

**REPORT
RESULTS OF MONITORING AND EVALUATION OF STRATEGIC
PLAN ACHIEVEMENTS**

PHASE II: 2020-2024
Consolidation of Research Universities



**FACULTY OF DA'WAH AND COMMUNICATION
UIN Walisongo Semarang
YEAR 2024**

FOREWORD

Alhamdulillah, we praise Allah SWT for His blessings, as the Monitoring and Evaluation (Monev) of the achievement of the 2024 Strategic Plan of the Faculty of Da'wah and Communication (FDK) UIN Walisongo was carried out successfully. This report was prepared as an accountability report to the Faculty leadership. This Monev activity is an integral part of the implementation of the quality assurance system at FDK, especially in relation to efforts to ensure the achievement of the established vision and mission. In addition, this activity aims to meet the needs of both internal and external stakeholders.

The Internal Quality Assurance System (SPMI) implemented at FDK is based on the characteristics and uniqueness of FDK and UIN Walisongo Semarang itself and refers to Law No. 12 of 2012 and several applicable regulations. This activity also aims to ensure that the PPEPP cycle in the internal quality assurance system (SPMI) at FDK in particular and UIN Walisongo in general runs as it should. Therefore, GPM, as the unit tasked with overseeing quality assurance at the faculty level, strives to monitor and evaluate the achievement of the Strategic Plan. Finally, we hope that this activity will be beneficial and can be considered as part of our dedication to our beloved institution.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As part of UIN Walisongo, the transformation journey of the Faculty of Da'wah and Communication has also entered its second phase (2019-2024), namely the *consolidation phase towards a research university*, from the five phases of the UIN Walisongo Master Development Plan (RIP), namely from 2014 to 2038. In this second phase, adjustments were made to the period based on the Ministry's SPMI periodisation, so that the second phase period became 2020-2024. Furthermore, based on the General Policy established and the achievement targets for Phase II (2020-2024), and considering the objective conditions of the Faculty of Da'wah and Communication at UIN Walisongo, Strategic Objectives and various performance targets for this Phase II have been established with reference to the University's Strategic Plan.

Of course, to ensure the achievement of strategic objectives and performance targets, monitoring and evaluation (Monev) activities need to be carried out. This activity, which is also part of the implementation of the Internal Quality Assurance System (SPMI) at the Faculty of Da'wah and Communication, UIN Walisongo, is the realisation of the PPEPP cycle, namely the cycle of *Determination, Implementation, Evaluation, Control*, and *Improvement* of various quality standards, in order to achieve the established Vision and Mission. The purpose of implementing SPMI is to ensure the achievement of the established quality standards in order to achieve the established vision, mission and objectives, as well as to meet the needs of various internal and external stakeholders. In relation to SPMI Monev, the purpose of SPMI is to ensure the achievement of strategic objectives and performance targets set in the Faculty's SPMI.

To that end, it is necessary to conduct Monev on the achievement of the Strategic Plan of the Faculty of Da'wah and Communication (FDK). This activity aims to improve the realisation of the E (Evaluation) cycle, so that various recommendations for improvement are followed up properly. In essence, the **monitoring** cycle is a form of supervision and monitoring of SPMI implementation carried out by a higher-level work unit, with the aim of ensuring that SPMI implementation does not deviate from the established quality standards. Meanwhile, **evaluation** is an assessment activity of the implementation results carried out by the relevant unit to measure the achievement and conformity of the

implementation results with the quality standards that have been established by the Quality Assurance Unit (). However, both need to be implemented to supervise, monitor, and evaluate the realisation of the recommended improvement follow-up actions.

B. Name and Theme of the Activity

The name of this activity is Monitoring and Evaluation (Monev) of the Faculty of Da'wah and Communication Strategic Plan achievements. The theme is *Overseeing the Realisation of SPMI Towards the Achievement of the Vision and Mission of the Faculty of Da'wah and Communication, UIN Walisongo, as an International-Standard Research Faculty by 2038.*

C. Legal Basis

The legal basis for the implementation of this Monitoring and Evaluation activity is as follows:

1. Law Number 20 of 2003 concerning the National Education System
2. Law Number 14 of 2005 concerning Teachers and Lecturers
3. Law Number 12 of 2012 on Higher Education;
4. Government Regulation No. 39/2006 on Procedures for Controlling and Evaluating the Implementation of Development Plans;
5. Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education Institutions;
6. Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education;
7. Minister of Finance Regulation No. 68/KMK.5/2009 dated 5 March 2009 concerning the Designation of IAIN Walisongo Semarang as a Government Agency that Implements the Public Service Agency Financial Management Model (PPK-BLU);
8. Presidential Regulation Number 130 of 2014 concerning the Change of the State Islamic Institute Walisongo Semarang to the State Islamic University Walisongo Semarang;
9. Ministry of Religious Affairs Regulation No. 54 of 2015 concerning the Organisation and Work Procedures of the State Islamic University Walisongo Semarang;

10. Ministry of Religious Affairs Regulation No. 57 of 2015 concerning the Statutes of the State Islamic University Walisongo Semarang;
11. Rector's Decree of the State Islamic University Walisongo Semarang Number 581 concerning Guidelines for Monitoring and Evaluation within the State Islamic University Walisongo Semarang;

D. Objectives, Targets, and Goals of the Activity.

The purpose of this monitoring and evaluation activity is to monitor and evaluate the realisation of strategic objectives and various performance targets that have been set, whether they have been achieved or not, as well as to analyse the factors causing them not to be realised, and to provide recommendations or solutions for continuous improvement.

The target of this activity is to obtain valid data on the status of the realisation of strategic objectives and the achievement of performance targets set in the SPMI.

The objectives of this activity are as follows:

- 1) The management of educational and non-educational activities, which are *the core business* units of FDK UIN Walisongo, can run according to the targets that have been set,
- 2) All strategies and targets set in each phase do not deviate from the direction outlined in the RIP; and
- 3) The vision of the FDK UIN Walisongo unit as, "*The leading faculty in education, research, application, and development of da'wah and communication sciences for humanity and civilisation based on the unity of knowledge*" is achieved.

CHAPTER II

IMPLEMENTATION OF ACTIVITIES

A. Activity Implementers

This activity is carried out by the Quality Assurance Team (GPM) and the Quality Control Team (GKM) of the Faculty of Da'wah and Communication, and assisted by an audit team formed by the chair of the GPM. In detail, the audit team is as follows;

No.	Name	NIP	Position in the Audit Team	Remarks
1.	Komarudin, M.Ag	196804132000031001	Monitoring and Evaluation Officer	Deputy Dean I
2.	Silvia Riskha Fabriar, B.A., M.A.	29 February 1988	Monitoring and Evaluation Team Leader	Chairperson of the GPM
3.	Nahnu Robid Jiwandono, M.Ed.	26 July 1990	Deputy Chair of the Monitoring and Evaluation Team	Secretary of the GPM
4.	Ayu Faiza Algifahmy, M.Ed.	11 July 1991	Secretary of the Monitoring and Evaluation Team	Member of the GPM
5.	Fitri, B.A. in Social Sciences, M.A. in Social Sciences	7 May 1989	Member of the Monitoring and Evaluation Team	Chairperson of the KPI Quality Management Committee
6.	Chyndy Febrindasari, B.Ed., M.A.	23 February 1990	Member of the Monitoring and Evaluation Team	Chairperson of the BPI Monitoring and Evaluation Committee
7.	Julananda Putri Sahasti, M.Ed.	16 July 1993	Member of the Monitoring and Evaluation Team	Chairperson of the MD Monitoring and Evaluation Committee
8.	Asep Firmansyah, M.Ed.	27 May 1990	Member of the Monitoring and Evaluation Team	Chairperson of the PMI Monitoring and Evaluation Committee
9.	Vina Darissurayya, M.App. Ling.	13 May 1993	Member of the Monitoring and Evaluation Team	Chairperson of the MHU Monitoring and Evaluation Committee
10.	Farida Rachmawati,	8 July 1991	Member of the Monitoring and Evaluation Team	Chairperson of the S2 KPI

	M.Soc.		Evaluation Team	GKM
11.	Alifa Nur Fitri, M.I.Kom	30 July 1989	Member of the Monitoring and Evaluation Team	Secretary of the KPI GKM
12.	Namira Choirani Fajri, M.Hum.	17 June 1995	Member of the Monitoring and Evaluation Team	Secretary of the BPI Monitoring and Evaluation Team
13.	Zainurrakhma h, MA	24 June 1992	Member of the Monitoring and Evaluation Team	Secretary of GKMMD
14.	R. Setyastama, S. Ant., M.A.	25 November 1992	Member of the Monitoring and Evaluation Team	Secretary of GKM PMI
15.	Kirana Nur Lyansari, BA, MA.	23 April 1995	Member of the Monitoring and Evaluation Team	Secretary of the MHU Monitoring and Evaluation Team
16.	Fathimah Nadia Qurrota A'yun, M.Soc.	29 June 1995	Member of the Monitoring and Evaluation Team	Secretary of the GKM S2 KPI

B. Schedule and Implementation Timeline

This activity is conducted within the campus premises, with the following schedule and timing:

No.	Activities	Time	Location
1.	Development and Preparation of Monitoring and Evaluation Instruments	13 to 27 July 2024	FDK Office
2.	Formation of the monitoring and evaluation team, coordination, and alignment of perspectives	27 July 2024	FDK Office
3.	Implementation of SPMI Achievement Monitoring and Evaluation by the team	10–31 August 2024	FDK Office
4.	Data <i>entry</i> and management of monitoring and evaluation results	1 to 15 September 2024	FDK Office
5.	Report Preparation	16 to 30 September 2024	FDK Office
6.	Presentation of Strategic Plan Monitoring and Evaluation Results	16 October 2024	FDK Office

C. Method

The method used in this Strategic Plan Achievement Monitoring and Evaluation activity involves *checking the Strategic Plan documents* and the activity reports on the implementation of work programmes from each work unit, particularly study programmes and faculties. The monitoring and evaluation instruments refer to the list of targets outlined in the FDK Strategic Plan. The instruments for monitoring and evaluating the achievement of the Strategic Plan are as follows:

		MONITORING AND EVALUATION INSTRUMENT FOR STRATEGIC PLAN ACHIEVEMENT					
		YEAR 2024					
ASPECTS	DETAILS	IKU/IKT	INDICATOR	Target 2024	Achievements in 2024	Description of Findings	Recommendations for Improvement
Institutional Vision and Mission	FDK Vision and Mission	IKU	The development plan includes: 1) Long-term, medium-term, and short-term plans; 2) Performance indicators; 3) Targets oriented towards international competitiveness; and 4) Evidence of consistent implementation of development.				
Governance, Management, Leadership, & Cooperation	Governance & Management	IKU	Governance system documents that are elaborated into various policies and regulations. (rating scale 0-4)				
		IKU	Formal documents of valid policies and regulations to ensure the integrity and quality of the institution.				
		IKU	Formal documents on the organisational structure and work procedures of the institution.				

		IKU	Formal documents and detailed management guidelines.				
		IKU	Formal strategic plan documents and evidence of the mechanism for their preparation, approval and enactment				
		IKU	Availability of formal SPMI documents.				
		IKU	Availability of network and partnership development planning documents.				
		IKU	Availability of formal policy and procedure documents and monitoring and evaluation (cooperation).				
		ICT	Availability of internal regulations of UIN Walisongo as a State-Owned Legal Entity University in accordance with the Statute				
		IKT	The availability of IKU based on the Strategic Plan				
		ICT	Availability of SKP based on Unit Workload				
		IKU	Valid evidence of policy and management guideline implementation.				

		IKU	The existence and functioning of institutions/functions that enforce the code of ethics to ensure values and integrity.				
		IKU	Valid evidence related to good practices in the implementation of GUG.				
		IKT	Percentage of IT system integration				
		ICT	Implementation of the BLU development master plan				
		IKT	Addition of new undergraduate and/or vocational programmes, such as: Environmental Engineering, Media Arts, Cinematography, Graphic Design, Interior Design, International Relations, Electrical Engineering, Public Health, Pharmacy, and Public Administration, Coffee Science				
		IKT	Addition of new postgraduate programmes, such as: Doctorate in Islamic Education, Master's in Islamic Law.				

		IKU Rector	Percentage of Islamic Religious Studies Programmes				
	Leadership	IKU	Realisation and effectiveness of operational leadership.				
		IKU	Realisation and effectiveness of organisational leadership				
		IKU	Realisation and effectiveness of public leadership				
		IKU	Formal evidence of the functioning of the functional and operational management system of higher education institutions.				
	Partnerships & Cooperation	IKU	Availability of data on the number, scope, relevance and usefulness of partnerships.				
		IKU	Availability of evidence of partnership monitoring and evaluation and improvement efforts				
		IKU	Cooperation in the fields of education, research and community service				
		IKU Rector	Number of international cooperation agreements				
		IKT	Collaborations with industry or other institutions in the field of Education and Teaching				

Implementation of Quality Assurance Systems	Financial Monitoring and Public Opinion	IKU	Analysis of institutional performance achievement success				
		IKU	Implementation and results of external financial audits.				
		IKU Rector	Index of public satisfaction with BLU services				
		IKU	Satisfaction of internal and external stakeholders				
		IKU Rector	Opinion on the results of the financial audit by the Public Accounting Firm (KAP)				
		IKT	Level of stakeholder satisfaction with administrative services				
		IKU Rector	Index of satisfaction with the use of facilities and infrastructure				
		Rector's KPI	Level of satisfaction among graduate users. (Score 1-4)				
	Internal Academic Monitoring and Audit	IKU	Valid evidence of good practices in quality culture development in higher education.				
		IKU	Valid evidence of the implementation of a monitoring and evaluation system for the implementation and quality of the learning process.				

		IKU	Availability of valid evidence of implementation, evaluation, control, and quality improvement of the integration of research and community service quality into learning.				
		IKU	Valid evidence of the results of monitoring and evaluation of the integration of research and community service into learning.				
		IKU	Availability of valid evidence of satisfaction levels and feedback from internal stakeholders regarding the establishment of a healthy and conducive academic atmosphere.				
		IKU	Valid evidence of strategic analysis and planning for the development of the academic atmosphere and its implementation.				
		IKU	Effectiveness of the implementation of the quality assurance system				
		IKU Rector	Student satisfaction index for academic and non-academic administrative services				

		Rector's KPI	Lecturer satisfaction index for academic and non-academic administrative services				
		Rector's KPI	Student satisfaction index for lecturer performance				
		IKT	Community satisfaction index regarding community service activities				
		IKU Rector	Average percentage of employee performance achievement.				
	External Accreditation & Certification	Rector's Key Performance Indicators	Percentage of study programmes accredited as excellent/A				
		IKT	Excellent/A Higher Education Institution Accreditation Rating				
		IKT	Average Programme Study Accreditation Score				
		IKU	Certification/external accreditation by reputable national or international institutions.				
		IKT	Number of study programmes that are members and/or certified by international certification bodies				

		IKU	Accreditation of study programmes by reputable international accreditation agencies.				
		IKU	Accreditation of study programmes by BAN-PT or Independent Accreditation Agency (LAM)				
		IKT	Implementation of ISO-based governance in all work units within the UIN environment				
		IKU Rector	Library accreditation achievements				
Education	Curriculum & Learning Process	IKU	Curriculum development policy.				
		IKU	Curriculum development guidelines				
		IKU	Curriculum implementation guidelines				
		IKU	Guidelines for the lecturer assignment system				
		IKT	The existence of policies, guidelines, or education guidelines based on the Unity of Science				
		IKU Rector	Percentage of courses that implement RPS based on the unity of science				

		Rector's Key Performance Indicator	Percentage of courses implementing blended learning				
		IKT	Percentage of educational facilities to achieve learning outcomes				
		IKT	Availability of guidance documents or POB Learning planning based on the Unity of Knowledge from the managing/supervising unit of the UoS				
		IKT	Availability of guidance documents or POB for the implementation of learning based on the Unity of Knowledge from the UoS management/supervisory unit				
		IKU	Valid evidence of the determination of learning strategies, methods and media, as well as learning assessment.				
		IKT	Availability of guidance documents or POB for learning evaluation based on the Unity of Science from CUSHEM (Centre for Unity of Sciences and Higher Education Management)				

	Academic Atm	IKU	Academic atmosphere policy document.				
Scientific Research & Development	Implementation of Scientific Research & Development	IKU	Availability of research guidelines.				
		IKU	Formal documents for the Strategic Research Plan.				
		IKU	Availability of formal documents on policies and guidelines for integrating research and community service activities into learning				
		IKT	Availability of a research master plan based on the unity of science for humanity and civilisation				
		IKT	The availability of a research master plan based on the principles of the Walisongo				
		IKT	Availability of a research master plan based on religious moderation				
		IKU	Valid evidence of the implementation of the research process.				
		IKU	Research activity report documents.				
		IKU	Average research/lecturer/year.				

Community Service	Implementing Group/Research Cluster	IKT	Number of Islamic Studies, Social Sciences and Humanities, Science and Technology research projects based on the Unity of Knowledge per year				
		IKU Rector	Number of international collaborative research projects				
		IKT	Number of proposals submitted from the number of funded research projects				
		IKT	Amount of research funding from outside the university				
		IKU Rector	Number of Intellectual Property Rights (IPR) and Patents				
		Rector's KPI	Number of textbooks integrated with research				
		Rector's KPI	Number of books with ISBN				
		IKU	Research groups and research laboratories.				
		IKT	Number of gender-responsive research studies				
		IKT	Number of studies on kewalisongoan				
		IKT	Number of studies on religious moderation				
		IKU	Formal documents Strategic Plan for Community Service.				

		IKU	Guidelines for Community Service Programmes and their dissemination in accordance with the strategic plan for Community Service Programmes				
		IKU	Valid evidence of the implementation of the PkM process.				
		IKU	PkM activity reporting documents				
		IKU	Functional PkM implementation group.				
		IKT	Availability of a master plan for community service based on the unity of knowledge for humanity and civilisation.				
		IKT	The availability of a master plan for service based on the principles of moderation and religious tolerance				
		IKT	Number of service-based textbooks/teaching materials used for learning				
		ICT	Number of proposals registered from the number of community service works funded				
		IKT	Number of community service activities funded from outside the university				

		IKT	Number of gender-responsive community service projects				
		IKU	Average PkM/lecturer/year.				
	Journal Management	Rector's Key Performance Indicators	Number of nationally accredited journals				
		IKT	Number of nationally accredited Sinta 2 journals				
		IKT	The realisation of reputable international journals				
Students and Graduates	Students	IKU	Ratio of applicants to successful applicants.				
		IKU Rector	Percentage of students who re-enrol compared to the number of applicants who pass.				
		Rector's KPI	Percentage of foreign students.				
		Rector's KPI	Geographical distribution of students				
		IKT	Number of postgraduate students relative to the number of undergraduate students				
		IKT	Number of students who have memorised the Qur'an				
		IKU	Ratio of students to permanent lecturers.				

	Student Services	IKU	Student services are provided in the form of: 1) guidance and development of interests and talents; 2) improvement of welfare; and 3) career counselling and entrepreneurship guidance.				
		IKU Rector	Number of students participating in International Student Mobility				
Human Resources	Lecturers	IKU	The ratio of permanent lecturers who meet the lecturer requirements to the number of study programmes.				
		IKU Rector	Percentage of lecturers who hold the functional position of Professor.				
		Rector's KPI	Percentage of lecturers with the position of Senior Lecturer				
		Rector's KPI	Percentage of lecturers with Doctorate degrees				
		IKU	Percentage of lecturers who hold professional teaching certificates/professional certificates.				
		IKU Rector	Number of lecturers involved in visiting lecturer programmes				

		Rector's KPI	Percentage of lecturer attendance in accordance with regulations				
	Educational Staff	IKU	Percentage of non-permanent lecturers to the total number of lecturers (permanent and non-permanent lecturers).				
		IKT	Average Workload of Employees				
		IKT	Number of educational personnel qualifications based on job type				
		IKU	Average number of recognitions for lecturer achievements/performance relative to the total number of lecturers.				
		IKU	Sufficiency and qualifications of educational staff based on their job type (librarian, laboratory assistant, technician, etc.).				
Facilities, Infrastructure and Finance	Facilities and Infrastructure	IKU	Availability of relevant and up-to-date facilities and infrastructure to support learning, research, community service, and to facilitate special needs in accordance with SN-DIKTI.				

		IKU Rector	Number of laboratories with complete facilities and accessibility				
		IKT	Availability of university facilities and infrastructure (Health Facilities, Mosque, Student Centre, Business Centre, Sports Centre, Ma'had, Lab School, Training Centre, Food Court, Religious Moderation Centre, and Arts Performance Building)				
		ICT	Increased percentage of green open spaces on campus				
		IKU	Information system for effective administrative services.				
		IKU	Information systems for learning, research, and community service processes that have proven to be effective.				
		IKU Rector	Percentage of integrated information systems				

		IKT	Percentage of availability and implementation of Standard Operating Procedures (SOP) for handling complaints, repair requests, and maintenance of facilities and infrastructure				
		ICT	Percentage of availability and implementation of Standard Operating Procedures (SOPs) for integrated facility and infrastructure planning and maintenance				
		IKT	The realisation of a green and smart campus based on energy and water conservation and waste management within the campus environment				
	Fund Acquisition and Utilisation	IKU	Percentage of funds obtained from students relative to the total funds obtained by the university.				
		IKU	Percentage of university funding sourced from sources other than students and ministries/institutions relative to total university funding.				
		IKU	Average operational funding for the learning process/student/year				

		IKU	Average research funding per lecturer per year.				
		IKU	Average lecturer community service funding per year.				
		IKU	Percentage of research funding used in relation to total university funding.				
		IKU	Percentage of PkM fund utilisation relative to total university funds.				
		IKU	Percentage of funds obtained from students to total funds obtained by the university.				
		IKU Rector	Total PNBP BLU revenue				
		Rector's KPI	Percentage of PNBP revenue to BLU operational costs				
		Rector's KPI	Amount of BLU PNBP realised from asset optimisation and BLU cooperation results				
		Rector's KPI	Percentage of budget absorption				
		Rector's KPI	Risk management documents have been prepared and implemented in policy-making				
		Rector's KPI	Percentage of risk management application in policy/programme formulation				

		Rector's Key Performance Indicators	Modernisation of BLU financial management				
Outputs and Achievements of the Tridharma	Learning Outcomes	IKU	Average GPA of students.				
		IKT	graduates who have a mindset and behaviour that reflects the principles of Unity of Knowledge, religious moderation and Indonesian character.				
	Academic and Non-Academic Achievements of Students	Rector's Key Performance Indicators	Number of academic and non-academic achievements of students at the provincial/regional and national levels				
		Rector's KPI	Number of academic and non-academic achievements of students at the international level.				
	Student Study Time	IKU	The length of study for each programme.				
		IKU Rector	Percentage of students graduating on time for each programme.				
		IKU	Percentage of academic success for each programme.				

	Time taken for graduates to find employment & job suitability	IKU	The length of time graduates of undergraduate programmes at higher education institutions wait to obtain their first job.				
		IKU	The suitability of the field of work of graduates from the main programme at university to the competencies of the field of study. (Score 1-4)				
		IKU	Level and size of graduates' workplaces.				
		IKT	Increase in the percentage of suitability of the work field of bachelor's degree graduates to the competencies of the study programme				
	Scientific Publications & Citations	IKU	Number of publications in journals				
		IKU	Number of publications in seminars/articles in the mass media.				
		IKU Rector	Number of scientific articles by permanent lecturers that have been cited.				
		IKT Rector	Number of research results published in Sinta 1 and 2 national journals				

		IKT Rector	Number of research results published in reputable international proceedings/journals				
		IKU	Number of research results utilised for the benefit of society and industry				
	Publication of Lecturers' Community Service	IKU	Number of research outputs and community service activities by permanent lecturers.				
		ICT	Number of PkM results published in national journals or international proceedings/journals				
Analysis and Determination of Development Programmes	SW OT Anal	IKU	SWOT analysis or other relevant analyses.				
	Development Programme	IKU	Determination of development programme priorities based on the results of SWOT analysis or other analyses.				
		IKU	Policies and efforts incorporated into various regulations to ensure programme sustainability.				

CHAPTER III

RESULTS OF THE EVALUATION ACTIVITIES

A. Programme Study Accreditation Achievements

Study Programme	Strata	End of 2019		End of 2020		End of 2021		End of 2022		End of 2023		End Of 2024	
		P	Score	P	Score	P	Score	P	Score	P	Score	P	Score
Dakwah Management	S1	A	365	A	365	A	365	A	365	A	365	Unggul	365
Islamic Community Development	S1	B	309	A	382	A	392	A	382	A	382	Unggul	382
Islamic Guidance and Counselling	S1	A	371	A	371	A	371	A	371	A	371	Unggul	371
Islamic Communication and Broadcasting	S1	A	362	A	362	A	362	A	362	A	362	Unggul	362
Islamic Communication and Broadcasting	S2	A	361	A	361	A	361	A	361	A	361	Unggul	361
Hajj and Umrah Management	S1	C	201	C	201	B	346	B	346	B	346	B	346

B. Evaluation and Governance

B.1. Achievements in Governance

- a. The creation of an integrated and ISO-certified management system has not been implemented ideally
- b. The creation of an effective and professional work and service system (2023 integrated data process, 2024 integrated data)
- c. The creation of trustworthy, honest, competent, cooperative, environmentally conscious, consistent, transformative, integrity-driven, honest, and fair leadership (in 2023, this has been implemented at the Faculty and Study Programme levels, and in 2024, it needs to be developed/improved).

B.2. Challenges in Governance Aspects

- a. The ISO standardisation process has not been implemented uniformly across all units; only laboratories are ISO accredited.
- b. Differences in the digital competence of administrative staff have resulted in inconsistent service processes.
- c. Limited research funding to support research centres in producing high-quality outputs.

B.3. Recommendations;

- a. Enhance the implementation of ISO standards across all units, not just laboratories.
- b. Accelerate the comprehensive digitalisation of administrative services, including academic, financial, and personnel services.
- c. Allocate special funds to encourage research centres to produce high-quality research products.

C. EVALUATION OF EDUCATIONAL ASPECTS

C.1. Achievements in Educational Aspects related to Curriculum and Integration of Research and Community Service in Teaching

- d. The curriculum has been adapted to the National Qualifications Framework (KKNI), Outcome-Based Education (OBE), and national higher education standards.
- e. The curriculum has begun to accommodate developments in science, industry needs, and Islamic values as the character of the institution.
- f. There has been an increase in the number of courses that incorporate lecturers' research results as teaching materials.
- g. Lecturers have begun to involve students in research and PKM, both as research assistants and field implementers.

Achievements in the Education Aspect related to the academic atmosphere and the Implementation of Education and Teaching

- a. The academic atmosphere has improved with the regular holding of seminars, public lectures, workshops, and scientific discussions.
- b. Academic facilities such as libraries, Wi-Fi, multimedia classrooms, and collective study rooms have been improved.
- c. Co-curricular and extra-curricular activities are available to stimulate the intellectual atmosphere among students.
- d. More varied learning methods: blended learning, case studies, project-based learning, and interactive discussions.
- e. The availability of Semester Learning Plans (RPS) in most courses is good and meets standards.

C.2. Challenges in the Education Aspect

- a. Not all study programmes conduct regular curriculum reviews in line with developments in science and the needs of the job market.
- b. The involvement of stakeholders (industry, alumni, graduate users) is not yet optimal in curriculum development.
- c. Research outcomes are not well documented, making them difficult for students to access as learning resources.
- d. Academic culture, such as reading, researching, and discussing, is not yet strong among some students.
- e. The use of learning technology is still constrained by the varying digital

literacy competencies of lecturers.

C.3. Recommendations

- a. There is a need to re-optimize the role of CUSHEM or establish a centre for curriculum and learning development at UOS under the LPM.
- b. Conducting regular curriculum reviews involving industry, alumni, external experts, and professional associations.
- c. Encourage lecturers to utilise research results and PKM as teaching materials and case studies in class.
- d. Organising regular academic activities such as seminars, research days, student conferences, and interdisciplinary workshops.
- e. Enhancing modern pedagogical training for lecturers, including the use of learning technology and instructional design.

D. RESEARCH ASPECT EVALUATION

D.1. Research Aspect Achievements

- a. The number of research projects has increased annually, including independent, collaborative, and university-funded research
- b. The quality of journal management (peer review, editorial management, OJS system) has improved.
- c. The number of intellectual property rights registrations has increased, particularly in learning design, modules, and applied research products
- d. The publication of textbooks has increased, both by individual lecturers and through university funding.
- e. Research on religious moderation, gender responsiveness and kewalisongoan is increasingly being encouraged by institutions and has become one of the focuses of LP2M.
- f. Several lecturers have successfully obtained research grants from ministries, donor agencies, or collaborations with other universities.

D.2. Research Obstacles

- a. Research distribution is uneven; some lecturers are very active, while others conduct minimal research.
- b. Not all journals are able to maintain management quality in accordance with Sinta 2 standards.
- c. Applied research products are still limited, so intellectual property rights

tend to be dominated by simple copyrights.

- d. The ability to write competitive proposals is not yet evenly distributed among lecturers.

D.3. Recommendations

- a. Increasing internal funding quotas and providing research schemes for beginners, intermediate and advanced researchers.
- b. Enhancing technology integration in OJS and editorial management.
- c. Conducting intensive training in writing national and international grant proposals.

E. EVALUATION OF COMMUNITY SERVICE (PkM) ASPECTS

E.1. Achievements in the PkM Aspect

- a. PkM implementation groups have been formed in various faculties and study programmes.
- b. Lecturers have begun to build cross-programme and cross-faculty collaborations in community service.
- c. Internal funding schemes are now managed in a more transparent and competitive manner.
- d. Some lecturers have successfully obtained funding from government agencies, ministries, or institutional partnerships.
- e. Several PkM programmes have targeted issues of women's empowerment, family economics, and inclusive education

E.2. Challenges in Community Service

- a. Not all lecturers have specific competencies in community empowerment
- b. The number of funded proposals is still far fewer than the number of proposals submitted.
- c. The number of lecturers accessing external funding is still limited
- d. There is a lack of training in gender-based PkM methodology

E.3. Recommendations:

- a. Establish a digital-based PkM monitoring system to ensure the sustainability and functionality of the group.
- b. Encourage PkM collaboration between faculties to improve quality and impact.

- c. Encourage community-based PkM (need-based) to be more competitive in external grants.
- d. Developing a database of local gender issues to support evidence-based service.

F. EVALUATION OF STUDENT AND GRADUATE ASPECTS

F.1. Achievements in the ratio of applicants to graduates and the percentage of students who re-enrol (registration):

- a. The ratio shows that interest in enrolling at UIN Walisongo continues to increase, but the distribution is uneven across study programmes—some programmes have a very high number of applicants while others have a low number.
- b. Overall, the selection process is running well with a pass rate proportional to the capacity.
- c. The re-registration rate of students who have been declared passed is quite good, indicating relatively stable public trust.

Achievement of percentage and diversity of international students:

- a. UIN Walisongo has successfully attracted international students from various countries and levels:
 - S-1: Somalia, Thailand, Yemen, Cambodia, Nigeria
 - S-2: Turkmenistan, Libya, Thailand
 - S-3: Thailand
 - Non-degree: Afghanistan, Sierra Leone, East Timor, Kyrgyzstan, Somalia, Pakistan, South Sudan, Sudan, Egypt, Yemen, Thailand, Uganda, Libya, Nigeria, Zambia, Congo, Malaysia, Tanzania
- b. The diversity of foreign students' countries of origin is quite high and demonstrates a growing international academic reputation. The achievements in this aspect are that the graduates' achievements in the curriculum emphasise:
 - a. Oriented towards instilling noble character,
 - b. A holistic approach to knowledge,
 - c. Competitiveness,

- d. Stimulating students' commitment to national and social values.
- e. Being oriented towards the present and the future.

F.2. Challenges in the area of Students and Graduates include:

- a. Some flagship study programmes receive a very high number of applicants and re-registrations, while certain study programmes experience a shortage of students.
- b. The admission scheme for international students remains centralised at the university level, leaving faculties and programmes with limited strategic room to conduct direct promotion or collaboration.
- c. Suboptimal utilisation of international alumni networks, embassies, donor agencies, and overseas university partners.
- d. Support services such as language assistance, cultural orientation, and international mentoring are not yet fully available across all faculties.

F.3. Recommendations:

- a. Develop an analysis of strong and vulnerable programmes to create targeted academic marketing strategies.
- b. Provide pre-registration guidance, including information on fees, scholarships, and academic services.
- c. Developing bilateral cooperation with overseas universities and international scholarship institutions.
- d. Conducting periodic evaluations of the effectiveness of recruitment strategies implemented by each study programme.
- e. Implementation of OBE and strengthening of the information system

G. EVALUATION OF HUMAN RESOURCE (HR) ASPECTS

G.1. Achievements in the HR aspect are as follows:

- a. Establishing a recruitment system for high-quality, integrity-driven, and professional HR,
- b. Establishing a sustainable HR development system,
- c. In general, the number of permanent lecturers has met the minimum standard
- d. to run most study programmes
- e. There has been an increase in the number of lecturers promoted to full professor in recent years, demonstrating a commitment to academic

strengthening and research quality.

- f. Research collaborations with external institutions, both national and international, are increasing.
- g. Educational personnel have qualifications appropriate to their field of work, such as certified librarians, laboratory technicians, and certified IT personnel.

G.2. Challenges in the human resources aspect include:

- a. The workload of lecturers in certain study programmes has become very high due to an unfavourable lecturer-to-student ratio.
- b. The number of professors is uneven across faculties; some faculties have very few professors.
- c. Many lecturers stop at the position of Senior Lecturer due to constraints in scientific publications, especially those with international reputation.
- d. Administrative and teaching workloads reduce the time lecturers have to conduct research consistently.
- e. The number of teaching staff in several units is still insufficient, for example, laboratory assistants for certain laboratories or technicians for technology services.

G.3. Recommendations;

- a. Regularly compiling a map of lecturer requirements per study programme to ensure an ideal ratio.
- b. Accelerate administrative processes at the faculty and university levels through a more efficient assessment system.
- c. Establish a clear career roadmap for lecturers, including targets for publications, intellectual property rights, and leading research.
- d. Regulate the distribution of workloads so that lecturers have sufficient time for research and community service.
- e. Conducting an analysis of educational staff requirements for each unit.

H. EVALUATION OF INFRASTRUCTURE AND FINANCIAL ASPECTS

H.1. Achievements in Infrastructure and Finance

- a. Improvements in educational, research, and community service infrastructure
- b. Provision of stimulating, adequate, and high-quality infrastructure
- c. Creation of a reliable and up-to-date information technology-based financial system
- d. Recruitment of competent and professional administrative and financial personnel
- e. Establishment of a robust, transparent, and accountable internal oversight system based on risk analysis, and
- f. Increasing funds from the public and industrial sectors to increase investment funds.
- g. International fund raising

H.2. Constraints in Infrastructure and Finance

- a. The availability of development funds is still limited and dependent on government allocation
- b. Training and competency development have not been carried out systematically and continuously

H.3. Recommendations;

- a. Strengthening business units and funds from cooperation
- b. Roadmap for infrastructure development and improvement of facilities and infrastructure

I. EVALUATION OF OUTPUT ASPECTS AND THIRD DUTY ACHIEVEMENTS

I.1. Output Aspect Achievements and Thridharma Achievements

- a. Graduates' job field suitability rate > 60%, based on tracer study data.
- b. Average waiting time is short < 6 months.
- c. The number of publications by lecturers/students increases every year, both in accredited national journals and reputable international journals.
- d. There has been an increase in the average citation index per lecturer per year.
- e. There are a number of patents/copyrights that have been produced, some of

which have been utilised/commercialised.

- f. There has been an increase in the number of PkM publications in specialised PkM journals.

I.2. Challenges in Output and Achievement Aspects of the Third Dharma

- a. Coordination between faculties and career centres has not been well integrated.
- b. Research funding and publication incentives are limited, thus failing to encourage an overall increase in productivity.
- c. Not all lecturers publish their work in high-visibility journals
- d. Many PkM activities are not well documented, making it difficult to convert them into scientific articles.

I.3. Recommendations

- a. Conducting periodic curriculum redesigns (at most every two years) involving industry stakeholders/graduate employers to ensure relevance to labour market needs.
- b. Establish a Career Centre that serves as a link between graduates and the world of work/industry through job fairs, soft skills training, and providing job vacancy information.
- c. Encourage lecturers to publish their work in Q1/Q2 journals and increase incentives for international publications indexed by Scopus/WoS.

CHAPTER IV

CONCLUSION AND CLOSING

A. Conclusion

Based on the achievements in Phase II (2020-2024), improvements are needed in several areas:

- a. Strengthening the foundation of human resources oriented towards performance, integrity, and integration of the academic community to produce superior performance as a determining factor in the quality of education and research
- b. Improving the recruitment system and quality student services to produce graduates with noble character, a unified scientific perspective, academic achievement, professional careers, community service, and competitiveness
- c. Improving institutional services and a sound university management system based on the application of the principles of good university governance.
- d. Improving the ethos, culture and quality of research based on innovative and appropriate scientific unity and supporting the realisation of community welfare.
- e. Enhancing the ethos, culture, and quality of community service based on innovative and practical scientific unity that supports the realisation of welfare.
- f. Enhancing cooperation and partnerships in the implementation of the Tri Dharma of Higher Education and the development of the University as a Public Service Agency
- g. Improving the quality and quantity of facilities and infrastructure that support the performance of the Tri Dharma through effective and efficient management based on the optimisation and development of resources to realise a research university.
- h. Improvement and development of universities in an integrated online system.

B. Closing

Monitoring and evaluation activities aimed at ensuring the achievement of strategic objectives and performance targets set by this institution are very important as a form of implementing the quality assurance system at FDK UIN Walisongo. It is hoped that the academic community of FDK UIN Walisongo can actively participate in reporting the required data in accordance with the necessary aspects to realise the implementation of the internal quality assurance system.