process was the creation of the final, amended curriculum document.

- Activity Description: Following Faculty Board endorsement, the CDWG editing team implemented all “Adopt” and “Adapt” decisions directly into the master curriculum document. This was a precise exercise. Amendments included: rewriting specific

Course Learning Outcomes (CPMK) in *Thesis Research Methodology* to include “digital methods”; adding “production of a media artefact” to assessment clauses in relevant course descriptions; and inserting new sub-topics (e.g., “Contemporary Muslim Thinkers on Media”) into the *History of Thought and Da’wah Movement* course description. A rigorous version-control protocol was used, with the final document labelled “Version 2.0 – Post-Evaluation Final.”

- Documentation Outputs:
 - Clean and Tracked-Changes Copies of Curriculum: Two versions of the final curriculum: one “clean” copy and one with “tracked changes” visibly showing every addition, deletion, and modification made as a direct result of the evaluation process.
 - Amendment Register: A standalone log listing each precise amendment (e.g., “Page 47, CPMK-3 for KPI-8003 amended to read: ‘Analyse quantitative and qualitative media data using appropriate software’”), cross-referenced to the source recommendation in the Decision Log. This creates an unbroken audit trail from stakeholder suggestion to textual change.

3.3 Archiving and Knowledge Management

All documentation generated throughout Chapters III and V has been systematically archived to serve as a resource for future accreditation, review, and scholarly reflection.

- Activity Description: A dedicated digital folder was created on the Faculty’s secure server, structured according to the stages of evaluation. All outputs—from initial workshop flyers and sign-in sheets to the final synthesis report and amended curriculum—were uploaded in PDF and editable formats. Metadata was added for easy searchability.
- Documentation Outputs:
 - Fully Archived Digital Repository: A complete, organised digital archive of the entire curriculum evaluation and revision process, ensuring institutional memory and providing a model of good practice for future programme reviews.

CHAPTER VI: CONCLUSION

1. Synthesis of the Curriculum Development Journey: From Vision to Blueprint

The comprehensive process of revising the Master's in Islamic Broadcasting Communication (KPI) curriculum has been a transformative endeavour, successfully transitioning a strategic vision into a robust, actionable academic blueprint. This journey, documented across the preceding chapters, was characterised by its systematic rigour, deep stakeholder engagement, and unwavering commitment to the core paradigm of *Wahdatul 'Ulum* (the Unity of Sciences).

The development was initiated as a strategic response to a confluence of drivers: the disruptive forces of the digital age within the communication sector, evolving national higher education policies such as Merdeka Belajar Kampus Merdeka (MBKM), and critical feedback from alumni and industry on the need for more applied competencies. Guided by a strong philosophical foundation that rejects the dichotomy between religious and secular knowledge, the process aimed to create a curriculum that produces graduates who are not merely knowledgeable but are integrative thinkers, ethical practitioners, and innovative leaders.

The methodology was deliberately dual-pronged. A systemic approach ensured the intellectual and structural coherence of the curriculum, establishing clear lines of vertical alignment from the University's vision down to individual assessments, and horizontal alignment across courses. This was powerfully complemented by a profoundly participatory approach, which embedded the voices of academics, industry practitioners, alumni, and students into the very fabric of the curriculum. This fusion of top-down design logic and bottom-up relevance testing distinguished the process from a mere administrative update, framing it as a collaborative re-imagining of Islamic communication education.

The evaluative phase served as the critical quality gate. Through internal alignment workshops, a multi-stakeholder validation forum, and rigorous benchmarking, the draft curriculum was subjected to intense scrutiny. This process yielded two key outcomes: first, a strong validation of the curriculum's distinctive philosophical identity and ambitious graduate profiles; and second, a set of targeted, actionable recommendations that primarily called for a greater emphasis on practical skills, contemporary content, and authentic assessment. The deliberate, criteria-based deliberations of the Curriculum Development Working Group (CDWG) on these recommendations ensured that the final revisions were both impactful and feasible, strengthening the curriculum without compromising its core identity.

The output is the 2024 OBE Curriculum—a document that is compliant with national standards, distinctive in its integrative vision, relevant to market and societal needs, and explicitly designed to facilitate deep, applied learning. It moves beyond listing courses to defining a holistic educational experience aimed at achieving specific, high-level competencies.

2. Reflective Analysis on Key Outcomes and Strategic Decisions

Reflecting on the key outcomes of this development process reveals several strategic decisions that will fundamentally shape the character and impact of the programme.

1. The Decision for Deep Integration over Parallel Streams: A pivotal strategic choice was to avoid a model of simply offering separate clusters of “Islamic” and “Communication” courses. Instead, the curriculum mandates integration at the level of learning outcomes, assessment tasks, and the capstone thesis. This decision, while pedagogically challenging, is the curriculum’s greatest potential strength. It demands that students—and by extension, lecturers—constantly engage in the intellectual work of synthesis, applying Islamic ethical and epistemological frameworks to analyse media phenomena and craft communication strategies. This cultivates a unique graduate mindset that is the programme’s primary value proposition.

2. The Rebalancing Towards Applied Competence: The evaluation revealed a clear stakeholder demand for graduates who can *do* as well as *know*. The strategic decision to respond by embedding authentic, performance-based assessments (e.g., producing media artefacts, developing strategic plans) across the curriculum, rather than isolating them in a single practicum course, is significant. It signals a shift from a purely transmissive pedagogy to a constructivist one, where learning is demonstrated through creation and application. This directly addresses employability concerns while adhering to OBE principles.

3. The Structured yet Agile Implementation Plan: Recognising that even the best-designed curriculum can fail through poor implementation, a major outcome is the detailed Follow-Up and Implementation Strategy (Chapter IV). This plan acknowledges that curriculum change is an institutional change process. By dedicating equal emphasis to faculty development, infrastructure support, stakeholder communication, and establishing a sustainable review cycle, the programme has strategically invested in its own capacity to deliver. The decision to institute an Annual Curriculum Review Retreat formalises agility, ensuring the curriculum remains a living document responsive to new trends and feedback.

4. Engagement as an Ongoing Strategy, Not a One-Time Event: The development process successfully established new structures for sustained dialogue, most notably the Programme

Advisory Board (PAB). The strategic decision to formalise this engagement moves stakeholder input from a sporadic event to an institutionalised process. This ensures that the connection to industry and community remains dynamic, providing a constant stream of real-world insight that can inform teaching, research topics, and future curriculum tweaks.

In essence, the key outcomes are not merely a new set of courses, but the establishment of a more integrated, applied, and reflexive educational model. The strategic decisions made prioritise long-term educational quality and graduate impact over short-term convenience, positioning the programme for leadership in a niche but increasingly vital field.

3. Forward-Looking Perspectives and Commitment to Continuous Improvement

The ratification of the 2024 curriculum is a milestone, not a terminus. Its true success will be measured in the quality of the graduates it produces and their impact on society over the coming years. Looking forward, the programme's perspective is guided by a steadfast commitment to continuous improvement and an awareness of the evolving landscape.

Immediate Priorities (2024-2026): The focus will be on the faithful and effective execution of the implementation plan. This includes the success of the pedagogical training for faculty, the smooth operation of the new assessment models, and the activation of the PAB. The first cohorts educated under this curriculum will be closely monitored through enhanced tracer studies, with their feedback and career trajectories providing the first crucial data on the curriculum's real-world efficacy.

Anticipating Future Evolutions: The fields of media and communication are in perpetual flux. Emerging areas such as artificial intelligence in content creation and analysis, data ethics, platform governance, and the rise of the 'metaverse' as a social space will inevitably need to be addressed. The curriculum's built-in review mechanisms are designed for this purpose. Furthermore, the global discourse on decolonising knowledge presents both a challenge and an opportunity to further refine the integrative model, ensuring it draws authentically from Islamic intellectual heritage while engaging critically with global theory.

Strengthening the Research-Teaching Nexus: A forward-looking goal is to more tightly weave the research interests of faculty into the curriculum, particularly in the thesis supervision process. Developing specialised research clusters (e.g., on digital da'wah, Muslim representation in media, communication for social harmony) can provide students with clearer pathways for deep engagement and foster a stronger research culture that feeds back into teaching currency and relevance.

Expanding Strategic Partnerships: The future will involve proactively seeking partnerships beyond traditional media. Collaborations with technology companies, interdisciplinary

research centres at UIN Walisongo (e.g., in computer science or sociology), and international universities for student and faculty exchange will be pursued to broaden resources, perspectives, and opportunities for students.