



**ISLAMIC STATE UNIVERSITY  
WALI SONGO SEMARANG**

# **FACULTY OF DA'WAH AND COMMUNICATION**

## **MASTER OF ISLAMIC COMMUNICATION AND BROADCASTING (MICB) STUDY PROGRAMME**

**SELF ASSESSMENT  
REPORT (SAR)  
ACQUIN  
INTERNATIONAL  
ACCREDITATION**



# 2025

# **SELF-ASSESSMENT REPORT**

**MASTER OF ISLAMIC COMMUNICATION AND  
BROADCASTING  
ACQUIN INTERNATIONAL ACCREDITATION**

**15 December 2025**

**CLUSTER 1, FACULTY DA'WAH AND COMMUNICATION  
STATE ISLAMIC UNIVERSITY (UIN) WALISONGO SEMARANG**

## FOREWORD

**In the name of Allah, the Most Gracious, the Most Merciful  
Peace be upon you, mercy and blessings of Allah**

Praise and gratitude be to Allah Subhanahu Wa Ta'ala, Lord of the universe, who has bestowed His mercy, guidance, and grace so that the process of compiling the *Self-Assessment Report (SAR)* for the international accreditation of the Master of Islamic Communication and Broadcasting Programme could be completed. May peace and blessings be upon the Prophet Muhammad, Shallallahu 'Alaihi Wasallam, the bearer of the perfect message of Islam, who taught his followers always to seek knowledge and apply it for the benefit of life in this world and the hereafter.

This *Self-Assessment Report* has been compiled as a demonstration of the Master of Islamic Communication and Broadcasting Programme, Faculty of Da'wah and Communication, State Islamic University (UIN) Walisongo Semarang's commitment to and academic responsibility in fulfilling the mandate of the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education). It has been prepared with utmost sincerity, honesty, and a spirit of deep self-evaluation, in accordance with the principles of *amar ma'ruf nahi munkar* (enjoining what is good and forbidding what is evil) and the spirit of continuously improving quality (*ihsan*) in every aspect of education.

International accreditation by ACQUIN (*Accreditation, Certification, and Quality Assurance Institute*) is not merely a formal achievement, but rather part of a long journey towards the integrative scientific vision promoted by UIN Walisongo, which unites revealed knowledge (*religious knowledge*) and acquired knowledge (*general knowledge*) into a harmonious whole. The Master's Programme in Islamic Communication and Broadcasting, with its unique blend of modern communication theory and classical Islamic scholarship, is a tangible manifestation of the integration of communication science and Islamic da'wah values. Through this accreditation process, we hope to measure the extent to which international standards have been met, while identifying areas for improvement to produce graduates who are not only academically excellent, but also have a strong Islamic character, contribute to the development of Islamic communication and broadcasting studies, and are able to become professional, ethical, and relevant da'wah carriers in the face of media challenges in the digital age.

The process of compiling this report involved the active participation of the entire academic community, including lecturers, educational staff, students, and alums, as well as valuable input from external stakeholders. We fully realise that perfection belongs only to God. Therefore, we are open to any feedback, criticism, and constructive suggestions from the esteemed ACQUIN assessors to achieve continuous quality improvement.

Finally, we pray to Allah Subhanahu wa Ta'ala that this accreditation process will run smoothly and bring blessings to all parties involved. May this effort be part of our endeavour to uphold the word of Allah and spread benefits to humanity and world civilisation.

**Peace be upon you, mercy of Allah, and His blessings**

Semarang, 15 December 2025

Dean of the Faculty of Da'wah and Communication



Prof. Dr. Muhammad Fauzi, M.Ag.

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**LIST OF ABBREVIATIONS**

| Abbreviation | Definition                                            |                                                   |
|--------------|-------------------------------------------------------|---------------------------------------------------|
| AMI          | Audit Mutu Internal                                   | Internal Quality Audit                            |
| BAN-PT       | Badan Akreditasi Nasional - Perguruan Tinggi          | National Accreditation Board for Higher Education |
| BKN          | Badan Kepegawaian Negara                              | State Civil Service Agency                        |
| BLU          | Badan Layanan Umum                                    | Public Service Agency                             |
| MICB         | Komunikasi dan Penyiaran Islam                        | Master of Islamic Communication and Broadcasting  |
| BOPTN        | Bantuan Operasional Perguruan Tinggi Negeri           | Operational Assistance for State Universities     |
| CBL          | Case Based Learning                                   | Case Based Learning                               |
| CPNS         | Calon Pegawai Negeri Sipil                            | Candidates for Civil Servants                     |
| DIKTI        | Direktorat Jenderal Pendidikan Tinggi                 | Directorate General of Higher Education           |
| ECTS         | European Credit Transfer System                       | European Credit Transfer System                   |
| EDOM         | Evaluasi Dosen Oleh Mahasiswa                         | Student Evaluation of Lecturers                   |
| EQF          | European Qualification Network                        | European Qualification Network                    |
| FST          | Fakultas Sains dan Teknologi                          | Faculty of Science and Technology                 |
| FEBI         | Fakultas Ekonomi & Bisnis Islam                       | Faculty Islamic Economics and Business            |
| FISIP        | Fakultas Ilmu Sosial dan Ilmu Politik                 | Faculty Social and Political Sciences             |
| FITK         | Fakultas Ilmu Tarbiyah dan Keguruan                   | Faculty Tarbiyah and Teacher Training             |
| FSH          | Fakultas Syariah dan Hukum                            | Faculty Sharia and Law                            |
| FUH          | Fakultas Ushuluddin & Humaniora                       | Faculty Ushuluddin and Humanities                 |
| FDK          | Fakultas Dakwah dan Komunikasi                        | Faculty Da'wah and Communication                  |
| FPK          | Fakultas Psikologi dan Kesehatan                      | Faculty Psychology and Health                     |
| GPM          | Gugus Penjamin Mutu                                   | Quality Assurance Unit                            |
| IKU          | Indikator Kinerja Utama                               | Key Performance Indicators                        |
| IQF/ KKNi    | Kerangka Kualifikasi Nasional Indonesia               | Indonesian Qualification Network                  |
| KIP          | Kartu Indonesia Pintar                                | Indonesian Smart Card                             |
| KKN          | Kuliah Kerja Nyata                                    | Community Service Course                          |
| KPI          | Key Performance Indicator                             | Key Performance Indicator                         |
| LAM          | Lembaga Akreditasi Mandiri                            | Independent Accreditation Agency                  |
| LKMM         | Latihan keterampilan Manajemen Mahasiswa              | Student Managerial Leadership Training            |
| LMS          | Learning Management System                            | Learning Management System                        |
| LPPM         | Lembaga Penjaminan Mutu dan Pengembangan Pembelajaran | Research and Community Service Unit               |
| MBKM         | Merdeka Belajar Kampus Merdeka                        | Freedom to Learn, Independent Campus              |
| MOOC         | Massive Open Online Course                            | Massive Open Online Course                        |
| MoU          | Memorandum of Understanding                           | Memorandum of Understanding                       |
| OBE          | Outcome Based Education                               | Outcome Based Education                           |
| OTK          | Organisasi dan Tata Kerja                             | University Organizational Structure               |

| Abbreviation | Definition                                                      |                                                          |
|--------------|-----------------------------------------------------------------|----------------------------------------------------------|
| PA           | Pembimbing Akademik                                             | Academic Advisor                                         |
| PBL          | Project Based Learning                                          | Project Based Learning                                   |
| PKL          | Praktek Kerja Lapangan                                          | Internship                                               |
| PKM          | Program Kreativitas Mahasiswa                                   | Student Creativity Programme                             |
| PLO          | Program Learning Outcome                                        | Program Learning Outcome                                 |
| PMB          | Penerimaan Mahasiswa Baru                                       | Student Admission                                        |
| PNBP         | Penerimaan Negara Bukan Pajak                                   | Non-tax State Revenue                                    |
| PPEPP        | Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan | Plan, Do, Check, Action                                  |
| PPKS         | Pencegahan dan Penanganan Kekerasan Seksual                     | Prevention and Handling of Sexual Harassment             |
| PPM          | Pusat Penjamin Mutu                                             | Quality Assurance Centre                                 |
| PPPK         | Pelamar Pegawai Pemerintah dengan Perjanjian Kerja              | Applicants for Government Employees with Work Agreements |
| PTN          | Perguruan Tinggi Negeri                                         | State University                                         |
| Renstra      | Rencana Strategis                                               | Strategic Plan                                           |
| RPS          | Rencana Pembelajaran Semester                                   | Learning Plan                                            |
| RTL          | Rencana Tindak Lanjut                                           | Action Plan                                              |
| RTM          | Rapat Tinjauan Manajemen                                        | Management Review Meeting                                |
| SCL          | Student Centred Learning                                        | Student Centred Learning                                 |
| SDM          | Sumber Daya Manusia                                             | Human Resources                                          |
| SK           | Surat Keputusan                                                 | Decree Letter                                            |
| SKB          | Seleksi Kompetensi Bidang                                       | Field Competency Selection                               |
| SKD          | Seleksi Kompetensi Dasar                                        | Basic Competency Selection                               |
| SKPI         | Surat Keterangan Pendamping Ijazah                              | Diploma Supplement                                       |
| SKS          | Sistem Kredit Semester                                          | Semester Credit System                                   |
| SNBP         | Seleksi Nasional Berdasarkan Prestasi                           | National Selection Based on Achievement                  |
| SNBT         | Seleksi Nasional Berdasarkan Tes                                | National Selection Based on Tests                        |
| SN-DIKTI     | Standar Nasional Pendidikan Tinggi                              | National Standards for Higher Education                  |
| SOP          | Standar Operasional Prosedur                                    | Standard Operating Procedures                            |
| SPI          | Satuan Pengawas Internal                                        | Internal Audit Unit                                      |
| SPMI         | Sistem Penjaminan Mutu Internal                                 | Internal Quality Assurance System                        |
| SSCASN       | Sistem Seleksi Calon Aparatur Sipil Negara                      | Civil Service Candidate Selection System                 |
| TENDIK       | Tenaga Kependidikan                                             | Academic Staff                                           |
| TIK          | Teknologi Informasi dan Komunikasi                              | Information and Communication Technology                 |
| UAS          | Ujian Akhir Semester                                            | Final exams                                              |
| UKM          | Unit Kegiatan Mahasiswa                                         | Student activity units                                   |
| UKT          | Uang Kuliah Tunggal                                             | Tuition Fee                                              |
| UPT          | Unit Pelaksana Teknis                                           | Technical Implementation Unit                            |
| UTBK         | Ujian Tulis Berbasis Komputer                                   | Computer-Based Written Examination                       |
| UTS          | Ujian Tengah Semester                                           | Midterm exam                                             |

## Self Assessment Report Master of Islamic Communication and Broadcasting

| Abbreviation | Definition               |                               |
|--------------|--------------------------|-------------------------------|
| WTP          | Wajar Tanpa Pengecualian | Reasonable Without Exceptions |

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## **CHAPTER 1. GENERAL INFORMATION**

## 1.1 COVER SHEETS

### 1.1 Cover Sheets

**Programme title: Master of Islamic Communication and Broadcasting Programme**

|                                                                                    |                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location of the study programme HEI site(s) where the programme is provided</b> | : <a href="https://kpi.walisongo.ac.id/">https://kpi.walisongo.ac.id/</a>                                                                                                                                                        |
| <b>Faculty/Department</b>                                                          | : Faculty of Da'wah and Communication                                                                                                                                                                                            |
| <b>Academic Degree</b>                                                             | : Programme level: Master                                                                                                                                                                                                        |
| <b>Date or planned date of introduction</b>                                        | : 18 April 2002                                                                                                                                                                                                                  |
| <b>First time of national and international accreditation</b>                      | : First accredited with an A rating on 29 May 2009 (BAN-PT Decree). Then re-accredited with an A rating on 15 December 2014 (BAN-PT Decree). Latest version: as of 2024, the study programme has received an 'Excellent' rating. |
| <b>Subject field</b>                                                               | : Islamic Communication and Broadcasting is the science of Islamic communication and broadcasting, covering da'wah media production, management, ethics, and research.                                                           |
| <b>Regular study duration</b>                                                      | : 3 semesters (Master degree)                                                                                                                                                                                                    |
| <b>Number of (ECTS) credits</b>                                                    | : 54 SKS (81.00 ECTS)                                                                                                                                                                                                            |
| <b>Enrolment period(s)</b>                                                         | : Odd/even semester                                                                                                                                                                                                              |
| <b>Frequency of the programme offered</b>                                          | : Annually                                                                                                                                                                                                                       |
| <b>Capacity per year</b>                                                           | : 20                                                                                                                                                                                                                             |
| <b>Number of students currently enrolled</b>                                       | : 25                                                                                                                                                                                                                             |
| <b>Average number of graduates per year</b>                                        | : 21                                                                                                                                                                                                                             |
| <b>Target group(s)</b>                                                             | : High school graduates, workers                                                                                                                                                                                                 |
| <b>Admission requirements</b>                                                      | : Not colour blind, GPA, TPA, TOEFL/IELTS                                                                                                                                                                                        |
| <b>Tuition fees</b>                                                                | : Rp. 4,167,450 (€255.84) (average UKT)                                                                                                                                                                                          |
| <b>Type of studies</b>                                                             | : full-time                                                                                                                                                                                                                      |

## 1.2 OVERVIEW OF THE CURRICULUM

In response to national educational reforms and global standards, Walisongo State Islamic University Semarang has developed an Outcome-Based Education (OBE) curriculum aligned with the Indonesian Qualifications Framework (IQF) and the European Qualifications Framework (EQF). This approach ensures graduate competencies are clearly defined and benchmarked internationally. The curriculum was formally enacted by Rector's Decree Number 468 of 2024 on 9 August 2024 (**Annex 1**), mandating its implementation for the 2024/2025 academic year across all study programmes to enhance relevance and quality.

The development of the OBE curriculum was a rigorous, participatory process involving a wide array of internal and external stakeholders to ensure academic excellence, professional relevance, and practical applicability. Internally, the process was led by the Curriculum Development Working Group (CDWG), comprising senior lecturers and programme leaders from the Faculty of Da'wah and Communication, with oversight from faculty leadership and the University Senate. Crucially, the process integrated invaluable external perspectives through a dedicated validation workshop and ongoing consultations. Key external stakeholders included academic experts such as Prof. Dr. H. Mahmudah, M.A. from UIN Walisongo Semarang and Dr. Nurlailah, M.Si. from Universitas Negeri Semarang, who provided scholarly critique on disciplinary integrity. Practitioners from the media industry, including Suharto, M.Si. (Director of TVKU), Sariyanto, M.Si. (Manager of Radio Idola Semarang), Fuad, M.A. (Chief Editor of Jateng News), and Dr. H. Muzayyin Arifin, M.Si. (Head of RRI Pro-2 Semarang), offered essential insights into current industry demands and required professional competencies. Furthermore, Drs. H. M. Mansyur, M.A. from the Indonesian Ulema Council (MUI) of Central Java ensured the curriculum's alignment with Islamic ethical frameworks and community needs. This collaborative, multi-voice approach was fundamental in shaping a curriculum that bridges deep theoretical knowledge with authentic, market-ready skills (**Annex 2**).

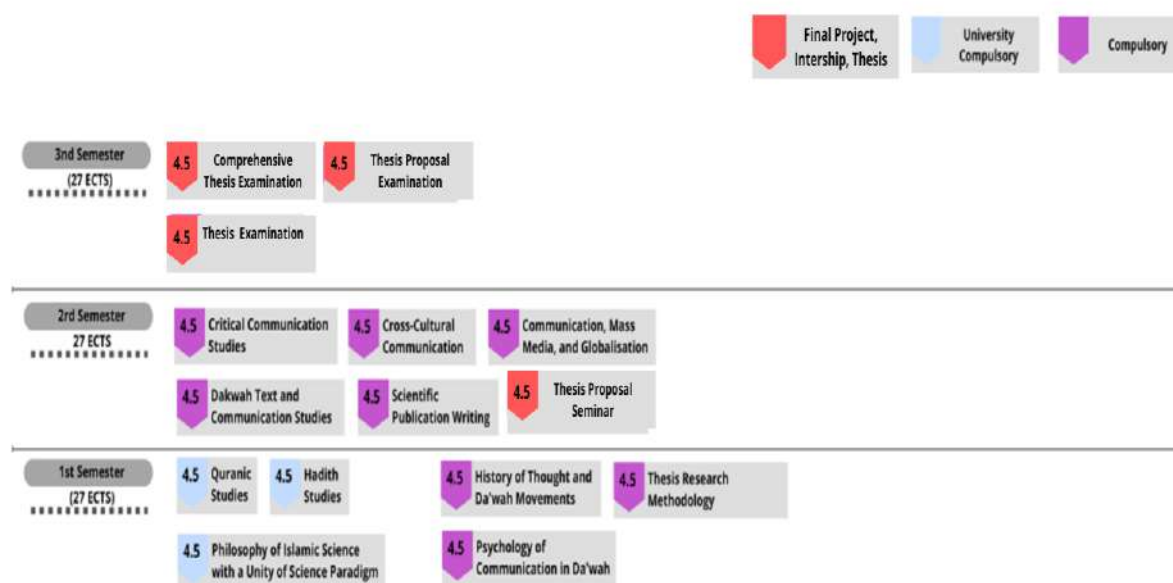
The Indonesian Qualification Framework (IQF/KKNI) and the European Qualification Framework (EQF) share a congruent structure, organising learning outcomes into three integrated domains: Attitudes (encompassing values, professionalism, and social responsibility), Knowledge (theoretical and factual understanding of a field), and Skills (the ability to apply knowledge, divided into general and specific competencies). The KPI Master's curriculum is meticulously designed to meet the Level 8 requirements of these frameworks. Consequently, its graduate profile is crafted to produce individuals with a pious and ethical attitude rooted in Islamic principles; a masterful knowledge base that integrates contemporary communication theory with Islamic sciences; and advanced skills in critical analysis, media production, strategic planning, and independent research. This tripartite focus ensures graduates are not only academically proficient but also possess the holistic, applied competencies demanded by the modern labour market in media, broadcasting, and strategic communication. This structure directly aligns the programme's learning outcomes with the specific competency demands identified by the labour market, thereby enhancing graduate employability and readiness for professional roles in Islamic Communication and Broadcasting and related fields.

**Table 1. Overview of the Study Programme Curriculum MICB**

| No | Course Group    | Semester    |             |             | Total          |
|----|-----------------|-------------|-------------|-------------|----------------|
|    |                 | 1           | 2           | 3           |                |
| 1. | University      | 13.5        | 0           | 0           | 13.5           |
| 2. | Faculty         | 13.5        | 22.5        | 0           | 36             |
| 3. | Study Programme | 0           | 4.5         | 27          | 31.5           |
|    | <b>Total</b>    | <b>27.0</b> | <b>27.0</b> | <b>27.0</b> | <b>81 ECTS</b> |

The Master of Islamic Communication and Broadcasting programme curriculum is structured over three semesters and requires the completion of 54 credits for graduation. Under the ECTS system, where 1 credit equals 1.5 ECTS, this equates to a total of 81 ECTS. The curriculum design systematically employs Bloom's Taxonomy to scaffold learning objectives, progressing from basic knowledge and comprehension in early semesters to advanced application, analysis, evaluation, and creation in later stages and the final project. This hierarchical competency development is detailed in the course mapping provided in Annex 3 of the curriculum documentation.

# Self Assessment Report Master of Islamic Communication and Broadcasting



**Figure 1 Curriculum Overview**

## 1.3. BRIEF PROFILE OF THE UNIVERSITY

### 1.3.1 UNIVERSITY

#### Vision

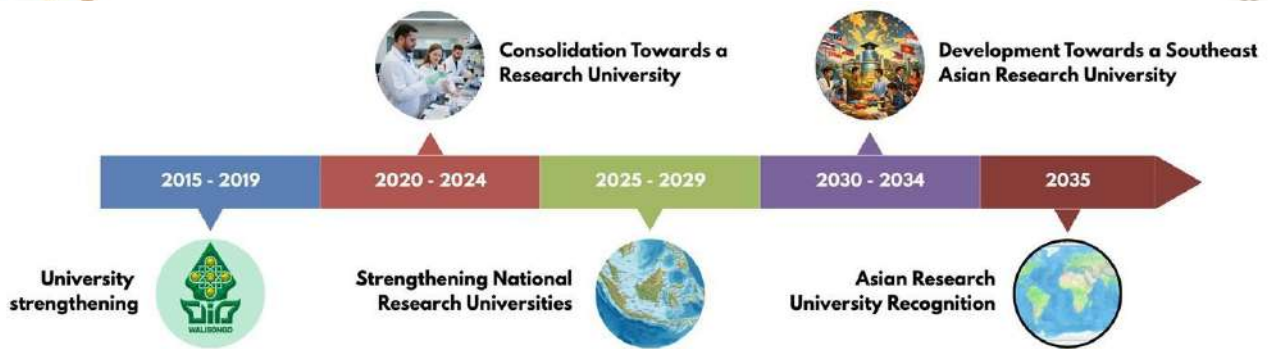
A Leading Islamic Research University Based on the Unity of Knowledge for Humanity and Civilisation in 2038 (**Annex 4**). Furthermore, the UIN Walisongo Semarang profile can be viewed through the following profile video <https://youtu.be/ibu2A0OHnPU?si=kTH96k69bBH5KnPd>

The values of UIN Walisongo Semarang's vision are centred on the integration of the principle of tauhid as an ontological, epistemological, and axiological foundation, which combines religious, rational, and local wisdom into a single entity. As a research university, this institution emphasises integrative and transdisciplinary research to produce new and valuable knowledge, as indicated by an increase in reputable publications, intellectual property rights, and research-based policies. Its foremost value reflects its ambition to be a pioneer in the development of integrative Islamic science at the Asian level, with excellence in the fields of astronomy, religious moderation, and conflict resolution. Its unified approach to science rejects dichotomy, believing that all knowledge comes from Allah, both through revelation (ayat qur'aniyah) and the universe (ayat kauniyah). Its axiology is realised through contributions to humanity with a theo-anthropocentric approach that upholds universal human values and builds a sustainable, noble civilisation, one of which is through a concrete commitment to creating an environmentally friendly green campus.

#### Mission

- To provide science and technology education and teaching based on the unity of knowledge to produce professional graduates with good character
- To enhance the quality of research for the benefit of Islam, science, and society
- Conducting meaningful community service for societal development
- Exploring, developing, and applying local wisdom values
- Developing collaborations with various institutions at the regional, national, and international levels
- Establishing professional institutional management systems that meet international standards

#### Strategy/targets of the strategic plan



**Figure 2. UIN Walisongo Milestone (Annex 5)**

- Improving the quality of science and technology education and teaching based on the unity of science;
- Improving the quality of research for the benefit of Islam, science and society;
- Improving the quality of community service for research-based community development;
- Development and application of local wisdom values; Expansion of cooperation at the regional, national, and international levels;
- Improving the quality of institutional governance

### University accreditation

UIN Walisongo Semarang has achieved Excellent Accreditation from BAN-PT, which is the highest institutional accreditation rating in Indonesia. This achievement reflects the university's commitment to consistently implementing the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education) in a high-quality manner. This Excellent Accreditation confirms UIN Walisongo's position as one of the leading Islamic universities that meets national standards in terms of governance, educational quality, research, community service, as well as management and infrastructure, thereby being recognised as capable of making a significant contribution to national development. **(Annex 6)**

### Active student

The number of students at UIN Walisongo in 2024 reached 20,218, demonstrating the institution's growing capacity to provide higher education services based on Islamic and Indonesian values. In the same year, the number of new students reached 4,084, reflecting the university's appeal in responding to the community's educational needs. Additionally, 3,564 students completed their studies and graduated, demonstrating the effectiveness of the academic process and the support for learning success. This data reflects the university's consistency in optimally accepting, nurturing, and graduating students throughout the academic year.

## Organisational Structure

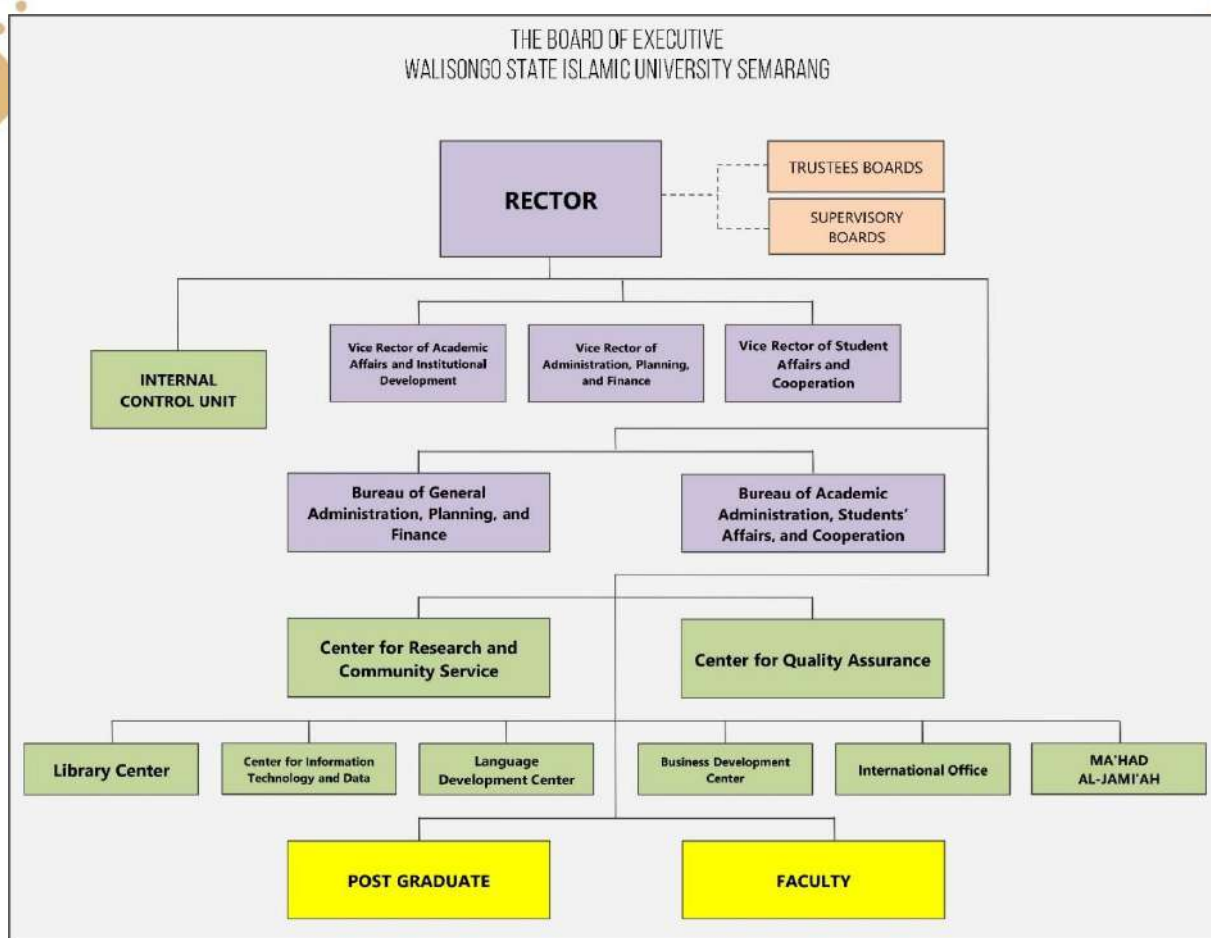


Figure 3. Organisational Structure of UIN Walisongo (Annex 7)

## Sources of university funding

According to the 2024 Rector's Report, UIN Walisongo Semarang's funding sources are derived from three main pillars. The government provides the central allocation through the DIPA, amounting to Rp 355.76 billion, which forms the backbone of the budget and has been realised at 93.40%. As a Public Service Agency (BLU), the university has an internal revenue target of Rp 169.49 billion, which has been achieved at 96.56% (Rp 161.97 billion). The main component of this independent income is dominated by revenue from students (such as UKT), followed by revenue from collaborations with industry/private sector (which contributed Rp 259.78 million for FEBI alone) and international collaborations.

For expenditure, the largest allocation was allocated to educational operations and human resource development, as reflected in the high realisation of the DIPA and scholarship programmes for 1,842 students. Proportionally, costs for salaries, allowances, and training for lecturers and educational staff also absorbed a significant portion of the budget. To support its vision as a research university, UIN Walisongo allocated sufficient funds for research and publications, resulting in 97 Scopus-indexed articles and 211 articles published in accredited national journals. Meanwhile, investments in infrastructure continue to be made, including the development of IT infrastructure (such as increasing bandwidth to 5,200 Mbps) and the Smart Green Campus programme. However, the proportion is smaller compared to operational and personnel expenditure.

## External partner

In 2024, UIN Walisongo strengthened its position as a globally networked university through 50 international collaborations and 227 national collaborations. International networking was intensively

developed in the United Kingdom and France, including through academic visits to various universities, such as the University of Strathclyde in Glasgow and the University of Middlesex. In addition, UIN Walisongo has established a strategic partnership with Islam Channel London, an English-language satellite media and digital platform focused on Islamic issues. This effort demonstrates the university's commitment to expanding global collaboration and increasing international visibility.

### Facilities

UIN Walisongo Semarang has comprehensive, state-of-the-art facilities supported by impressive quantitative data. In terms of infrastructure, the university manages three campuses with a total land area of 304,226 m<sup>2</sup> (30.42 hectares) and a total building area of 109,549 m<sup>2</sup>, which includes 247 classrooms, comprising 138 classrooms in old buildings and 109 classrooms built by the IsDB. Its flagship academic facilities include the Integrated Science and Technology Laboratory, which supports 10 study programmes, a planetarium as a leading centre for astronomy studies, and 46 scientific journals, including two Scopus-indexed journals and 23 Sinta-accredited journals.

In the field of information technology, the Information Technology and Data Centre (PTIPD) provides 5,200 Mbps of bandwidth, supported by 617 access points, to ensure connectivity throughout the campus. For Islamic character development, Ma'had Al-Jami'ah can accommodate 2,640 students per batch, supported by 84 female supervisors, 2 male supervisors, and 14 supervising lecturers. Other academic support facilities include a library with a collection of 23,892 titles, which is expected to increase by 3,121 titles in 2024, as well as the Walisongo Halal Centre, which has established international partnerships.

This university also offers comprehensive sports facilities, including football pitches, futsal courts, badminton courts, volleyball courts, tennis courts, and wall climbing facilities, all supported by two food courts to cater to the needs of the academic community. Equally important is the university's commitment to the Smart and Green Campus concept, which is realised through sustainable environmental management, energy efficiency, and well-organised green open space management. All these facilities are integrated to support the realisation of UIN Walisongo's vision as a leading research university with global competitiveness.

### Specialised research or specialised laboratories/technology

UIN Walisongo Semarang has developed several laboratories and specialised technologies that are key to supporting its vision as a research university. The Integrated Science and Technology Laboratory supports research in 10 study programmes with a focus on eco-enzymes, which have broken the MURI record. At the same time, the Planetarium has made the [Islamic Communication and Broadcasting](#) Study Programme (accredited Excellent for both undergraduate and postgraduate levels) a national research destination with contributions to the compilation of prayer schedules and Islamic calendars. The Walisongo Halal Centre has conducted training and certification for 20 halal slaughterers and established international cooperation with Cambodia. In the digital field, the Information Technology and Data Centre (PTIPD) supports all activities with 5,200 Mbps bandwidth and 617 access points, and has developed a proctoring system for online exams. The Language Development Centre serves 89 TOEFL course participants and 42 IMKA course participants through its e-learning platform. These laboratories not only support the publication of 97 Scopus articles and 211 Sinta articles in 2024, but also strengthen UIN Walisongo's position as a leading university in integrative research based on the unity of science.

### Library

The UIN Walisongo Semarang Library is an A-accredited library that manages 23,892 titles in its institutional repository, with 3,121 new titles added in 2024. Its digital services include access to 46 internal scientific journals, including Jurnal Daluang: Journal of Library and Information Science, which has recently been indexed in Sinta 4. The library actively runs information literacy programmes through 48 Online Research Skills (ORS) classes for new students. In 2024, this unit also strengthened its network by signing eight new cooperation agreements, including one with the United States Embassy and several national universities. Additionally, its librarians produced two Litapdimas research projects.

### 1.3.2 FACULTY

#### Vision

The vision of the Faculty of Da'wah and Communication (FDK) at UIN Walisongo Semarang is to develop integrative and interconnected Islamic communication and community development scholarship based on the Unity of Sciences, producing graduates who embody religious character, moderation, professionalism, and global competitiveness. By 2038, FDK aims to become a leading faculty at the national and international levels through excellence in education, research, and community empowerment.

#### Strategy

The Faculty of Da'wah and Communication (FDK) at UIN Walisongo Semarang focuses its strategy on strengthening education and curriculum based on the Unity of Sciences, improving the quality of learning through Ma'had, media laboratories, and field practice, as well as developing research and scientific publications relevant to issues of da'wah, communication, and community empowerment. FDK also expands national and international cooperation, strengthens research-based community service, improves professional and accountable governance through quality assurance systems and service digitalisation, and realises a Smart & Green Faculty environment that supports an excellent, inclusive, and sustainable academic culture.

#### (Annex 8)

#### Organisational Structure

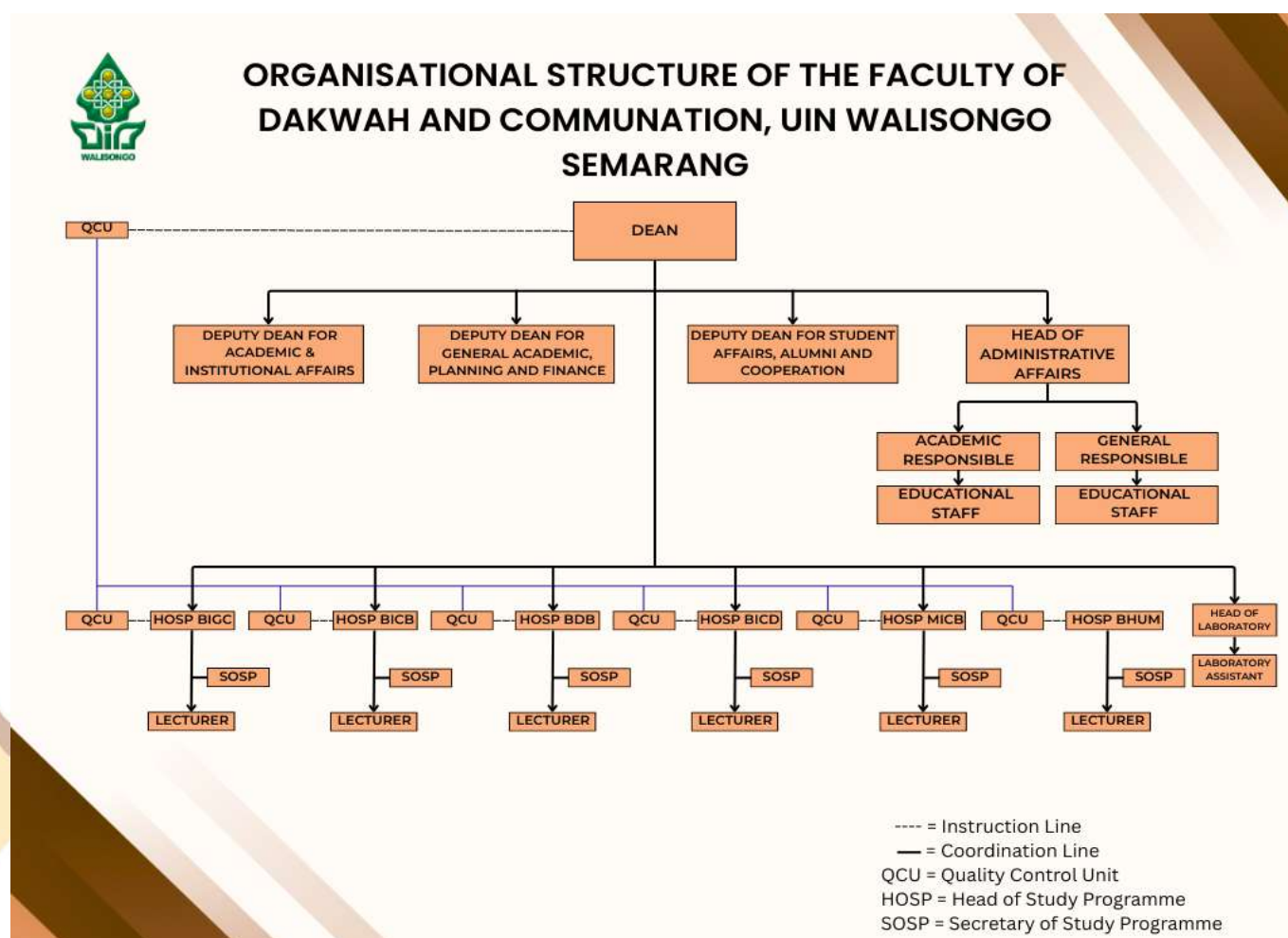


Figure 4 Organisational Structure of UIN Walisongo

#### 1.4 ADDITIONAL INFORMATION ON THE ASSESSED STUDY PROGRAMME

The Master of Islamic Communication and Broadcasting Study Programme has demonstrated a strong track record of achievements from its lecturers at both the national and international levels. As of 2025, the programme has documented a number of significant accomplishments that reflect the academic engagement and influence of its teaching staff.

Lecturer achievements are a primary contributor to the programme's reputation and quality. At the international level, lecturers are active participants in global academic forums. For example, Dr. H. Najahan Musyafak, M.A. served as a Speaker at the International Seminar "Strengthening Professional Imams and Da'i" organised by the Faculty of Da'wah and Communication at UIN Walisongo Semarang. Another international achievement is that of Dr. Hj. Nadiatus Salama, M.Si., Ph.D, who was a Presenter at the prestigious Annual International Conference on Islamic Studies (AICIS) in 2024.

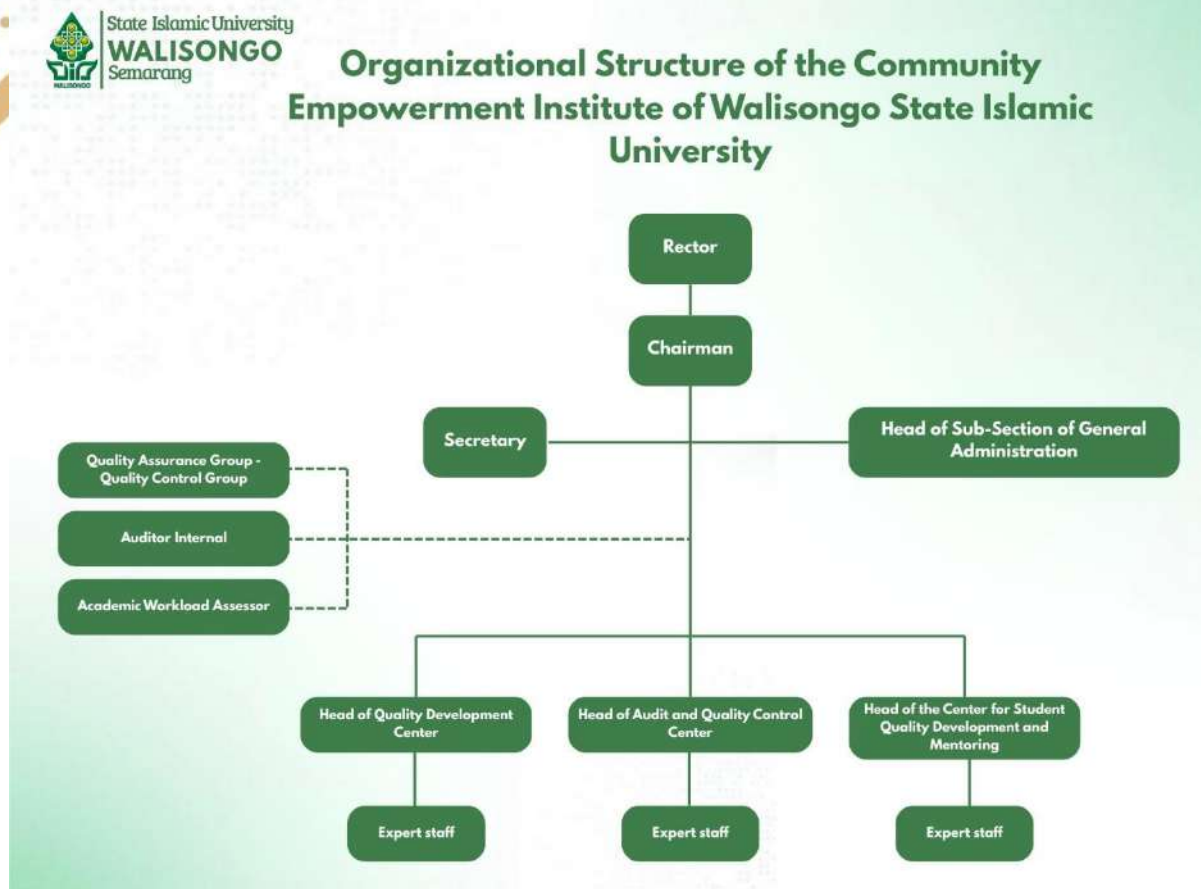
At the national level, lecturer contributions are also highly significant and diverse. Dr. H. Najahan Musyafak, M.A. was appointed as a Resource Person/Assessor for the Accreditation Programme Workshop at IAIN Salatiga. Furthermore, leadership roles in programme development are held by Dr. Saerozi, S.Ag., M.Pd. as Head of the Study Programme and Dr. Hatta Abdul Malik, S.Sos.I., M.Si. as Secretary of the Study Programme for the Master of Islamic Communication and Broadcasting. Achievements in administration and community service are also noted, such as Dr. Hj. Nadiatus Salama, M.Si., Ph.D leading the International Office of UIN Walisongo, and Dr. Saerozi, S.Ag., M.Pd. actively serving as Chair of the Madrasah Committee in community engagement activities.

Academic quality assurance activities are also evident in the role of Dr. H. Najahan Musyafak, M.A. as a Journal Reviewer for the ICJ Journal. This diversity of roles and accomplishments strengthens the academic foundation of the Master of Islamic Communication and Broadcasting Study Programme and enhances the quality of its implementation of the higher education tri dharma (**Annex 9**)

## **CHAPTER 2. DESCRIPTION OF INTERNAL QUALITY ASSURANCE**

## 2.1 QUALITY ASSURANCE POLICY

### 2.1.1 LEGAL BASIS AND ORGANISATIONAL STRUCTURE



**Figure 5.** QA Organisational Structure at UIN Walisongo

The legal basis for the Internal Quality Assurance System (SPMI) at UIN Walisongo Semarang is comprehensive and hierarchical, ensuring the legality, validity, and consistency of its implementation with national regulations. Its primary foundation stems from sectoral laws, namely Law Number 20 of 2003 concerning the National Education System and Law Number 12 of 2012 concerning Higher Education, which serve as the macro legal framework. These regulations are then reinforced and operationalised by implementing rules, including Government Regulation No. 4 of 2014 and Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education, which specifically serves as a technical guideline for the implementation of SPMI. Institutionally, this legal foundation is complemented by the Rector's Decree on the SPMI Policy of UIN Walisongo (**Annex 10**). All of these legal foundations not only provide formal legitimacy, but also ensure that every stage in the PPEPP cycle, from Determination, Implementation, Evaluation, Control, to improvement, is carried out systematically, accountably, and in line with the National Higher Education Standards (SNPT), while also encouraging the realisation of a sustainable culture of quality within the university environment. The organisational structure of SPMI UIN Walisongo Semarang is designed to be hierarchical and integrated, ensuring the effective implementation of quality assurance at all levels. At the top level, the Rector holds ultimate responsibility, supported by Vice Rectors for Academic Affairs, General Administration, and Student Affairs. The Quality Assurance Institute (LPM) serves as the driving force and main coordinator, comprising a Chair, Secretary, and three centres: the Quality Audit and Control Centre, the Quality Standards Development Centre, and the Student Quality Assistance and Development Centre. This structure then extends to the faculty and study programme levels, where each faculty has a Quality Assurance Team (GPM) and each study programme has a Quality Control Team (GKM), resulting in a total of 9 GPMs and 46 GKM teams spread across all academic units. Support also comes from strategic

units, including LPPM, PTIPD, SPI, the Library, and the International Services Centre. With this clear structure, coordination mechanisms, including leadership meetings, Management Review Meetings (MRM), and Internal Quality Audits (IQA), can operate effectively, ensuring the PPEPP cycle is consistently applied from the university level down to the programme level to achieve the institution's vision and mission.

### 2.1.2. INVOLVEMENT OF THE ACADEMIC COMMUNITY IN PPEPP

The State Islamic University (UIN) Walisongo Semarang has implemented a comprehensive internal quality assurance system (SPMI) through the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement) in line with the Plan-Do-Check-Action (PDCA) model, referring to SPMI documents to ensure continuous improvement (**Annex 11**). This implementation is outlined in Rector's Decree Number 091 of 2025, which concerns the Guidelines for the Application of the PPEPP Cycle. This decree serves as the legal basis for all work units to carry out quality assurance in a consistent and structured manner. This cycle is not only a procedural framework, but is also expected to create a culture of sustainable quality throughout the academic community.

#### 1. Standard Setting (Plan)

The standard-setting stage is the main foundation of SPMI UIN Walisongo. Standards are established through a systematic process that involves various stakeholders. The main quality policy is outlined in the SPMI Policy Document, which contains the university leadership's commitment to quality assurance. The quality documents produced at this stage include: SPMI Standards consisting of 333 aspects divided into four main pillars (Education Standards with 188 aspects, Research Standards with 41 aspects, Community Service Standards with 43 aspects, and Student & Alumni Standards with 61 aspects); Guidelines for Implementing the PPEPP Cycle as an operational manual; and Procedures for Documenting SPMI, which contains supporting forms and instruments.

The standard-setting process involves broad participation from the academic community. The drafting team, comprising university leaders, the Quality Assurance Agency (LPM), deans, and unit heads, conducts SWOT analyses and Focus Group Discussions (FGDs) involving both internal stakeholders (lecturers, teaching staff, and students) and external stakeholders (alums, graduate users, and experts). The standards formulated refer to the National Higher Education Standards (SNPT), the university's vision and mission, statutes, RIP, Renstra, tracer study results, and BAN-PT/LAM accreditation criteria. Before being ratified by the Rector, the draft standards must obtain approval from the University Academic Senate, ensuring that the standards set have undergone careful and representative consideration.

#### 2. Implementation of Standards (Do)

The implementation stage is the actual implementation of the established standards. The SPMI Standard Implementation Guidelines serve as a reference for all work units to apply the standards in their daily operational activities. Implementation is carried out in a structured and tiered manner, from the university and faculty levels to the study programme levels. Each unit is required to develop implementation SOPs and use standardised documentation instruments, such as RPS forms, learning evaluation instruments, student/lecturer/technical staff satisfaction surveys, final assignment forms, and research proposal/PKM assessment instruments.

Monitoring of implementation is carried out periodically through various mechanisms. The Quality Assurance Team (GPM) at the faculty level and the Quality Control Team (GKM) at the study programme level play an active role in monitoring the implementation of standards, particularly in the learning process. To support efficiency and transparency, UIN Walisongo has developed several information system applications, including SiJamu (<https://sijamu.walisongo.ac.id>) for learning evaluation monitoring, Wali-SiAdik for student academic monitoring, Sipendimas for community service, SIRA for research, and the Tracer Study system for monitoring alums. These applications enable real-time monitoring and integrated data collection.

#### 3. Evaluation (Check)

The evaluation stage is conducted to measure the conformity between implementation and established standards. The main evaluation mechanism is the Internal Quality Audit (AMI), which is performed at least once a year by an Internal Auditor Team formed by the LPM. AMI uses a standard AMI instrument that covers all 333 aspects of the SPMI standard. The AMI process is carried out through the stages of desk

evaluation, visits, analysis of findings, and report preparation. Audit findings are categorised as major and minor, which form the basis for recommendations for improvement.

In addition to AMI, evaluations are also conducted through Academic Monitoring and Evaluation (Monev) by GPM and GKM at the beginning and end of the semester, focusing on the implementation of lectures, the completeness of the RPS, attendance of lecturers and students, and infrastructure. Other evaluations include the Student Evaluation of Lecturers (EDOM), which assesses professional, pedagogical, social, and character-building aspects; as well as various satisfaction surveys regarding tri dharma services and administration. The results of these evaluations serve as an objective basis for identifying strengths and weaknesses in the implementation of SPMI.

#### **4. Control and Improvement of Standards (Action)**

The control and improvement stage is the final stage of the PPEPP cycle. Based on the evaluation results, corrective actions are taken on findings of non-compliance. The formal mechanism for this stage is the Management Review Meeting (MRM), which is attended by all university, faculty, institution, and study programme leaders. In the MRM, the results of AMI, Monev, and other evaluations are discussed in depth to analyse the root causes of problems and formulate a concrete Follow-up Plan (RTL).

The tangible outcome of the RTM is an RTL document containing specific corrective actions, responsible parties, and a timeline for completion. Since 2019, UIN Walisongo has consistently implemented the RTM, which has proven effective in improving performance, as reflected in the improvement of the Key Performance Indicators (KPIs) of each unit. For findings that meet or exceed standard benchmarks, the university enhances its standards through benchmarking and review activities, thereby setting higher benchmarks. This improvement process then returns to the standard-setting stage, allowing the PPEPP cycle to continue rotating and driving continuous quality improvement.

Overall, the implementation of the PPEPP cycle at UIN Walisongo Semarang has created a comprehensive, participatory, and data-driven quality assurance system. The active involvement of the entire academic community, supported by information technology applications and robust evaluation mechanisms, ensures that quality assurance is not merely an administrative obligation, but has become an organisational culture that drives the university towards achieving its vision as a leading research-based Islamic university.

### **2.1.3. CODE OF ETHICS, ACADEMIC GUIDELINES**

The Student Code of Ethics at UIN Walisongo Semarang provides the fundamental normative framework for student conduct, as formally established under Articles 61 and 63 of the institution's Academic Guidelines. Its primary objective is the cultivation of student character founded upon a concept of tridimensional integrity, which encompasses religious, academic, and social dimensions. This code obligates all students to adhere to its provisions as a essential prerequisite for fostering a dignified, inclusive, and intellectually honest academic community. The religious ethics component involves deepening one's understanding, appreciation, and practice of faith. Academic ethics pertains to the responsible exercise and development of scholarly freedom, while the ethics of brotherhood emphasises building a cohesive campus community without discrimination based on ethnicity, religion, political affiliation, or socio-cultural background. Furthermore, students are required to uphold the reputation of the university, maintain a peaceful and orderly campus environment, and rigorously uphold values of honesty by abstaining from plagiarism, forgery, and fraud. Attendance at scheduled academic activities is also mandated. Enforcement is managed through a dedicated Ethics Committee, which ensures due process. Sanctions for violations are designed to be progressive and proportionate, ranging from verbal warnings to temporary suspension, and ultimately to expulsion for the most severe or persistent breaches, thereby safeguarding the principles of academic justice (**Annex 12**).

The Staff Code of Ethics refers to Rector's Decree No. 100 of 2017 (**Annex 13**), emphasising the creation of good governance and an environment free from corruption, with a scope that covers ethics towards oneself, fellow employees, organisations, society, and the state. Its core values centre on integrity, professionalism, and Islamic values, which are implemented through an ad-hoc Code of Ethics Team to handle violations with graduated sanctions, ranging from apologies to recommendations for disciplinary punishment. On the other hand, the Lecturer Code of Ethics refers to Rector's Decree No. 55 of 2025 (**Annex 14**), which places greater emphasis on academic freedom and responsibility, requiring lecturers to act as scholars ('alim) and role models who uphold the Tri Dharma Perguruan Tinggi (education,

research, community service). This code explicitly prohibits plagiarism, data falsification, and the exploitation of students for personal gain, thereby directly promoting academic integrity and serving as an early warning system against academic fraud. The Lecturer Ethics Committee, which is a more permanent body, is tasked with examining violations through detailed procedures. Overall, the university's Ethics Council, consisting of senior professors, coordinates the enforcement of these ethics by receiving, processing, and deciding on reports of academic ethics violations and behavioural norms for all academics, thereby providing a single roof for ethical supervision that ensures that both academic freedom and the obligation of integrity can go hand in hand in creating a credible, dynamic, and dignified academic environment at UIN Walisongo Semarang.

The Academic Guidelines of UIN Walisongo Semarang comprehensively accommodate academic integrity and freedom while maintaining vigilance against academic fraud. Integrity is upheld through the obligation of students to uphold the values of honesty by explicitly prohibiting plagiarism, falsification, or fraud (Article 61), as well as the enforcement of the code of ethics for lecturers and students, which is regulated in a separate chapter. Academic freedom is guaranteed through the recognition of students' right to express their opinions freely as a form of academic freedom of speech (Article 60) and learning principles that encourage scientific attitudes, openness, and objectivity. Vigilance against academic fraud is implemented through an assessment system based on the principles of education, authenticity, objectivity, accountability, and transparency (Article 45), as well as a strict and structured assessment mechanism. In addition, research must be conducted based on the principle of honesty (Article 68), strengthening a culture of anti-plagiarism and data falsification in the academic environment.

#### 2.1.4. GENDER EQUALITY

Gender equality policies and guidelines are implemented in an integrated manner through the Centre for Gender and Children Studies (PSGA) under the Institute for Research and Community Service (LP2M). PSGA specifically coordinates programmes that ensure gender equality for the entire academic community, including students, lecturers, and educational staff. Its implementation includes gender and child-based research, which encourages gender-sensitive academic studies and the integration of gender perspectives into the university's tri dharma curriculum and activities. For students, gender equality is realised through an inclusive environment in the dormitory (Ma'had Al-Jami'ah) that involves male and female students in a balanced manner, as well as community service programmes ( ) that take gender needs into account (**Annex 15**). For lecturers and staff, the university ensures equal access to career development, training, and participation in research and service activities. In addition, PSGA actively organises workshops and socialisation to increase understanding of the importance of gender equality, encourage the creation of a fair and non-discriminatory campus culture, and support the achievement of the Sustainable Development Goals (SDGs) in university governance (**Annex 16**).

#### 2.1.5. EXTERNAL STAKEHOLDER INVOLVEMENT

In an effort to improve quality, one of the measures taken was the implementation of external benchmarking, which was carried out in 2024 at the Deputy for Internal Quality Assurance and Deputy for External Quality Assurance of Brawijaya University Malang, LP2MPP and the Quality Assurance Centre of ISI Denpasar, BPM Udayana, State Islamic University Sunan Kalijaga Yogyakarta, State University of Yogyakarta, and Syarif Hidayatullah University Jakarta.

**Table 2.** Quality Assurance *Benchmarking* Results

| No. | The Strengths of the University                                                                                                                                                         | Improvements for Quality Assurance                                                                                                                              |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | A broad international network of partnerships with leading universities and institutions in various countries (China, Malaysia, Thailand, the United Kingdom, Saudi ARABIA, and Egypt). | Integrating benchmarking results into quality policies by creating concrete action plans and timelines for implementing the best practices obtained.            |
| 2.  | Commitment to international accreditation with a focus on benchmarking against globally accredited universities (e.g. Brawijaya University, UIN Syarif Hidayatullah).                   | Improving the continuous evaluation system for international cooperation programmes to ensure a tangible impact on improving academic and non-academic quality. |

|    |                                                                                                                                                 |                                                                                                                                                          |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Developing a structured internal quality assurance system (SPMI) supported by regular internal quality audits (AMI).                            | Strengthening tracer study mechanisms and alums management with an integrated digital system to improve response rates and data quality.                 |
| 4. | Active student and lecturer mobility programmes, such as student mobility, international community service programmes, and lecturer exchanges.  | Enhancing the capacity of internal quality auditors through regular training and certification, as well as adopting more standardised audit instruments. |
| 5  | Collaborating with industry and non-academic institutions, such as Ruijie Networks (IT), the Halal Science Centre, and the Muslim World League. | Developing an integrated information system to support SPMI, AMI, and real-time, transparent quality reporting.                                          |

## 2.1.6. LEARNING EVALUATION PROCESS

Based on the Academic Guidelines of UIN Walisongo Semarang (2021), the learning evaluation process is regulated in Article 52. It is an obligation that every lecturer at the end of each semester must carry out. Learning evaluation is designed as a systematic process that covers three main aspects: Evaluation of Learning Achievement Completion: Lecturers assess the extent to which students have achieved the Graduate Learning Outcomes (CPL) set for the course. Identification of Causal Factors: Lecturers analyse and identify factors that cause the non-achievement of learning outcomes, whether in terms of teaching methods, materials, student participation, or other external factors. Formulation of Follow-up Actions: Based on the results of the identification, lecturers formulate improvement and enhancement measures to be applied to the learning process in subsequent semesters. Overall, this guide emphasises that learning evaluation is not merely a measure of final results, but an integral part of the continuous improvement cycle. The aim is to reflect on the effectiveness of the teaching and learning process and to serve as a basis for constant improvement in the quality of learning.

## 2.1.7. RESULTS AND FOLLOW-UP OF SPMI EVALUATION

The evaluation is conducted through an Internal Quality Audit (AMI) carried out routinely once a year. UIN Walisongo has involved 50 auditors and undertaken cross-programme evaluations using the PPEPP (Formation, Implementation, Evaluation, Control, and Improvement) system.

The Internal Quality Assurance System (SPMI) evaluation reveals the university's consistency in implementing the PPEPP cycle, despite still facing recurring systemic challenges. The results of the Internal Quality Audit (AMI) and monitoring and evaluation (monev) activities form the basis for identifying problems and formulating follow-up recommendations each year. In terms of governance and cooperation, the primary issues are suboptimal international cooperation and a lack of coordination and documentation for cooperation evaluations. Follow-up recommendations focus on the active role of the Cooperation and Public Relations Division in conducting inventories, socialising MoUs, and ensuring the realisation of cooperation, accompanied by clear funding policies for international cooperation.

In the field of student affairs, recurring strategic issues include the low number of international students and declining interest among prospective students in several study programmes. Recommended follow-up actions include strengthening the branding and promotion of study programmes, optimising the role of the International Office, and innovating in opening part-time classes or short courses for international students. In the field of human resources, the chronic shortage of senior lecturers and lecturers with doctoral degrees is accompanied by an excessive teaching load and a mismatch between the competencies of lecturers and their areas of supervision. Follow-up actions include mapping lecturer needs, advocating for recruitment, granting study leave dispensations, and revising job descriptions and job analyses for educational staff.

In the three pillars of higher education, the integration of research and community service (PkM) into learning is still weak, with research and PkM roadmaps at the faculty/study programme level not yet synchronised with the university roadmap. Scientific publications, citations, and outputs, such as intellectual property rights, still require improvement. Meanwhile, student achievements at the national and international levels remain minimal, with the analysis of Graduate Learning Outcomes not yet optimal. The evaluation also highlights weaknesses in the SPMI system itself, where the AMI system, which is still in the trial phase, has caused technical problems that have led to disappointment at the study programme level.

Overall, the SPMI evaluation over the past three years has successfully mapped out ongoing quality challenges. The resulting follow-up actions have shifted from general recommendations to more specific,

technical measures involving inter-unit collaboration. However, recurring findings indicate that implementing these follow-up actions requires a more substantial commitment, more effective coordination, and improvements to the support system to significantly and sustainably enhance the quality of the university.

### 2.2. DESIGN AND APPROVAL OF PROGRAMMES

The Indonesian Qualifications Framework (KKI) is a competency-based system used to measure, determine, and set salaries for Indonesian workers. Additionally, this system integrates education, training, and work experience, and helps verify the work competencies of workers (Presidential Regulation of the Republic of Indonesia Number 8 of 2012). The development and approval of study programme curricula must follow the guidelines set by UIN Walisongo. Therefore, the scientific vision outlined in the curriculum document must align with the faculty's vision and reflect the university's overall vision. In addition, to achieve the scientific vision of the study programme, this is outlined in the Programme Learning Outcomes (PLO), which are designed in accordance with the graduate profile.

Furthermore, PLOs are compiled with reference to graduate profiles and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2014 concerning the Implementation of the Indonesian National Qualifications Framework (KKNI), as well as Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Higher Education Quality Assurance. The entire curriculum development process is also regulated in the Rector of UIN Walisongo Decree Number: 3219 of 2024 concerning Guidelines for OBE Curriculum Development at UIN Walisongo (**Annex 17**), Decree of the Minister of Education and Culture of the Republic of Indonesia Number 74/P/2021 concerning Recognition of Semester Credit Units for the Independent Campus Programme, standards set by relevant associations, and external stakeholder requirements, including alums, employers, and industry. PLO is aligned with the European Qualifications Framework (EQF).

The competencies will also impact employees' salaries and assessments in relation to their IQF competency levels. The IQF will ultimately be helpful for the transfer of education credit systems. In terms of educational competency standards, there are 9 IQF levels. The similarities between the EQF (European Qualifications Framework) and the IQF (Indonesian Qualifications Framework) can be identified as follows:

- a. General objective: Both frameworks aim to map and compare education and training qualifications, albeit in different geographical contexts.
- b. Outcome-based approach: Both the EQF and IQF use an outcome-based approach to describe each qualification level.
- c. Focus on lifelong learning: Both frameworks support the concept of lifelong learning and the recognition of non-formal and informal learning.
- d. Improved mobility: Both aim to improve the mobility of students and workers. However, the EQF focuses more on mobility between European countries, while the IQF focuses more on mobility within Indonesia.
- e. Competency descriptors: Both frameworks use competency descriptors that cover knowledge, skills, and attitudes/responsibilities.
- f. Equivalence at certain levels: Although the number of levels differs, some equivalences can be identified in the table below.

The conversion of semester credit units (SKS) to the European Credit Transfer System (ECTS) at UIN Walisongo is based on the calculation of academic hours. Based on the Decree of the Rector of UIN Walisongo Number 02 of 2025 (**Annex 18**), one SKS consists of: a) face-to-face or online learning activities for 50 minutes per week per semester; b) structured assignment activities for 60 minutes per week per semester; and c) independent learning activities for 60 minutes per week per semester. The number of academic hours is multiplied by 16 (sixteen) times the number of meetings in one semester, resulting in 45.33 academic hours for one course credit. Additionally, based on the Rector of UIN Walisongo Decree Number 1724 of 2025 concerning Guidelines for Calculating the European Credit Transfer and Accumulation System (ECTS) for Independent Student Study (**Annex 19**), it is stipulated that one ECTS is equivalent to 30 academic hours according to the standards set by UIN WALISONGO. The final calculation for converting SKS to ECTS is 45 SKS divided by 30 hours, which equals 1.5 ECTS.

**Table 3. EQF and IQF Equivalence**

| Level   | EQF                                                    | Level   | IQF                                                                                                 |
|---------|--------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| Level 1 | Primary school                                         | Level 1 | Equivalent to primary school graduates                                                              |
| Level 2 | Secondary school without a certificate                 | Level 2 | Minimum secondary school graduate                                                                   |
| Level 3 | Secondary school certificate or vocational certificate | Level 3 | Equivalent to a Diploma 1 graduate                                                                  |
| Level 4 | Advanced National Certificate, High School Diploma     | Level 4 | Equivalent to a Diploma 2 graduate                                                                  |
| Level 5 | National Advanced Diploma                              | Level 5 | Equivalent to a Diploma 3 graduate                                                                  |
| Level 6 | Bachelor's degree or equivalent qualification          | Level 6 | Equivalent to a Diploma 4 graduate or a Master's degree in Applied Sciences, or a Master's degree   |
| -       |                                                        | Level 7 | Equivalent to a graduate of professional education                                                  |
| Level 7 | Master's degree or equivalent qualification            | Level 8 | Equivalent to graduates of applied master's, master's, or specialist programmes                     |
| Level 8 | Doctorate or equivalent qualification                  | Level 9 | Equivalent to graduates of applied doctorate programmes, doctorates, or second specialist education |

Based on the above conversion calculations, the number of ECTS credits for each level of the study programme can be determined as follows.

**Table 4. Conversion of SKS to ECTS for each level of study programme**

| Programme Level | Number of SKS | ECTS Conversion |
|-----------------|---------------|-----------------|
| Bachelor        | 144           | 216             |
| Master          | min 36        | min 54          |
| Doctor          | min 42        | min 63          |

The curriculum of UIN Walisongo is based on Law No. 20 of 2003 of the Republic of Indonesia concerning the National Education System and Presidential Regulation No. 8 of 2012 of the Republic of Indonesia about the Indonesian National Qualifications Framework. Based on these regulations, UIN Walisongo is required to design a curriculum structure that aligns with the university's vision and mission. In addition, the curriculum development procedure is as follows:

1. Planning

The curriculum development team prepares an annual monitoring and evaluation schedule, establishes key performance indicators (KPIs) for both the main curriculum and the supporting curriculum, develops monitoring and evaluation instruments, including questionnaires and assessment guidelines, and determines the necessary data sources, including stakeholder input and student evaluations.

2. Implementation Monitoring

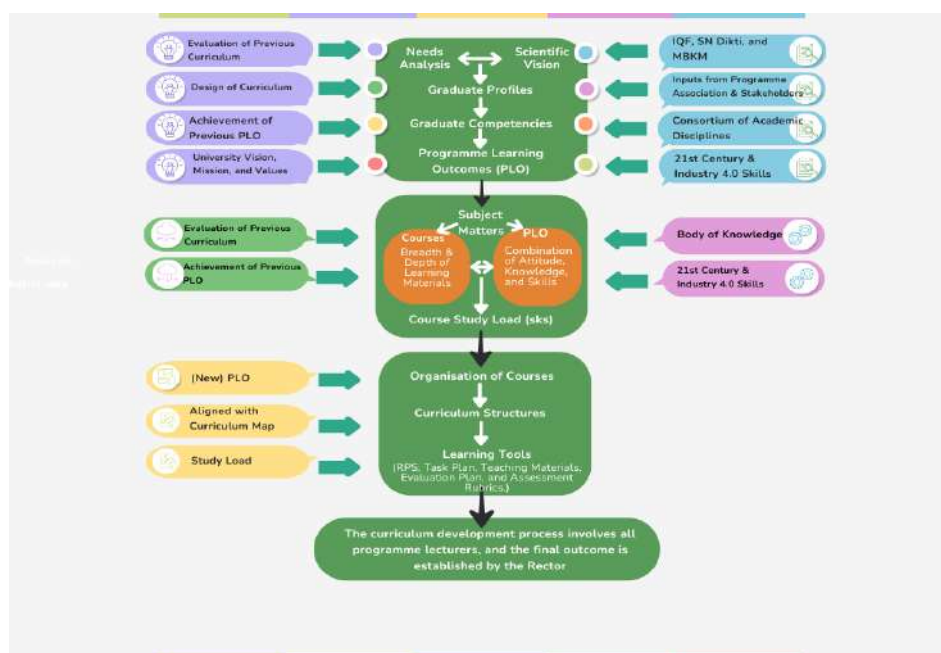
Collect data periodically (at least once per semester) by analysing the learning process, conducting student satisfaction surveys, interviewing course lecturers, and analysing documents (RPS, teaching materials, learning evaluation results); document critical findings during the monitoring process; hold regular monitoring team meetings to evaluate progress; evaluate implementation.

3. Each academic year, evaluate the relevance of the curriculum to the needs of industry and society, its suitability to the vision, mission and objectives of the institution, the learning outcomes of graduates, the effectiveness of learning methods, and the quality and quantity of supporting facilities and infrastructure.

4. Follow-up

Presenting monitoring and evaluation results to university leaders and relevant stakeholders; identifying areas requiring improvement or development; developing action plans for curriculum improvement in

line with evaluation findings; adopting necessary changes to the main and supporting curricula; communicating curriculum changes to the entire academic community.



**Figure 6.** Curriculum Development Process

## 2.2.1. HISTORY OF THE MICB PROGRAMME

The Islamic Communication and Broadcasting (MICB) Study Programme was established to address the growing societal need for expertise in Islamic communication and broadcasting within a modern media landscape. Its establishment was formalised through the Decree of the Rector of UIN Walisongo Semarang Number: 10.0/R/PP.09.9/520A/2015, concerning the Implementation of the Master's Programme at UIN Walisongo Semarang. This decree officially listed "Communication and Islamic Broadcasting" as one of the master's programmes to be organised by the university. This Rector's Decree provided the definitive legal basis for the programme's operation, ensuring its full academic and administrative standing within the national higher education framework (**Annex 20**).

The scientific vision of the Islamic Communication and Broadcasting Study Programme is to develop a centre of excellence in Islamic communication studies that integrates media theory with Islamic ethics, contributing positively to society and civilisation. In line with this vision, the programme's objectives are to produce graduates who possess advanced academic competence, professional media production skills, and strong ethical character. It aims to create scholars and practitioners capable of developing Islamic communication theory, conducting relevant research for the benefit of the *ummah*, providing impactful community service through media, and fostering collaboration with stakeholders at various levels.

The graduate profile of the Islamic Communication and Broadcasting Study Programme reflects its interdisciplinary and professional orientation. Graduates are primarily prepared as Academics with deep expertise in the field of Islamic Communication and Broadcasting. They are also equipped to be Researchers capable of planning, conducting, and publishing scholarly work. Furthermore, the programme shapes graduates into Consultants who can analyse and solve communication and broadcasting issues based on Islamic principles. Lastly, a core profile is the development of Professional Da'i, who are skilled in utilising contemporary media for effective, ethical, and universal (*rahmatan lil 'alamin*) Islamic preaching (**Annexe 21**). Furthermore, the study programme profile can be viewed through the following profile video <https://youtu.be/euEkFTse1Uw>

## 2.2.2. OVERVIEW OF THE CURRICULUM STRUCTURE OF THE MICB PROGRAMME

The Master of Islamic Communication and Broadcasting (MICB) programme requires the completion of 54 credits (81 ECTS) to graduate. The curriculum is structured across three semesters, with a consistent load

of 18 credits per semester. This intensive structure is designed to accommodate advanced theoretical study, research methodology, and the completion of a substantial thesis. The comprehensive semester-by-semester course schedule and full credit breakdown are detailed in the complete curriculum document (**Annexe 22**).

The programme's curriculum is strategically organised into four interconnected layers, ensuring a broad yet specialised education:

- **National Compulsory Courses:** Foundational modules mandated for all Indonesian higher education students. *Examples: Pancasila and Civic Education, Indonesian Language and Scientific Writing.*
- **University Compulsory Courses:** Core subjects reflecting UIN Walisongo's unique identity and vision. *Examples: Philosophy of the Unity of Knowledge, Islam and Religious Moderation, English, Arabic.*
- **Faculty Compulsory Courses:** Disciplinary bedrock courses provided by the Faculty of Da'wah and Communication. *Examples: Qur'anic Studies, Communication Studies, Da'wah Methodology, Research Methodology.*
- **Programme-Specific Courses:** The specialised core and supporting courses of the Islamic Communication and Broadcasting major. **Core examples:** History of Thought and Da'wah Movements, Psychology of Communication in Da'wah, Critical Communication Studies, Cross-Cultural Communication, Communication, Mass Media and Globalisation, Da'wah Text and Communication Studies. **Supporting examples:** Quranic Studies, Hadith Studies, Islamic Science Philosophy with a Unity of Sciences Paradigm, Thesis Research Methodology, Scientific Publication Writing.

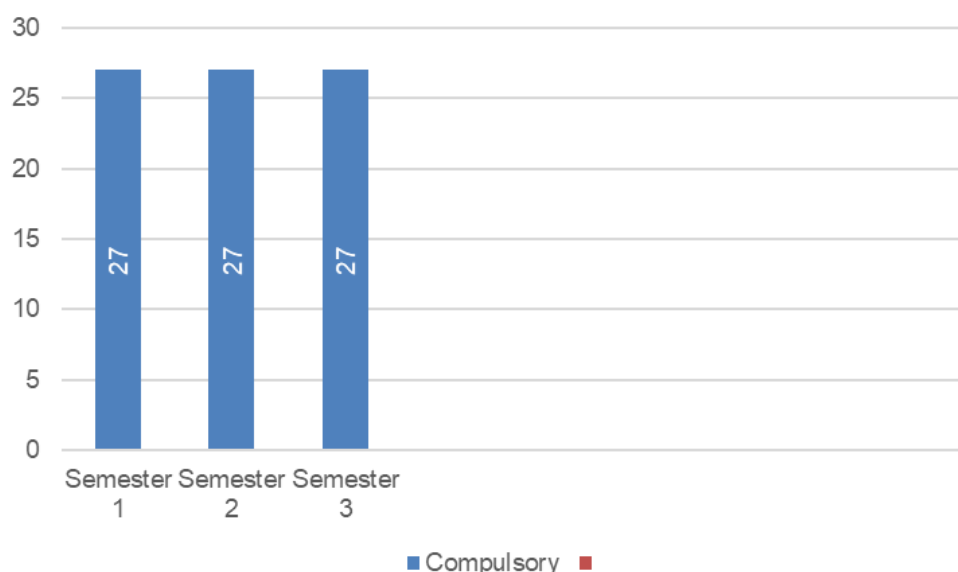
The curriculum is distinguished by its alignment with the "Unity of Sciences" (Integrasi Ilmu) vision of UIN Walisongo, integrating Islamic values with modern scientific and managerial principles. Its distinctive features include a strong focus on applied Islamic Communication and Broadcasting, specialisation in Islamic tourism management and ZISWAF (Zakat, Infaq, Sadaqah, Waqf) management, and an emphasis on local wisdom and community development. The programme is further characterised by its incorporation of the national Merdeka Belajar - Kampus Merdeka (MBKM) policy, offering flexibility through student exchange programmes and elective courses taken outside the department, thereby preparing adaptive and professionally competent graduates.

### 2.2.3. LEARNING OBJECTIVES OF MASTER OF ISLAMIC COMMUNICATION AND BROADCASTING PROGRAMME

The Master of Islamic Communication and Broadcasting programme is explicitly aligned with both the European Qualification Framework (EQF) and the Indonesian Qualification Framework (IQF), and is designed to meet the rigorous standards of Level 7 within these frameworks. This level signifies the attainment of a Master's degree, denoting highly specialised knowledge at the forefront of the field, a critical awareness of knowledge issues, and the capacity for original thinking and research. Graduates operating at this level are equipped with specialised problem-solving skills required for research and innovation, and demonstrate the ability to manage and transform complex, unpredictable contexts, taking strategic responsibility for contributing to professional knowledge and practice.

The Programme Learning Outcomes (PLOs) serve as the definitive articulation of these competencies. They provide a comprehensive specification of the advanced knowledge, specialised skills, and autonomy that a learner is expected to have acquired and be able to demonstrate upon successful completion of the programme. As outlined in the supporting matrix, the PLOs encompass the ability to develop original, innovative, and tested works through research; to solve complex scientific, technological, or artistic problems through interdisciplinary approaches; and to manage beneficial research and development for societal and academic advancement. The PLOs thus form the core reference point for curriculum design, teaching, learning, and assessment. For a complete and detailed enumeration of all Programme Learning Outcomes and their relationship to the EQF and IQF, please consult (**Annex 23**).

### 2.2.4. COMPULSORY AND ELECTIVE MODULES



**Figure 7. Distribution of Study Load (ECTS) for Compulsory and Elective Courses per Semester in the Master of Islamic Communication and Broadcasting**

The Master of Islamic Communication and Broadcasting programme employs an intensive, three-semester structure designed for advanced competency development. In the first semester, students undertake 18 SKS (27 ECTS), focusing on establishing a robust theoretical foundation through university-level courses (Qur'anic Studies, Hadith Studies, Philosophy of Islamic Science) and core programme courses such as History of Da'wah Thought and Communication Psychology. The second semester, also with 18 SKS (27 ECTS), deepens this knowledge with advanced, specialised courses including Critical Communication Studies, Cross-Cultural Communication, and Media Globalisation, while honing research skills through Scientific Publication Writing and the Thesis Proposal Seminar. The final third semester is dedicated entirely to the research capstone, allocating 18 SKS (27 ECTS) for the Comprehensive Examination, Thesis Proposal Examination, and the substantial 12-credit Thesis Examination. This focused progression ensures a cumulative total of 54 credits, efficiently preparing graduates for high-level professional and academic roles.

The Islamic Communication and Broadcasting programme offers four distinct graduate profiles, each addressing specific societal and media sector needs: Academics, Researchers, Consultants, and Professional Da'i. These specialisations are cultivated through a targeted curriculum. Core and supporting courses are designed to equip graduates with expertise in areas such as media analysis, strategic communication, intercultural da'wah, and digital content production within an Islamic ethical framework. This targeted approach ensures graduates acquire both sophisticated communication theory and practical media skills, enabling them to operate effectively as scholars in academia, analysts and strategists in media institutions, advisors for religious organisations, or as ethical, media-savvy preachers capable of addressing contemporary societal challenges through various broadcasting and digital platforms.

#### 2.2.5. INVOLVEMENT OF STAKEHOLDERS IN CURRICULUM DEVELOPMENT

The curriculum of the Master's Programme in Islamic Broadcasting Communication at UIN Walisongo Semarang was comprehensively revised and implemented in 2024 as part of a strategic effort to strengthen academic quality and ensure alignment with contemporary professional demands. The development process adopted an Outcome-Based Education approach and involved broad participation from internal stakeholders, including students, lecturers, academic leaders, and administrative staff. Their involvement took place through internal evaluations, focus group discussions, curriculum workshops, and academic meetings aimed at refining graduate learning outcomes, course content, and learning strategies. At the same time, external stakeholders such as alumni, partners, industry representatives, and graduate users were actively consulted to ensure that the curriculum reflects the competencies required by the labour market and the evolving communication and media environment. This participatory approach

ensured that the learning outcomes are relevant, practical, and responsive to the needs of professional fields, especially in Islamic communication, media, and broadcasting.

**Table 5. Reference Points from External Stakeholders**

| No | Stakeholder                                                                                                 | Reference Point for the Study Programme Curriculum                                                                                                                                                      |
|----|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Alumni of the Master's Programme in Islamic Broadcasting Communication (UIN Walisongo)                      | Provided feedback on the relevance of previous course content to professional practice, highlighting the need for stronger competencies in digital media, research skills, and strategic communication. |
| 2  | Islamic Organisations and Community Institutions (e.g., NU, Muhammadiyah, Islamic broadcasting communities) | Emphasised the importance of integrating Islamic ethical values, da'wah communication strategies, and community engagement approaches into the curriculum.                                              |
| 3  | Graduate Users (Government communication offices, educational institutions, NGOs)                           | Identified the need for competencies in communication management, public information dissemination, and research-based policy communication.                                                            |
| 4  | Community Organisations and Social Institutions                                                             | Highlighted the need for graduates capable of designing communication programmes that support social development, religious education, and community empowerment.                                       |

## 2.2.6 EXTERNAL EXPERTS AND REFERENCE POINTS

The development of the 2024 Outcome-Based Education curriculum for the Master's Programme in Islamic Broadcasting Communication at UIN Walisongo Semarang was supported by the active involvement of academic experts and industry representatives to ensure academic rigour, professional relevance, and responsiveness to contemporary media developments. External experts in communication, Islamic studies, and curriculum design participated in validation workshops, focus group discussions, and evaluation forums to provide scholarly recommendations on the formulation of graduate learning outcomes, research competencies, and interdisciplinary integration. At the same time, industry practitioners from broadcasting, digital media, and communication institutions contributed practical insights related to professional skills, technological trends, and workplace expectations. Their involvement ensured that the curriculum reflects both theoretical depth and applied competence, particularly in media production, ethical communication, digital literacy, and research-based communication strategies aligned with labour market needs.

**Table 6. Reference Points from Experts and Industry**

| No | Expert/Industry (Name and Affiliation)                                   | Reference Point to Study Programme Curriculum                                                                                                                                                                      |
|----|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | External Professors in Communication Studies (Universities in Indonesia) | Provided academic validation on curriculum structure, ensuring alignment with master's-level standards, research orientation, and interdisciplinary integration between communication science and Islamic studies. |
| 2  | Curriculum Experts and Higher Education Specialists                      | Recommended strengthening the Outcome-Based Education framework, aligning programme learning outcomes with IQF Level 8 descriptors, and ensuring measurable competency-based assessment.                           |
| 3  | Broadcasting Industry Practitioners (Radio and Television Organisations) | Suggested incorporating practical competencies in broadcasting production, programme planning, and audience engagement to enhance graduate readiness for professional media roles.                                 |

|   |                                                                   |                                                                                                                                                                              |
|---|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Digital Media Professionals (Content Creators and Media Agencies) | Advised the inclusion of digital communication strategies, social media management, multimedia storytelling, and digital content ethics within course materials.             |
| 5 | Researchers and Communication Scholars                            | Recommended strengthening research methodology, academic writing, and publication-oriented competencies to support the development of academic and research-based graduates. |
| 6 | Representatives from Islamic Communication Institutions           | Emphasised the importance of integrating Islamic ethical values, da'wah communication strategies, and culturally responsive media practices.                                 |
| 7 | Media Consultants and Communication Strategists                   | Highlighted the need for competencies in strategic communication planning, public messaging, and media analysis to prepare graduates for advisory and consultancy roles.     |
| 8 | Education Practitioners and Training Institutions                 | Suggested the adoption of innovative learning methods, case-based learning, and project-based assessment to support practical skill development.                             |

### 2.2.7. EXPECTED STUDENT LOADS

The Islamic Communication and Broadcasting (MICB) Study Programme at the Faculty of Da'wah and Communication, UIN Walisongo Semarang, is designed for a standard study period of 4 years divided into 8 semesters, in which students are required to complete 54 SKS to graduate, which is equivalent to 81 ECTS (European Credit Transfer and Accumulation System) based on a conversion rate of 1 SKS = 1.5 ECTS. In accordance with the Ministry of Education and Culture Regulation and university standards, 1 SKS is equivalent to a study load of 170 minutes per week, consisting of 50 minutes of face-to-face activities, 60 minutes of structured assignments, and 60 minutes of independent study, which is carried out over 16 weeks. When converted, the total load is equivalent to approximately 45.33 hours per SKS in one semester. Students can take between 18 and 22 SKS per semester, which is equivalent to 27 to 33 ECTS. Starting from the second semester, the number of SKS that can be taken depends on the previous semester's Grade Point Average (GPA), with the following conditions: a maximum of 22 SKS (33 ECTS) for a GPA of 3.00–4.00; a maximum of 20 SKS (30 ECTS) for a GPA of 2.50–2.99; a maximum of 18 SKS (27 ECTS) for a GPA of 2.00–2.49; a maximum of 16 SKS (24 ECTS) for a GPA of 1.50–1.99; and a maximum of 14 SKS (21 ECTS) for a GPA of 0.00–1.49. The average duration of study in this programme is 8 semesters, with a minimum duration of 7 semesters and a maximum of 14 semesters.

### 2.2.8. ADDITIONAL TECHNICAL OR INFRASTRUCTURE REQUIREMENTS

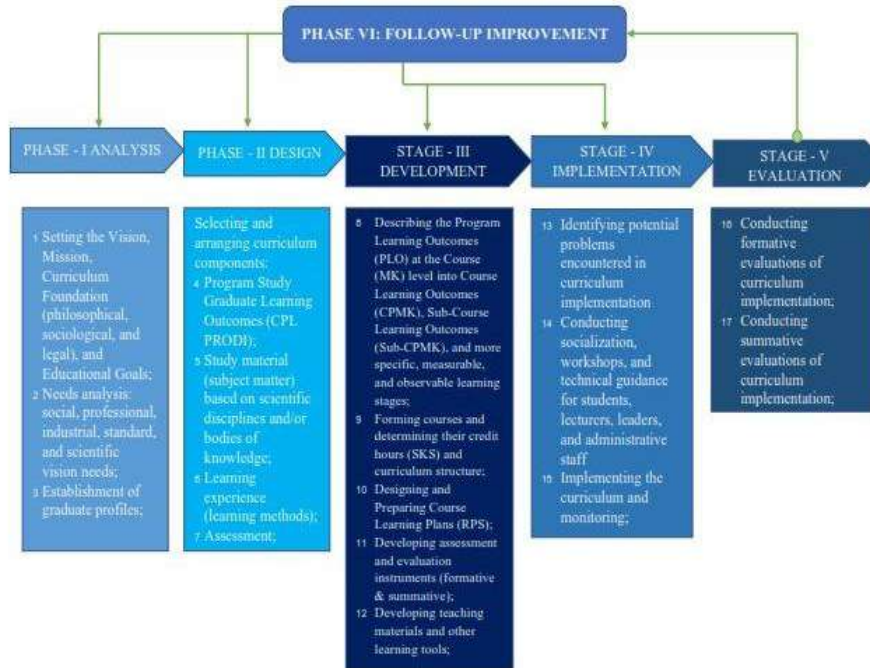
The Master of Islamic Communication and Broadcasting programme at UIN Walisongo Semarang is delivered within a sophisticated ecosystem of academic and media production facilities designed for advanced study. Central to its practical pedagogy is the Communication and Broadcasting Studio Complex, a dedicated space equipped for multimedia production, on-air simulation, and digital content creation, supporting hands-on learning in television, radio, and online media production within an Islamic ethical framework. The university's extensive library and digital repository provide comprehensive resources, including specialised collections in communication theory, media studies, Islamic journalism, and broadcasting ethics, complemented by access to leading academic databases and media archives. A robust and integrated IT infrastructure underpins the entire programme, featuring high-speed campus-wide internet, multimedia research labs, professional-grade editing software suites, and a fully integrated academic information system. This environment ensures students master both the theoretical paradigms and the advanced technical-production competencies essential for leadership in contemporary Islamic media and communication fields.

### 2.2.9. CAREER OPPORTUNITIES

The Walisongo Career Centre (WCC) is a technical implementation unit of the Walisongo State Islamic University in Semarang, focusing on career development and graduate placement. The WCC acts as a bridge connecting students and alums with the world of work and industry. Its core services include career counselling and information, soft skills and hard skills training (such as CV writing and interview

preparation), organising job fairs and recruitment, and entrepreneurship development. The unit actively builds strategic networks with various companies, government agencies, and organisations through the signing of MoUs for internship programmes, recruitment, and other collaborations. It aims to enhance the competencies, competitiveness, and employability of UIN Walisongo graduates, both for entering the job market and creating their own employment opportunities. Comprehensive information is available on the website <https://wcc.walisongo.ac.id>. In 2024, a job fair was held in collaboration with the Semarang City Labour Department.

## 2.2.10. CURRICULUM EVALUATION AND INDIVIDUAL DEVELOPMENT



**Figure 8 Curriculum Monitoring and Evaluation Cycle**

The process of monitoring and evaluating the curriculum within the Master of Islamic Communication and Broadcasting Study Programme is conducted in a structured and cyclical manner, guided by national higher education standards and institutional regulations. This process begins with a comprehensive analysis phase, which involves reviewing the programme's vision, philosophical, sociological, and legal foundations, and aligning them with the demands of the contemporary media landscape and communication industries. Regular curriculum evaluations and tracer studies are carried out to assess the relevance and effectiveness of the established Graduate Learning Outcomes (PLOs). The findings from these assessments, along with feedback from stakeholders—including media practitioners, alumni, and academic experts—inform necessary revisions and improvements. The design and development stages then translate these insights into updated study materials, course structures, credit weighting, and appropriate assessment methods, ensuring the curriculum remains responsive to both Islamic scholarly values and the evolving needs of professional practice in communication and broadcasting (**Annex 24**). During the implementation stage, the curriculum is enacted through careful identification of potential obstacles, socialisation with lecturers and students, and continuous monitoring of the teaching and learning process. This culminates in an evaluation stage, involving both formative and summative assessments of the curriculum's delivery to ensure its effectiveness and relevance. All these stages form the basis for a cycle of continuous improvement, ensuring the academic quality and professional rigour of the programme are consistently maintained and enhanced.

## 2.2.11. RELEVANCE TO EUROPEAN HIGHER EDUCATION OBJECTIVES

The Master of Islamic Communication and Broadcasting (MICB) curriculum at UIN Walisongo Semarang is strategically structured to comprehensively address the four overarching goals established by the Council of Europe and Higher Education Institutions. This is achieved through a deliberate allocation of European Credit Transfer and Accumulation System (ECTS) credits across the programme's components.

Specifically, the curriculum prepares students for the labour market by dedicating approximately 66 ECTS to developing advanced professional competencies in media analysis, strategic communication, and research relevant to academia, media institutions, and consultancy. It fosters active citizenship in a democratic society through ethical frameworks, intercultural understanding, and social responsibility courses totalling approximately 36 ECTS. Personal development is supported through roughly 52.5 ECTS focused on spiritual and character formation, critical thinking, and advanced academic skills. Finally, the development of a broad and advanced knowledge base is ensured via approximately 96 ECTS in foundational Islamic studies, advanced communication theory, and a complete, rigorous research cycle culminating in a thesis. This integrated ECTS distribution ensures that graduates are holistically prepared for leadership in professional, civic, and academic spheres **(Annex 25)**.

### 2.3. STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

#### 2.3.1. THE LEARNING PROCESS

##### Planning the Learning Process

Based on the SCL Implementation Guidelines of UIN Walisongo Semarang (2024) **(Annex 26)** compiled by a team appointed by an internal university decree, learning process planning is a critical foundation that ensures the achievement of Graduate Competency Standards (SKL). This planning must strictly adhere to the national regulatory framework, particularly the Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 on Higher Education Quality Assurance, and internalise the Merdeka Belajar-Kampus Merdeka (MBKM) policy. The operational document for this planning is the Semester Learning Plan (RPS) or a similar document, which is compiled by lecturers or the team in charge of each course. The RPS is not just a list of topics, but a learning map designed with the principle of *constructive alignment*, ensuring constructive harmony between objectives, processes, and assessments. The first step is to identify the Graduate Learning Outcomes (CPL) of the study programme assigned to the course. These CPLs are then broken down into more specific and measurable Course Learning Outcomes (CPMK), which are further elaborated into Sub-CPMKs for each stage of learning. The study materials and learning materials are derived from the GOL and adjusted to the level of depth and breadth of the education level, in accordance with the provisions in SN-Dikti. The selection of learning forms and methods is designed to activate students (*student-centred learning*), such as through *problem-based learning*, *project-based learning*, case studies, simulations, or collaborative discussions, including considering the application of *flipped classrooms* or blended learning. The calculation of study load follows the provision that 1 credit is equivalent to 45 hours of work per semester, which is allocated for guided face-to-face activities, structured assignments, and independent learning. A crucial aspect of planning is designing an educational, authentic, and transparent assessment system. Assessment must be conducted in accordance with CPMK/Sub-CPMK, utilising various techniques and instruments, such as tests, observations, portfolios, or project assessments, with clear rubrics to ensure objectivity. The RPS must also include a formative evaluation plan for continuous process improvement. This document is then reviewed and approved by the study programme and periodically revised to align with developments in science, technology, and stakeholder needs.

##### Implementation of the Learning Process

The implementation of the learning process is the realisation of the RPS, which prioritises the Student-Centred Learning (SCL) paradigm. In this phase, the role of lecturers shifts from being the main source of knowledge to becoming facilitators, motivators, and mentors who create a conducive, inclusive, and collaborative learning environment. The learning atmosphere is designed to trigger active engagement, encourage curiosity, and develop students' critical and creative thinking skills. This implementation utilises a variety of planned active learning methods and strategies, including guided group discussions, seminars, presentations, role-plays, and real-world project completion. The use of Information and Communication Technology (ICT) is integral, both through the internal *Learning Management System* (LMS) and the SPADA platform, as well as open online learning resources (*MOOCs*), to support the *blended learning* model. Models such as the *flipped classroom* are applied, where students learn basic material online

outside of class, allowing face-to-face time to be focused on in-depth discussion, complex problem-solving, and collaborative activities. The MBKM policy is implemented by providing opportunities for students to participate in learning experiences outside of their study programmes, such as internships, student exchanges, research, humanitarian projects, or entrepreneurship, for up to a maximum of 3 semesters. During MBKM activities, learning is still facilitated, often online, to ensure that students can simultaneously take specific courses from their study programmes. Lecturer-student interactions during implementation are dialogical and reflective, providing constructive and continuous feedback to build learning independence. The principle of *linking and matching* with the world of work is realised through the involvement of practitioners as guest lecturers or mentors in certain activities. Effective implementation is highly dependent on the pedagogical competence of lecturers, the availability of adequate facilities and infrastructure, and an academic culture that supports innovation and diversity.

### Monitoring, Evaluation, and Follow-up (Monev)

The quality assurance cycle in the OBE curriculum is closed with systematic and continuous Monitoring, Evaluation, and Follow-up (Monev) activities. The evaluation mechanism employs models such as the Provus Discrepancy Evaluation Model or CIPP (Context, Input, Process, Product), which compare actual performance with established standards (such as SN-Dikti, CPL, and RPS targets) to identify gaps. Monitoring is carried out periodically during the learning process, covering aspects of RPS implementation, student participation levels, the effectiveness of learning methods, and resource utilisation. Evaluation is carried out at a more comprehensive and structured level, divided into formative evaluation (for process improvement) and summative evaluation (for decision making). The scope of evaluation includes: (1) Input Evaluation, such as the suitability of CPL with KKNi and graduate profiles, the feasibility of RPS, and the adequacy of human resources and facilities; (2) Process Evaluation, such as the implementation of learning, lecturers' pedagogical competence, and the quality of learning interactions; (3) Outcome/Learning Outcome Evaluation, which measures the achievement of CPL through analysis of student grades, performance indicator achievement, and timely graduation; and (4) Impact Evaluation, through *tracer studies*, graduate user satisfaction, and alumni contributions to society. Data are collected from various sources, including surveys, observations, document reviews, and *focus group discussions* with students, lecturers, alumni, and industry partners. Follow-up is a crucial step in the Monev process. Evaluation results that show gaps are followed up with specific, measurable, and time-bound corrective action plans. Follow-up actions may include revising CPLs, improving RPS and teaching materials, training to enhance lecturer competencies (such as pedagogical or technical training), improving facilities, adjusting assessment strategies, or intensifying academic guidance. The entire Monev process is well documented and provides feedback for the university's Internal Quality Assurance System (SPMI), as well as serving as material for public accountability and the accreditation process. Thus, Monev is not the end, but the beginning of a cycle of *continuous* improvement that ensures the curriculum remains relevant, practical, and of high quality.

### 2.3.2. THE METHODOLOGY OF TEACHING AND ASSESSMENT

The Islamic Communication and Broadcasting Study Programme at UIN Walisongo Semarang implements a Student-Centred Learning (SCL) approach, supported by a blended learning model that integrates online and in-person instruction. A variety of interactive and innovative teaching methods are employed, including Case-Based Learning (CBL), Project-Based Learning (PBL), Collaborative Learning, Cooperative Learning, and Problem-Based Learning, facilitated through digital tools and platforms. This implementation follows institutional guidelines that stress the alignment of pedagogical strategies with intended learning outcomes, student profiles, subject matter, and the overall learning environment.

Assessment within the programme is designed to be authentic and holistic, evaluating not only cognitive attainment but also the development of attitudes and practical skills. A range of assessment instruments such as detailed rubrics, portfolio reviews, peer assessments, and self-evaluation are used to foster student autonomy, reflective practice, and intrinsic motivation. These approaches collectively aim to cultivate essential 21st-century competencies Critical Thinking, Creativity, Collaboration, Communication, Character, and Citizenship ensuring that graduates embody both Islamic ethical values and Pancasila principles, and are prepared to contribute effectively in a global context. For Example:

### **1. Cross-Cultural Communication (KPI 8005) – 3 SKS / 4.5 ECTS**

This 4.5 ECTS course exemplifies SCL by equipping students to navigate complex intercultural environments. The SCL implementation is deeply practical, moving from theoretical frameworks (Hofstede, cultural contexts) to applied analysis of real issues like gender, popular culture, Javanese-Islamic syncretism, and modern da'wah. The learner is positioned as a future practitioner who must diagnose cultural miscommunication and design sensitive communication strategies.

Primary SCL methods include case study analysis of controversial da'wah content or cultural clashes, and problem-based learning where students, in groups, develop clarification plans or preventative SOPs for institutions facing cross-cultural crises. Structured dialogues and debates on topics like religious sects or global pop culture encourage perspective-taking and challenge ethnocentric views.

Assessment is rigorously competency-based. The group presentation rubric evaluates not only content mastery but also teamwork and professional delivery. The written paper requires a deep-dive case analysis, applying Cultural Intelligence (CQ) to propose ethical solutions. Discussion participation is graded on the quality and constructiveness of contributions. Crucially, the final exam poses complex, scenario-based questions (e.g., designing a training case study or a crisis communication plan) that assess synthesis, creation, and strategic application (CLO 3-5), perfectly mirroring the professional tasks a graduate would encounter.

### **2. Communication, Mass Media, and Globalisation (KPI-8006) – 3 SKS / 4.5 ECTS**

This 4.5 ECTS course adopts a critical SCL approach to deconstruct global power structures within media systems. Students are positioned as critical analysts and ethical strategists rather than passive consumers of media theories. The SCL implementation focuses on analysing the political economy of media, digital platform governance, and global representation, encouraging students to evaluate issues of inequality, bias, and power.

Key SCL methods involve critical literature reviews of seminal texts on media imperialism and globalisation, fostering independent critical thought. Collaborative research and presentations on topics like counter-flows (e.g., K-wave, Bollywood) or the sociology of the internet enable peer-to-peer teaching. Ethical dilemma debates surrounding global advertising, platform algorithms, and representation train students in professional reasoning and normative judgement.

Assessment directly measures this critical and strategic competence. Peer evaluation of group work incorporates a collaborative learning ethos. The individual research project/paper is a cornerstone, requiring students to conduct an original analysis, synthesise theoretical frameworks with empirical evidence, and propose policy or strategic recommendations (CLO 5). Exam questions demand critical analysis of how algorithms and echo chambers influence global discourse, and the creation of policy briefs addressing digital divides or regulatory challenges, assessing students' ability to formulate evidence-based, ethical solutions for global media landscapes.

### **3. Psychology of Communication in Da'wah (KPI-8002) – 3 SKS / 4.5 ECTS**

This 4.5 ECTS course applies SCL to the intimate intersection of psychology, communication, and religious propagation. The focus is on understanding the audience's cognitive, emotional, and motivational processes to craft effective, persuasive, and ethical da'wah. The SCL implementation is inherently applied, training students to become reflective practitioners who can analyse audience psychology and adapt messages accordingly.

SCL methods are highly interactive and introspective. Role-playing and simulated counselling scenarios allow students to practise applying psychological principles (e.g., cognitive dissonance, persuasion models) in controlled da'wah interactions. Audience analysis projects require students to profile a target community's psychological and cultural characteristics to design tailored message strategies. Reflective journals on personal communication biases or the ethical limits of persuasion foster self-awareness, a key psychological competency.

Assessment prioritises the application of psychological insight. Case study analyses of successful or failed da'wah campaigns from a psychological perspective test analytical skills. Strategy design assignments, such as creating a persuasive campaign for a specific demographic, assess the creative application of theory. Observational mini-projects or participation in simulated discussions evaluate students' ability to observe and interpret psychological dynamics in real-time. Examinations would likely include scenarios requiring psychological diagnosis of audience resistance and the design of adaptive communication

strategies, ensuring graduates can psychologically inform their da'wah practice with sophistication and ethical consideration.

In accordance with the UIN Walisongo Semarang Student Complaint Policy (**Annex 28**), the Islamic Communication and Broadcasting (MICB) Study Programme has established a formal, multi-channel system for students to submit feedback or complaints concerning both academic and non-academic matters. Students can lodge concerns directly with lecturers or relevant administrative staff, utilise the university's dedicated online academic information system (SIA), or provide input through periodic evaluations such as the Student Evaluation of Lecturers. The policy clearly defines the complaint submission mechanism, subsequent follow-up procedures, and stipulated response timelines. This structured approach ensures all student feedback is addressed in a professional, transparent, and timely manner. The insights gained are integral to the programme's ongoing evaluation and continuous improvement of teaching quality, curriculum delivery, and student support services.

Academic guidance is systematically provided through assigned academic supervisors (*dosen wali*), who offer regular consultation on study planning, course selection, and final project (*skripsi*) development. For thesis supervision, students are supported by a dual-supervisor model comprising an academic supervisor and a content-specialist supervisor aligned with their chosen field (e.g., Islamic Tourism Management, ZISWAF Management, or Da'wah Institution Development). Supervision is conducted in a hybrid format (in-person and online) and is formally documented through supervision cards and the university's digital academic platform, ensuring both traceability and the effectiveness of the guidance process.

Learning assessment is conducted comprehensively using varied methods, including written examinations, quizzes, individual and group assignments, presentations, case analyses, and final projects, all evaluated against standardised assessment rubrics. Mid-term and final examinations are administered in line with the academic calendar under standardised procedures covering question validation, exam supervision, and marking. Evaluations are carried out by course lecturers, coordinators, and the study programme's quality assurance team via the SIA platform to measure the achievement of Course Learning Outcomes (CLO) and Programme Learning Outcomes (PLO) as part of the internal quality assurance cycle. The results inform targeted refinements to teaching methodologies and assessment strategies, ensuring they remain relevant and responsive to student needs and programme objectives.

### 2.3.3. LEARNING PLATFORM USED

The learning process at this university is supported by a range of integrated digital applications and platforms, creating a modern and adaptive academic environment. Administratively, all students are required to access the official website <http://akademik.walisongo.ac.id> to register and fill out the Study Plan Form (FRS) each semester, as well as <http://datadiri.walisongo.ac.id> to manage their personal data. From a pedagogical perspective, the university implements online-based learning as part of a competency-oriented curriculum in the era of the 4.0 industrial revolution, which allows the use of Learning Management Systems (LMS) or similar e-learning platforms to support online lectures, discussions, assignments, and assessments. The learning methods adopted, such as virtual group discussions, digital simulations, online case studies, and project-based collaborative learning, also require the support of flexible and interactive digital platforms. In addition, the existence of the Information Technology and Data Centre as an academic support unit, as well as services such as TV Walisongo and Radio, strengthens the digital infrastructure used to disseminate educational materials, campus broadcasts, and other learning content. For special programmes such as international classes, student exchanges, and online guest lectures, the university may utilise video conferencing and global collaboration platforms. Thus, UIN Walisongo Semarang has built a comprehensive digital learning ecosystem.

### 2.3.4. IN-CLASS TEACHING OR DISTANCE LEARNING OPPORTUNITIES

The Master of Islamic Communication and Broadcasting (MICB) Study Programme at UIN Walisongo Semarang has adopted a dynamic and flexible approach to learning in response to the demands of the digital media landscape. The programme integrates advanced Student-Centred Learning (SCL) methodologies, strategically employing a blended learning model. This model effectively combines traditional face-to-face instruction with structured online learning components.

The blended learning framework within the MICB programme leverages **Information and Communication Technology (ICT)** supported by an **Internet of Things (IoT)** foundation, facilitating a seamless and interactive educational experience. It is designed such that approximately **25% of the total learning hours are conducted online**, while the remaining **75% are delivered through direct, in-person sessions**. This balance ensures that students benefit from both the relational depth of classroom interaction and the flexibility and accessibility of digital resources.

### Implementation of Academic Guidance

Academic guidance is a cornerstone of the student support system. Students engage in regular advisory meetings with academic supervisors, which may be conducted through blended learning formats. These sessions are complemented by periodic evaluations and careful documentation of each student's academic progress. Advisors play a crucial role in helping students navigate their research trajectory and professional development, ensuring they remain on track to complete their thesis and meet the required competency standards for advanced professional or academic roles.

### Learning Schemes

Learning in the Master Islamic and Broadcasting Study Programme is delivered through three primary modalities:

1. **Face-to-Face Classroom Learning:** Direct, interactive sessions held on campus, forming the core of the instructional delivery.
2. **Blended Learning:** The dominant pedagogical approach, which integrates scheduled in-person meetings with synchronous and asynchronous online activities. This aligns with national guidelines for Student-Centred Learning implementation.
3. **Distance Learning / MOOCs (Massive Open Online Courses):** For selected components, the programme utilises digital platforms to offer flexible, accessible learning opportunities. The university's **Learning Management System (LMS)** and other integrated platforms (such as Edlink) are employed for distributing materials, submitting assignments, and conducting online assessments.

### Expanding Horizons through Mobility Programmes

To enrich the learning experience and foster global competencies, the MICB programme actively participates in the national **Merdeka Belajar – Kampus Merdeka (MBKM)** initiative. This includes:

- **Domestic Student Exchanges** to leading Indonesian universities.
- **International Mobility Programmes** such as the **Indonesian International Student Mobility Awards (IISMA)**, **Global UGRAD**, and **Erasmus+** schemes, allowing students to study at prestigious institutions worldwide.
- **Global Classroom Initiatives** featuring online lectures and interactive sessions with guest lecturers and practitioners from international partner universities, including those in Malaysia, Japan, South Korea, Taiwan, the United States, and across Europe.

This multi-modal learning ecosystem ensures that graduates of the Islamic Communication and Broadcasting programme are not only grounded in essential knowledge and skills but are also adaptable, technologically proficient, and prepared to contribute effectively in a globally connected society.

### 2.3.5. EXAMINATION

In accordance with UIN Walisongo Academic Guidelines, the assessment system is established on the principles of being educational, authentic, objective, accountable, and transparent, and is designed to holistically measure student attainment of the defined Graduate Learning Outcomes. The implementation utilises a combination of formative and summative techniques, integrating both tests and non-tests such as research critiques, portfolios, and seminar presentations. The Master's programme employs a refined letter-grade scale. Crucially, the framework mandates that all assessment planning, including criteria and

weightings, is detailed in the Semester Learning Plan and requires the integration of continuous feedback, with final grades contributing to a Cumulative Grade Point Average (**Annex 29**).

UIN Walisongo Examination Guidelines, the examination process is a critical component of the summative assessment framework, comprising both the Mid-Semester Examination (*Ujian Tengah Semester* - UTS) and the Final Semester Examination (*Ujian Akhir Semester* - UAS). The UTS is conducted in the middle of the semester to evaluate students' comprehension and retention of the course material covered in the first half of the instructional period. While the specific weighting is determined within the lecturer's approved Semester Learning Plan (*Rencana Pembelajaran Semester* - RPS), the examination typically utilises written, oral, or practical formats aligned with the course's characteristics, with assessment rubrics focusing on conceptual understanding, analytical capability, and the accuracy of responses. Its purpose extends beyond measurement to providing diagnostic feedback for both students and lecturers on the initial effectiveness of the teaching and learning process. The UAS serves as the culminating comprehensive evaluation, held at the semester's end to assess the full spectrum of Graduate Learning Outcomes for the course. As the principal summative component, it demands a deeper synthesis of knowledge, rigorous analysis, and the contextual application of concepts, with assessment criteria designed to measure the integration of material and the quality of student argumentation. The management of these examinations is governed by strict academic procedures and integrity standards, with scheduling aligned to the university's academic calendar. Lecturers are responsible for developing examination instruments including objective questions, essays, or case studies that are directly mapped to course learning outcomes, with all documentation subject to internal quality assurance audits. The entire process is conducted under formal supervision to ensure objectivity and fairness, and the results are systematically analysed to evaluate learning effectiveness and inform continuous pedagogical improvement across the university's faculties and study programmes (**Annex 30**).

Based on the academic framework of UIN Walisongo, the Final Project, whether in the form of an undergraduate thesis, master's thesis, or doctoral dissertation, constitutes a compulsory and culminating academic requirement for graduation. This scientific work represents an original, structured, and independent inquiry, firmly grounded in Islamic scholarship and the university's guiding principle of *the unity of sciences*. The process is rigorous, encompassing topic formulation, proposal defence, intensive supervision by appointed lecturers, research execution, a results seminar, a final viva voce examination, and the submission of the approved manuscript. The primary objective is to cultivate and demonstrate a high level of research competence, critical analysis, and the ability to contribute relevant insights to the chosen field of Islamic studies, be it in *Sharia* law, education, economics, humanities, or science and technology, while adhering strictly to established methodological standards and academic ethics, including a firm stance against plagiarism.

The Final Project Examination is the definitive evaluative stage of this process. Students are required to publicly present and rigorously defend their written work before an examination board, typically comprising their supervisor, an examiner, and a chairperson. Eligibility to sit this examination is contingent upon fulfilling all programme requirements: completion of the stipulated credit load with a satisfactory GPA, successful progression through all supervisory stages with formal approval from the supervising lecturer, attainment of the university's mandatory language proficiency scores (TOEFL and IMKA), and clearance of all administrative and financial obligations. The examination assesses the holistic quality of the research, the student's mastery of the subject matter, their presentation and communication skills, and their ability to respond critically and thoughtfully to the panel's queries. The outcome, determined by the examination board in a post-defence deliberation, is final and directly determines the student's eligibility for graduation, with the possibility of required revisions before final submission. This comprehensive process is designed to ensure graduates possess not only deep specialist knowledge but also the advanced analytical, communicative, and ethical competencies expected of scholars from a leading Islamic research university (**Annex 31**).

## 2.4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

### 2.4.1 STUDENT ADMISSION

#### Regular and International Student Admissions

UIN Walisongo Semarang organises the admission of new students through various channels that are systematically regulated, and information is available on the official PMB website. The process begins with online registration via [pmb.walisongo.ac.id](http://pmb.walisongo.ac.id), followed by the selection of a channel according to the prospective student's category. For undergraduate programmes (S1), national pathways are available, such as SNBP (National Selection Based on Achievement without tests) and SNBT (National Selection Based on Tests using UTBK scores). In addition, there are special PTKIN pathways, namely SPAN-PTKIN (selection based on achievement) and UMPTKIN (written tests that assess academic ability, Islamic knowledge, and Arabic language skills). The university also offers an Independent Pathway, which is divided into the Independent Achievement Pathway (based on achievement portfolios) and the Independent Regular Pathway (through university entrance exams), as well as a Cooperation Pathway with partner institutions.

For prospective international students, specific requirements apply in accordance with the Academic Guidelines, including a student visa, health insurance, a financial guarantee letter, a statement of non-involvement in Indonesian politics, and passing the university entrance examination, which includes academic and language tests. The International Office of UIN Walisongo usually coordinates this process. For postgraduate programmes (Master's and Doctoral degrees), selection is conducted through Independent Pathways, Scholarships, foreign student admissions, and other special pathways, involving stages of written examinations, interviews, research proposal assessments, and foreign language proficiency tests. Each prospective student who passes the selection and completes the administrative registration will receive a unique and permanent Student Identification Number (NIM). Admission criteria include academic aspects (report card grades and exam results), written test results (if applicable), and document completeness. For international students, additional criteria include language proficiency, health, and financial guarantees (**Annex 32**).

#### Admission of Persons with Disabilities

UIN Walisongo is also committed to inclusive education by providing opportunities for persons with disabilities through an adapted selection process and the provision of supporting facilities, including physical accessibility and academic assistance services (**Annex 33**).

The entire selection process is evaluated by the university's new student admission committee in a transparent and accountable manner, with the final results announced through official channels. With these comprehensive pathways, UIN Walisongo continues to maintain academic standards and Islamic values as the hallmarks of education at PTKIN.

### 2.4.2. PROGRESSION

The learning process at UIN Walisongo Semarang is regulated based on Rector's Decree No. 436 of 2025 concerning Academic Guidelines. This regulation governs the implementation of Bachelor's, Master's, Doctoral, Professional, and Vocational programmes at UIN Walisongo. Through these guidelines, UIN Walisongo regulates the standards for the learning process, evaluation of learning outcomes, and all applicable academic rules. Various efforts have been and will continue to be developed to support students in completing their studies on time with satisfactory results, including:

#### 1. Academic Progress Monitoring

Academic progress monitoring is a key component of the education system at UIN Walisongo. Its purpose is to ensure that students achieve the Graduate Learning Outcomes (CPL) in accordance with the standards set by the study programme. This process involves a systematic approach to monitor, evaluate, and continually improve students' academic performance.

- **Integrated Academic Information System (Wali-Siadik):** UIN Walisongo has developed an academic information system that enables students, lecturers, and parents to monitor academic

progress in real-time. Through this platform, students can access their grades, class schedules, active status, and study alerts directly.

- **Academic Guidance by Academic Advisors:** Each student is assigned an academic advisor who is responsible for monitoring their academic progress, providing guidance on course selection, and assisting them in overcoming any academic challenges they encounter.
- **Continuous Assessment:** The assessment process, which includes Mid-Semester Examinations (UTS), Final Semester Examinations (UAS), assignments, quizzes, and other assessments, is used to measure students' understanding of the material and provide feedback for improvement.

### 2. Academic Guidance and Counselling

Every UIN Walisongo student is guided by an Academic Advisor appointed by the Dean or Director of Postgraduate Studies. These advisors play a crucial role in helping students develop themselves, both academically and in terms of career planning, as well as in integrating Islamic and scientific values. Additionally, UIN Walisongo provides academic and psychological counselling services through the Counselling Service Centre to support students' mental health and academic continuity.

### 3. Competency Development Programme

UIN Walisongo is committed to developing students' holistic competencies through various programmes, including:

- **Unity of Science-Based Curriculum:** Courses are designed to integrate general knowledge and Islamic studies, strengthening analytical skills, moderating attitudes, promoting digital literacy, and fostering global insight.
- **Merdeka Belajar Kampus Merdeka (MBKM) Programme:** Students can take credits outside their study programme through student exchanges, internships, research, humanitarian projects, entrepreneurship, or independent study, both domestically and abroad.
- **Thematic Community Service Program (KKN):** A community service program that integrates interdisciplinary approaches and local values to hone social competencies, leadership, and practical solutions.
- **Participation in Scientific Competitions:** Students are encouraged to participate in national and international competitions such as PKM, debates, science Olympiads, and cultural and arts festivals.
- **Leadership and Soft Skills Training:** Conducted through the LKMM programme, student organisation training, and workshops on communication, time management, and professional ethics.
- **Postgraduate Competency Development:** Master's and doctoral students participate in training programs that focus on research methodology, scientific article writing, publication in reputable journals, and the application of advanced data analysis tools.

### 4. Timely Graduation Evaluation

Based on Articles 24, 25, and 30 of the Academic Guidelines, UIN Walisongo implements a gradual evaluation system to ensure that students are on the right track in their studies:

- **Undergraduate Programme:** Students with a GPA below 2.00 will receive a warning. If their GPA remains below 2.00 in the fourth semester, their student status may be revoked.
- **Master's/Doctoral Program:** A minimum GPA of 3.00 must be achieved by the second semester. If this requirement is not met, the student will be deemed unable to continue their studies.
- **Maximum Study Period:**
  - ✓ Bachelor's degree: 14 semesters
  - ✓ Master's Degree: 8 semesters
  - ✓ Doctorate: 12 semesters
  - ✓ Professional Degree: 6 semesters

Students who exceed the study time limit, take leave of absence, or violate other academic regulations will be given Drop Out (DO) status.

### 5. Enhancing Accessibility

UIN Walisongo strives to create an inclusive and accessible learning environment for all, including:

- **Disability-Friendly Infrastructure:** The campus is equipped with accessible facilities, including ramps, lifts, special toilets, guide paths, and learning support services for students with special needs.
- **Scholarships and Educational Assistance:** Various merit-based and need-based scholarship schemes are available, including the Bidikmisi Scholarship, KIP Kuliah Scholarship, Foundation Scholarship, and Cooperation Scholarship, which can help alleviate the financial burden on students

### 6. Alumni Tracer Study

UIN Walisongo regularly conducts Alumni Tracking Studies to track the career development and contributions of its graduates to society. The main objectives of this activity are:

- To assess the relevance of the curriculum to the needs of the job market and the professional world.
- To measure the level of satisfaction among graduate users (stakeholders).
- To obtain feedback for the improvement and development of study programmes and campus services. The data generated from the tracer study serve as a basis for curriculum refinement, learning quality improvement, and strengthening the alum network.

#### 2.4.3. RECOGNITION

Based on the Rector's Regulation No. 14 of 2024 (**Annex 34**), UIN Walisongo has established a formal guideline for the academic recognition of student achievements. This system allows students to obtain course credits for significant accomplishments in provincial, national, or international competitions, as well as for non-competitive works like intellectual property. Students must submit a formal proposal within one year of the achievement, supported by certificates, reports, and supervisor confirmation. An appointed Assessment Team evaluates each proposal's feasibility and academic relevance. Upon approval, the Head of the Study Programme determines the specific courses for credit conversion. This recognition aims to appreciate student accomplishments and facilitate academic progress, without exempting students from final degree project requirements.

The Student Recognition system at the Master's Degree in Islamic Broadcasting Communication (KPI) is a structured process designed to formally acknowledge and integrate students' extracurricular and professional achievements into their academic journey. This system allows students to gain credits by converting validated accomplishments, such as seminars, student exchanges, and competition awards, into academic recognition. A key principle is that this conversion must carefully consider the suitability and academic relevance of the achievement to the specific courses within the programme.

To initiate the process, students submit a formal proposal to their Study Programme, supported by documented evidence including activity certificates, logbooks, and supervisor assignment letters. The Head of the Study Programme is responsible for determining which courses are relevant for credit substitution. Subsequently, a formal Assessment Team, appointed by the Rector, conducts the validation and final evaluation of the proposal. It is important to note that this recognition is optional. It does not replace core academic obligations, such as the final thesis or project. However, depending on the specific policies of the study programme and the assessment outcome, recognised achievements can serve as a substitute for individual assignments, final projects, or elective course credits. The primary forms of recognition include credit points for exchange programmes, and certificates of appreciation alongside financial support for achievements in seminars, publications, and competitions. All recognised achievements are formally recorded in the Diploma Supplement (SKPI). This comprehensive framework is designed to encourage active student participation in diverse activities, thereby enhancing their competitiveness at both national and international levels (**Annex 35**).

**Table 7. Student Recognition**

| No | Description                                     | 2024       | 2023       | 2022      |
|----|-------------------------------------------------|------------|------------|-----------|
| 1  | International Competition Winner                | 53         | 10         | 7         |
| 2  | International Exchange                          | 5          | 7          | 7         |
| 3  | International Seminar                           | 1          | 0          | 0         |
| 4  | Scientific Publications (Reputable)             | 7          | 0          | 0         |
| 5  | National Competition                            | 15         | 9          | 13        |
| 6  | National Exchange                               | 6          | 7          | 3         |
| 7  | Scientific Publications (Nationally Accredited) | 97         | 92         | 1         |
|    | <b>Total</b>                                    | <b>184</b> | <b>125</b> | <b>31</b> |

#### 2.4.4. CERTIFICATION

At UIN Walisongo Semarang, graduation is formally conferred upon students who have successfully completed all academic requirements, as established by Rector's Decree Number 367 of 2021. This includes passing all compulsory and elective courses within the stipulated curriculum, achieving the required Cumulative Grade Point Average (CGPA), successfully defending a final thesis or dissertation, and fulfilling all administrative obligations. The graduation process is managed by the respective faculty or postgraduate programme and culminates in an official academic ceremony. Upon graduation, students receive three primary documents: the **Diploma (Ijazah)**, which is the official degree certificate; the **Academic Transcript (Transkrip Nilai)**, providing a detailed record of all courses, grades, credits, and the final CGPA; and the **Diploma Supplement (SKPI - Surat Keterangan Pendamping Ijazah)**. The SKPI is a standardized supplement, modelled on the European Diploma Supplement, that offers a comprehensive description of the graduate's qualification, the national higher education system, and the competencies acquired, facilitating international recognition for academic and professional purposes. The graduation predicate Satisfactory, Very Satisfactory, or Honours/Cum Laude is determined by the CGPA and timely completion of studies and is recorded on both the transcript and diploma. As referenced in **Annex 36 (Diploma Supplement Decision)**, the issuance of the SKPI is governed by specific university policy. **Annex 37** provides an exemplar of the SKPI in English, detailing sections on the holder's information, qualification profile, and qualification level. Similarly, **Annex 38** offers examples of the English-language Degree Certificate and Academic Transcript, showcasing the standardised format for the graduate's name, degree title, course list with grades, and official university seals.

#### 2.4.5. COOPERATION

The State Islamic University (UIN) Walisongo Semarang is a state Islamic university that actively establishes strategic partnerships with various institutions, both domestic and international, to strengthen the Tri Dharma of Higher Education. The partnerships established cover the fields of education, research, community service, and human resource development. UIN Walisongo's partners are diverse, ranging from government agencies, universities, financial institutions, Islamic boarding schools, religious organisations, and international institutions from various continents. The forms of cooperation include student and lecturer exchanges, research collaboration, study programme organisation, laboratory development, utilisation of banking services, and scholarship programmes. With a vision of becoming a leading Islamic university with global competitiveness, UIN Walisongo continues to expand its network to improve academic quality, enrich Islamic knowledge, and make a real contribution to society. During the 2020–2025 period, UIN Walisongo has consistently built partnerships, with a total of 125 active collaborations. In 2020, a peak was reached in cooperation activities, with 27 collaborations, primarily involving domestic partners (24 collaborations). Between 2021 and 2023, there were 18, 24, and 26 collaborations, respectively, with a trend towards an increase in international partners, particularly from Malaysia, China, Korea, and Thailand. In 2024, a balance was achieved with 13 domestic and 13 foreign collaborations. Until 2025 (data as of early December 2024), 16 new collaborations have been formed,

reflecting UIN Walisongo's commitment to strengthening its global network while maintaining its local and national collaboration roots (**Annex 39**).

### 2.5. TEACHING STAFF

#### 2.5.1. TEACHING STAFF RECRUITMENT PROCESS

Policies/Decrees on the recruitment of lecturers and teaching staff

##### a. Recruitment of Permanent Lecturers

The recruitment of civil servants (PNS) at UIN Walisongo is carried out through two main schemes regulated nationally, namely CASN (Civil Service Candidates) and PPPK (Government Employees with Work Agreements). For the CASN pathway, recruitment is conducted openly through the SSCASN platform ([sscn.bkn.go.id](http://sscn.bkn.go.id)), which the State Civil Service Agency manages. This pathway is divided into several categories, including the General Pathway, Disability Pathway, PPG (Teacher Professional Education) Pathway, and other special categories determined by the Ministry of State Apparatus Empowerment and Bureaucratic Reform (KemenPAN-RB). The selection stages include administrative selection, SKD (Basic Competency Selection), SKB (Field Competency Selection), and interviews. The positions available are generally for Lecturers and Educational Staff, who, after passing the selection process, will be appointed as CPNS (Civil Servant Candidates) before becoming permanent civil servants.

##### b. Recruitment of Non-Permanent Lecturers

Meanwhile, the PPPK (Government Employees with Work Agreements) scheme is designed for specific functional personnel required by UIN Walisongo, including doctors, nurses, laboratory technicians, archivists, and other technical personnel. PPPK are appointed based on work agreements, with salaries and allowances adjusted according to their classification and workload, even though their status is not that of permanent civil servants. PPPK recruitment can be conducted through the PPPK portal managed by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) or through the SSCASN platform for specific positions. The selection process also involves administrative, competency, and interview stages, with an emphasis on technical and functional expertise in accordance with the position's requirements.

##### c. Recruitment of Foreign Lecturers

UIN Walisongo is offering opportunities for foreign lecturers to join as Non-Permanent Lecturers (Visiting/Guest Lecturers) to strengthen campus internationalisation, enrich global perspectives, and promote academic and research collaboration. Recruitment is based on the needs of study programmes, international classes, or specialised courses that require expertise from overseas. Prospective foreign lecturers are generally required to hold a doctoral degree (PhD) from an accredited university, have teaching or research experience in a related field, be proficient in English or another language of instruction, and have a track record of scientific publications. The recruitment process begins with an official announcement by the Bureau of Cooperation and International Affairs (KUI) or the faculty, followed by document selection, interviews, and academic presentations. Successful candidates will be assisted in obtaining work and residence permits (KITAS). The term of service is short-term (several months to one year) and can be extended. Main responsibilities include teaching in a foreign language, supervising research, and collaborating academically with local lecturers. Foreign lecturers receive honoraria as agreed, accommodation facilities (depending on policy), immigration administrative support, and full access to campus facilities (**Annex 40**).

#### 2.5.2. WORKING CONDITIONS THAT PRIORITISE TEACHING

Lecturers at UIN Walisongo have a responsibility to conduct teaching and guidance activities for their students. The teaching load for lecturers at UIN Walisongo is based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PermenPAN-RB) Number 17 of 2013, which states that the minimum teaching load for permanent lecturers is 12 SKS (18 ECTS) and the maximum is 16 SKS (24 ECTS) per semester. In addition, for lecturers who hold structural positions or have additional duties, the teaching load can be adjusted in accordance with applicable regulations.

### 2.5.3. PROFESSIONAL DEVELOPMENT OF TEACHING STAFF

#### a. Functional Positions

UIN Walisongo Semarang has established clear and systematic policies for developing functional positions for lecturers through the formation of a Credit Score Assessment Team (TPAK) and a Technical Credit Score Assessment Team (TTPAK). These two teams are responsible for assessing credit scores, which serve as the basis for lecturers' promotions and functional position upgrades. The opportunities provided are very open for lecturers to advance their careers, from Assistant Expert to Professor, by actively participating in research activities, publishing scientific papers, and engaging in community service. In addition, the university also provides an accelerated promotion programme for lecturers who have met the specified requirements. The results of this policy are evident in 2024, where UIN Walisongo has successfully produced 47 Professors, 106 Senior Lecturers, and 255 Lecturers, demonstrating positive development and a strong commitment to supporting academic advancement and the professionalism of the academic community.

#### b. Scholarships for Further Study

UIN Walisongo Semarang has a policy that supports academic development by providing scholarship support for further studies, both for Master's (S2) and doctoral (S3) programmes, both domestically and abroad. For lecturers, this opportunity can be accessed through various funding schemes, including State University Operational Assistance (BOPTN), Overseas Loans/Grants (PHLN), and cooperation with international partners. Meanwhile, educational staff (tendik) are also not overlooked, with the availability of scholarship programmes and competency certification covering technical and managerial training to enhance their professional capabilities. The university's commitment in this regard has yielded significant results, as demonstrated by the achievement in 2024, where 33% of lecturers have obtained doctoral degrees. This achievement continues to be improved sustainably through various advanced study programmes that are expected to strengthen human resource capacity in support of the vision of a leading research university.

#### c. Self-Development

To enhance the overall competence of its human resources, UIN Walisongo Semarang implements policies that prioritise self-development for lecturers and educational staff through various training programmes, workshops, and certifications. The development opportunities provided are diverse and relevant to both academic and operational needs, including training in research and writing international articles, specialised training for publication in reputable journals such as Scopus, and information technology training that covers IT security, mobile programming, and data management. Additionally, the university conducts Outcome-Based Education (OBE) curriculum training to enhance the quality of learning. For educational staff, competency certification is available in various fields, including public relations, administration, and public service. Not only that, but through rotation and multidisciplinary assignment programmes, both lecturers and educational staff are also allowed to broaden their professional knowledge and experience, enabling them to adapt to the ever-evolving dynamics of higher education.

#### d. Lecturer internationalisation programme

UIN Walisongo Semarang has a firm policy in promoting the internationalisation of lecturers through various forms of academic mobility, research collaboration, and global-level publications. The opportunities provided include international academic mobility, where lecturers can participate in exchange programmes, become guest lecturers, or engage in collaborative research with partner universities abroad. The university also provides funding support for lecturers to attend international training and conferences, including short courses organised by leading institutions in various countries. In 2024, five international collaborative research projects involving UIN Walisongo lecturers were conducted, reflecting a genuine commitment to establishing a global research network. In addition, the university provides special funds for international publications in reputable journals, such as those indexed in Scopus (Q1/Q2), as well as processing fee assistance to encourage scientific productivity. Lecturers are also allowed to be involved

in international class programmes and teaching in double degree schemes, which not only enriches their teaching experience but also strengthens UIN Walisongo's position as a university oriented towards global standards.

#### 2.5.4. LECTURER RECOGNITION ACTIVITIES

The lecturers in the Master's Programme in Islamic Communication and Broadcasting are actively engaged in a range of professional activities that are formally recognised by the university. This recognition system underscores the programme's commitment to fostering academic excellence, knowledge exchange, and professional development among its faculty. The recognised activities are diverse and impactful. They include serving as guest or visiting lecturers at other institutions, participating as members of expert teams, leading collaborative research projects funded through competitive grant schemes, and publishing in reputable international journals. Further recognition is given for active participation in professional organisations, completion of relevant certification programmes, and roles as speakers at significant national and international seminars and conferences. These contributions are not merely noted; they are integrated into the formal assessment of lecturer performance. They are key components considered during annual appraisals, career promotions, and within the university's remuneration system. This structured approach ensures that external engagement and scholarly impact are valued and incentivised, aligning individual achievement with the programme's strategic goals of enhancing its national and international reputation. This framework for lecturer recognition is detailed in supporting documents such as **(Annex 41)**:

**Table 8. Lecturer Recognition Summary (2022-2024)**

| No | Description                            | Level         | 2025 | 2024 | 2023 |
|----|----------------------------------------|---------------|------|------|------|
| 1  | Guest Lecturer / Visiting Lecturer     | International | 2    | 6    | 4    |
|    |                                        | National      | 5    | 5    | 3    |
| 2  | Expert Team                            | International | 0    | 0    | 0    |
|    |                                        | National      | 8    | 8    | 11   |
| 3  | Collaborative Research / Grant         | International | 1    | 0    | 0    |
|    |                                        | National      | 5    | 5    | 3    |
| 4  | Professional Activities & Associations | International | 1    | 1    | 1    |
|    |                                        | National      | 6    | 5    | 5    |
| 5  | Certification                          | International | 16   | 16   | 16   |
|    |                                        | National      | 30   | 30   | 30   |
| 6  | Seminar / Conference Speaker           | International | 3    | 3    | 3    |
|    |                                        | National      | 7    | 6    | 6    |

#### 2.5.5. LECTURER'S PUBLICATION ACTIVITIES

the lecturers of the Master's Programme in Islamic Communication and Broadcasting (KPI) demonstrate a robust and impactful research culture, characterised by consistent scholarly output in prestigious and accredited forums. This sustained activity underscores the programme's commitment to advancing knowledge, contributing to academic discourse, and enhancing its national and international reputation. The faculty's research encompasses a diverse range of contemporary and relevant themes, including digital communication, da'wah strategies, socio-cultural analysis, media studies, and community development, reflecting the interdisciplinary nature of the field. A key strength of this output is its publication in high-quality, indexed journals. Lecturers regularly publish in internationally recognised, reputable outlets indexed by Scopus (including Q2, Q3, and Q4 quartiles), ensuring their work reaches a global audience and meets rigorous international standards. Concurrently, a significant volume of research is disseminated through nationally accredited journals, primarily within Indonesia's SINTA (Science and Technology Index) system. The publications frequently appear in SINTA 2 and SINTA 3 ranked journals, indicating their high quality and relevance within the national academic landscape. This balanced portfolio—featuring both international and nationally accredited publications—highlights the programme's dual focus on achieving global scholarly impact while addressing locally significant issues. This active and high-calibre publication

record is integral to the programme's academic vitality. It directly informs and enriches the curriculum, provides a strong foundation for student research supervision, and fulfills the university's core mission in research and development. The collective achievements documented in Annexe 42 serve as tangible evidence of a dynamic and productive research environment.

**Table 9. Research Publications by Lecturers**

| Year | Total Publications | Scopus-Indexed | Sinta-Indexed (National) |
|------|--------------------|----------------|--------------------------|
| 2025 | 5                  | 3              | 2                        |
| 2024 | 13                 | 2              | 11                       |

### 2.5.6 LECTURERS' RESEARCH AND COMMUNITY SERVICE ACTIVITIES

the lecturers of the Master's Programme in Islamic Communication and Broadcasting (KPI) demonstrate a strong and active engagement in both research and community service, fulfilling a core mission of the university. Their activities are characterised by their practical relevance and scholarly depth, addressing contemporary societal, religious, and technological challenges. The main research topics pursued by the lecturers are diverse and impactful, focusing on critical areas such as Da'wah in the Digital Era, which examines the strategies, ethics, and impacts of digital preaching, influencer culture, and online religious content; Social Cohesion and Deradicalisation, exploring methods for fostering religious harmony, rehabilitating former offenders, and countering radical narratives both online and offline; Media, Communication, and Society, analysing media reporting on issues such as gender and conflict, political communication, and the socio-cultural effects of virtual spaces; Islamic Management and Development, investigating topics related to Hajj management, religious tourism, community empowerment, and sustainable development from an Islamic perspective; and Interfaith and Cross-cultural Studies, addressing issues of discrimination, tolerance, and the dynamics of Muslim minorities in global contexts. Concurrently, community service activities extend this scholarly expertise into practical application. These include international collaborations, such as training programmes for religious leaders and literacy initiatives abroad, as well as national projects focused on community empowerment, pandemic response, and enhancing religious literacy. This integrated approach ensures that academic inquiry directly informs and benefits society, while practical engagements enrich research with real-world insights. The detailed record in Annexe 43 showcases the programme's commitment to this synergy. **(Annexe 43)**

**Table 10. Summary of Lecturer Research and Community Service**

| Year | Number of Activities | Research (National) | Research (International) | Community Service (National) | Community Service (International) |
|------|----------------------|---------------------|--------------------------|------------------------------|-----------------------------------|
| 2025 | 3                    | 0                   | 0                        | 0                            | 3                                 |
| 2024 | 18                   | 15                  | 3                        | 0                            | 0                                 |
| 2023 | 10                   | 9                   | 1                        | 0                            | 0                                 |
| 2022 | 3                    | 3                   | 0                        | 0                            | 0                                 |

### 2.5.7 STRENGTHENING THE RELATIONSHIP BETWEEN EDUCATION AND RESEARCH

The Master's in Islamic Communication and Broadcasting Study Programme is designed to systematically embed research outputs, scholarly publications, and community engagement findings directly into its curriculum. This ensures that the programme remains at the forefront of developments in Islamic media, communication theory, and broadcasting practice, providing students with a rigorous, applied, and contextually relevant academic experience.

In core modules such as Islamic Media Theory (MKP 701023) and Broadcasting Management in Islamic Contexts (MKP 701035), teaching is closely informed by the ongoing research and publications of the academic staff. For instance, Professor Dr. H. Ilyas Supena, M.Ag. and Dr. H Najahan Musyafak, MA. CAH integrate their extensive work on media hermeneutics, digital da'wah, journalism ethics, deradicalisation communication, and broadcasting policy into seminar discussions, readings, and project briefs. Key texts from their published portfolios serve as essential course materials, linking theoretical frameworks to contemporary issues in Islamic communication.

This integration is operationalised through a variety of teaching and learning strategies:

- **Media Content Analysis Projects**, where students critically examine broadcast and digital media outputs using frameworks derived from staff research on discourse analysis, representation, and ideology.
- **Simulation and Production Exercises**, enabling students to apply research-based principles of ethical broadcasting, audience engagement, and multimedia storytelling in practical scenarios.
- **Research-led Seminars and Workshops**, where students engage directly with recent articles, policy papers, and case studies produced by programme staff, fostering critical dialogue on topics such as religious moderation in media, digital religious authority, and communication strategies for social cohesion.

Additionally, outcomes from the programme's community service initiatives—such as media literacy campaigns, training for Islamic broadcasters, or consultancy for religious organisations—are woven into the curriculum as live case studies. This allows students to observe and evaluate the application of communication theories in real-world settings and to understand how empirical research shapes effective communicative practice.

Student assessment is aligned with Programme Learning Outcomes (PLOs) through specifically designed rubrics that evaluate analytical depth, theoretical application, and the innovative use of research evidence in assignments, presentations, and dissertations. Documentation of this research-teaching integration is maintained within Semester Learning Plans (SLPs), assessment briefs, examination materials, and PLO attainment reports.

This structured approach guarantees that the Master's in Islamic Communication and Broadcasting not only disseminates advanced knowledge but also cultivates a culture of critical inquiry and evidence-based practice. It prepares graduates to be adept scholars and reflective professionals capable of navigating and shaping the complex landscape of Islamic communication in the digital age. (**Annex 44**).

### 2.5.8. TEACHING INNOVATION AND NEW TECHNOLOGY

In 2024, UIN Walisongo Semarang recorded several concrete examples of innovation in the learning process and academic activities, reflecting a commitment to sustainable development and global standards. One of these is the WISDOM (Walisongo, Islam, Democracy, Multiculturalism) Programme, an international summer course attended by participants from various countries. This programme not only introduces moderate Islamic values and the local wisdom of Walisongo, but also serves as a platform for cultural and intellectual exchange within the framework of democracy and multiculturalism. In the fields of community service and the environment, students from the Environmental Engineering Study Programme are actively involved in an eco-enzyme project conducted at Lake Jatisari, Mijen. This activity was even recorded as part of a MURI record for the largest amount of eco-enzyme poured, demonstrating the campus's real contribution to environmental sustainability issues.

In terms of learning evaluation, UIN Walisongo implements an innovative online proctoring system for TOEFL and IMKA exams. By integrating participants' webcams through e-learning platforms and Zoom, this system is designed to maintain academic integrity and honesty and prevent cheating. This innovation enhances the credibility of language examinations, making them accessible to both the academic community and the general public. Additionally, international research collaboration is a key focus of development. In the same year, UIN Walisongo lecturers and students collaborated on research with various renowned universities abroad, including Malaysia, Thailand, Australia, and the United Kingdom. This collaboration not only enhances the quality of research but also provides access to global academic networks, international publications, and the development of lecturer and student capacity in a competitive research environment. Through these various innovations, UIN Walisongo continues to strengthen its position as an adaptive educational institution that is responsive to technological developments and actively builds cross-border academic partnerships.

### 2.5.9. STAFF

The Master's Programme in Islamic Communication and Broadcasting (KPI) Staff Handbook (Annexe 45), the programme is supported by a core team of highly qualified academic staff. The documented profiles showcase a faculty with strong educational credentials, significant professional experience, and specialised expertise directly relevant to the field of Islamic communication and broadcasting. The detailed profiles of five key lecturers including two Professors demonstrate a commitment to advanced scholarship,

with all holding doctoral degrees (Ph.D.) from reputable national and international institutions. Their functional positions range from Professor (Guru Besar) to Senior Lecturer and Head Lecturer, indicating a mix of senior academic leadership and specialised teaching capacity. In terms of gender composition, the provided sample includes four male lecturers and one female lecturer, reflecting ongoing participation across genders within the senior academic team. Collectively, their extensive publication records, research projects, community service engagements, and professional roles such as assessors for national accreditation bodies (BAN-PT, BNSP) and reviewers for academic journals highlight a depth of practical and theoretical knowledge. This team provides a robust foundation for delivering a high-quality postgraduate programme, guiding student research, and contributing to the advancement of the discipline. (Annex 45).

### 2.6. LEARNING RESOURCES AND STUDENT SUPPORT

#### 2.6.1 DEAN'S OFFICE

The Dean's Office building of the Faculty of Da'wah and Communication at UIN Walisongo Semarang serves as the central administrative and leadership hub, designed to support both executive functions and daily operational services. It houses the Dean's representative office, which is equipped for hosting important guests and meetings with modern facilities such as multimedia projectors and video conferencing systems, alongside three dedicated offices for the Deputy Deans overseeing Academic Affairs, General Administration and Finance, and Student Affairs and Cooperation. The building is planned with a strong emphasis on safety, accessibility, and inclusivity, featuring clear signage, well-lit corridors, accessible entry points, and standard safety equipment like fire extinguishers and defined emergency exits to ensure a secure and welcoming environment for all visitors and staff.

Available services within the building cover the full spectrum of faculty administration, including academic governance and programme coordination, student registration and counselling, financial planning and BLU reporting, lecturer and staff affairs management, partnership administration, and quality assurance processes. The integrated administrative zone supports these functions through specialised sub-divisions, all operating within a framework that promotes transparency, accountability, and service excellence in line with Good University Governance principles. This professional and well-equipped centre is crucial for advancing the faculty's strategic vision, providing a conducive environment for leadership, stakeholder engagement, and the effective management of academic and administrative activities. Furthermore, the Faculty of Da'wah and Communication UIN Walisongo Semarang profile can be viewed through the following profile video <https://youtu.be/6m3Y2Q9EdCE?feature=shared>

#### 2.6.2. LIBRARY

##### University Library

The UIN Walisongo Semarang Library operates as a modern learning resource centre with a building area of approximately 10,954.9 m<sup>2</sup> spread across three campuses (Campus I: 11,176 m<sup>2</sup>, Campus II: 19,550 m<sup>2</sup>, and Campus III: 52,107 m<sup>2</sup>), equipped with a reading room that can accommodate around 2,000 students at the same time. Its services are available Monday through Thursday (08:00–18:00 WIB), Friday (08:00–18:00 WIB), and Saturday (08:00–15:00 WIB). Its collection includes more than 34,000 printed book titles as well as digital collections such as 6,885 e-books and an online repository accessible via [eprints.walisongo.ac.id](http://eprints.walisongo.ac.id). To support research, the library provides access to the Oxford and Cambridge international journal databases, as well as the American Corner, which serves as a reference centre.

The library's digital services include an integrated online catalogue, e-book lending, online journal access, and reference consultations via email/chat with librarians. All of these services have been optimised for mobile access via smartphones, making it easy for users to access library materials at any time. Support systems, such as the Open Journal System (OJS) and DOI/Crossref, are also available for managing scientific publications. For international students, the library offers collections in both English and Arabic, as well as access to global databases, and provides orientation and academic document translation services. Meanwhile, for people with disabilities, inclusive services are provided in the form of assistive

technology, audio and braille materials, and specialised librarian training, as reflected in the library's 2024 internal research on disability services. With an information literacy programme (Online Research Skills) for new students, a continuously updated collection, and a network of collaborations with various institutions (including the US Embassy and other universities), the UIN Walisongo library is not only a provider of learning resources but also an active academic partner supporting the university's vision as a leading research university with a global outlook. Furthermore, the Library profile can be viewed through the following profile video <https://www.youtube.com/watch?v=qpU3hiD1E8s>

### **Faculty Library**

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The Faculty of Da'wah and Communication Library at UIN Walisongo operates as an integrated unit within the university's centralised library system, with collections accessible across Campus I, II, and III. It houses a growing collection of printed and digital resources, including over 67,389 book titles, alongside subscriptions to reputable electronic journal databases such as Cambridge Journal Online, Oxford Journals, Emerald Journal, and Oxford Islamic Studies. The library provides stable internet access, reading rooms, discussion spaces, and computer terminals for accessing e-resources and the university's online catalogue and repository system. Designed with accessibility and safety in mind, the facility includes disability-friendly entryways, clear signage, and safety equipment, while services offered encompass book lending, reference assistance, digital resource access, and support for research and academic activities, all aligned with the operational hours of the faculty and university.

### **2.6.3. LEARNING RESOURCES AND STUDENT SUPPORT**

#### **Language Centre**

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The Language Development Centre (PPB) at UIN Walisongo Semarang is located on Campus III. It operates during the university's standard service hours, which are Monday to Thursday from 08:00 to 16:00 WIB, Friday with adjustments for prayer times, and Saturday from 08:00 to 15:00 WIB. As a language competency support unit, PPB provides comprehensive courses and certification services, including TOEFL courses, which in 2024 were attended by 89 participants, General English courses with 71 participants, and IMKA (Ikhtibar Miyar al-Kafa'ah fil 'Arabiyyah) courses, which attracted 42 participants in three periods. Additionally, PPB also offers special programmes such as English for Kids, English for Teens, and English for University, which have been attended by students from various other universities, including UNDIP, UNNES, UNIKA, and UDINUS, demonstrating the appeal and quality of the programs offered.

The facilities provided include adequate classrooms, language laboratories equipped with audio-visual devices, and the PPB e-learning platform, which is 100% accessible free of charge to the entire academic community via [elearningppb.walisongo.ac.id](http://elearningppb.walisongo.ac.id). This platform offers comprehensive TOEFL and IMKA practice questions, equipped with a digital proctoring system that utilises webcams and Zoom to maintain exam integrity. Another outstanding service is professional translation, which in 2024 successfully handled 132 pages of academic documents, including the translation of transcripts, official documents, and proofreading of journal articles.

The Language Development Centre (LDC) is also actively supporting the university's internationalisation programme through language preparation for student mobility participants, the BIPA (Indonesian Language for Foreign Speakers) programme, and outing class activities such as "Exploring Bali", which are designed to introduce Indonesian culture to foreign students. With solid statistical achievements and continuously developing services oriented towards user needs, the Language Development Centre at UIN Walisongo not only acts as a course provider but also as a strategic partner in enhancing the language competence of the academic community, supporting the achievement of the university's vision as a globally competitive educational institution.

#### **Scholarship**

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The scholarship programme at UIN Walisongo Semarang is supported by various sources, both external and internal, which inclusively support students from diverse economic backgrounds and achievements. External scholarships are mainly facilitated by the government and partner institutions, with KIP Kuliah as the flagship programme, which in 2024 will reach 1,842 students. Additionally, there are scholarships from Bank Indonesia (50 recipients), Bank Syariah Indonesia (25 recipients), Baznas Pusat and Daerah (81 recipients), as well as local governments such as the Rembang Regency Government (11 recipients) and the DKI Jakarta Provincial Government through the Jakarta Excellent Student Card – KJMU (85 recipients). Several scholarship programmes also come from corporate partners and social foundations that have established direct cooperation with the university.

Internally, UIN Walisongo provides Achievement & Cooperation Scholarships sourced from the University's DIPA, which in 2024 were awarded to 92 students. Faculties within UIN Walisongo also actively develop their own scholarship schemes, either through collaboration with industry, donors, or faculty budget allocations. For example, the Faculty of Economics and Islamic Business (FEBI) and the Faculty of Psychology and Health (FPK) have scholarship and study assistance programmes related to internships, research, or specific academic achievements in their respective departments. Additionally, the Postgraduate Programme provides research scholarships and publication assistance to Master's and Doctoral students who are actively engaged in research and scientific writing. Overall, the scholarship system at UIN Walisongo is managed in an integrated manner through the Student Affairs Section and respective faculties, with transparent selection processes involving verification teams and periodic monitoring. With a variety of sources and schemes available, UIN Walisongo is committed to reducing financial barriers, increasing access to higher education, and encouraging students to excel in both academic and non-academic fields.

### **2.6.4. MEDICAL, MENTAL HEALTH, STUDENT WELLNESS**

#### **Psychological Services Centre**

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Psychological services at UIN Walisongo are primarily provided through the Faculty of Psychology and Health (FPK) and the Bureau of Academic Administration, Student Affairs, and Cooperation (Biro AAKK). FPK provides counselling, psychological assessment, and psychosocial support services for students and the community, supported by cooperation with eight hospitals (such as Tugurejo Regional General Hospital and Dr Amino Gondohutomo Regional Mental Hospital) and institutions such as the National Narcotics Agency (BNN) and BAPAS. FPK also actively conducts soft skills training, psychoeducation, and drug prevention programmes. Meanwhile, the AAKK Office provides basic guidance and counselling, leadership training, and character development, supported by Student Activity Units (UKM) that organise peer support.

Holistic health services are also available through the campus polyclinic, which serves as a referral point for psychological issues, as well as through collaboration with the Central Java Provincial Health Office and other social institutions, such as the National Narcotics Agency. In 2024, the Faculty of Psychology (FPK) held the Psychology Scientific Competition (KIMPSI) and training for mental health support staff. Looking ahead, UIN Walisongo is committed to strengthening campus counselling services, early detection systems, and continuous mental health education in line with the 2025–2029 Strategic Plan, to support the psychological well-being of the academic community inclusively.

#### **Sexual Violence Service Centre**

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UIN Walisongo Semarang has established a Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) as a concrete implementation of Permendikbudristek No. 30 of 2021, in line with the university's commitment to creating a safe and violence-free campus environment. The Satgas PPKS functions as a responsive unit that handles complaints, conducts initial investigations, provides victim assistance, and coordinates holistic case management. In its structure, the Satgas PPKS comprises university leaders, lecturers (particularly from the Faculty of Psychology and Health and the Faculty of

Da'wah and Communication), health workers, student representatives, and experts in the fields of law, psychology, and medicine.

The PPKS Task Force works closely with the Centre for Gender and Children Studies (PSGA) on prevention through education, socialisation and awareness campaigns. In terms of handling cases, the Task Force coordinates with the Faculty of Psychology and Health (FPK) for counselling and trauma recovery services, as well as with the AAKK Bureau and Internal Supervisory Unit (SPI) for legal and internal supervision aspects. The services provided include a complaint hotline, psychological and legal assistance, medical referrals through campus clinics or partner hospitals, and protection for witnesses and victims.

In the future, in line with the 2025–2029 Strategic Plan, UIN Walisongo will strengthen the capacity of the PPKS Task Force through continuous training, the provision of a special budget, and the integration of a digital reporting system. With the establishment of the PPKS Task Force, the university demonstrates its commitment to ensuring the safety, dignity, and comfort of all academic staff and students, while also supporting the creation of an inclusive, gender-responsive campus free from all forms of violence.

### **Legal Services Centre**

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UIN Walisongo Semarang provides integrated legal services through the Faculty of Da'wah and Communication (FSH) and the Bureau of Academic Administration, Student Affairs, and Cooperation (Biro AAKK). FSH operates a Legal Clinic that provides legal consultation services, case assistance, and legal education to the community, particularly in the fields of Islamic family law, Islamic criminal law, and sharia economic law. Competent lecturers and students support this clinic, which has established cooperation with various law enforcement agencies, including the District Court, Religious Court, and National Narcotics Agency (BNN). Additionally, FSH regularly organises national and international seminars, as well as the "Bahstul Masail" programme in collaboration with PB NU to discuss current legal issues.

At the university level, the AAKK Bureau, through the Cooperation and Legal Affairs Division, provides internal legal services, including assistance in drafting cooperation agreements (MoU/PKS), normative advocacy, and handling administrative disputes. These services are supported by the Internal Supervisory Unit (SPI), which oversees legal compliance and internal regulations. Looking ahead, in line with the 2025–2029 Strategic Plan, UIN Walisongo is committed to strengthening its legal services through the development of a Legal Centre integrated with a digital reporting system, capacity building, and the expansion of its network of legal partners ( ) with national and international legal institutions, to support the creation of transparent, accountable, and equitable university governance.

### **Career Counselling Service**

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UIN Walisongo Semarang offers centralised Career Counselling Services through the Walisongo Career Centre (WCC), as part of the university's commitment to enhancing the competitiveness and employability of its graduates. This service offers comprehensive assistance, including individual career consultations, CV and portfolio writing training, mock job interviews, and professional competency development workshops tailored to industry needs. The WCC also actively organises job fairs, specialised job exchanges, and a series of sharing sessions with alums and partner companies to expand networks and job opportunities for students and graduates.

In addition, the Faculty of Economics and Islamic Business (FEBI) and other faculties contribute through structured internship programmes, competency certification through the Professional Certification Agency (LSP), and collaboration with relevant businesses and industries. Career counselling services at UIN Walisongo are supported by an integrated tracer study system to monitor alum development and graduate feedback, ensuring that programmes can be continuously adapted to labour market trends. Moving forward, the university is committed to expanding its network of industry partners, developing a digital career platform, and enhancing the capacity of career counsellors so that every student can plan their professional future in a more focused and competitive manner.

## Sports Facilities

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UIN Walisongo Semarang offers a comprehensive range of sports facilities, spread across its three campuses, with a total sports area of approximately 25,000 m<sup>2</sup>. These facilities include a standard football field covering an area of ± 7,500 m<sup>2</sup> that can accommodate up to 500 spectators, a futsal field with two separate fields (total area of approximately 1,200 m<sup>2</sup>) that can each be used by 20–30 players at the same time, as well as indoor and outdoor badminton courts consisting of eight courts (area of approximately 800 m<sup>2</sup>) with a capacity of 50–60 players. Additionally, there is a volleyball court (approximately 400 m<sup>2</sup>) for two main courts, a tennis court (approximately 650 m<sup>2</sup>), and a wall climbing facility with a wall height of 10 metres that can accommodate 15–20 participants per session.

All of these sports facilities are professionally managed by the UIN Walisongo Business Development Agency and supported by a multipurpose building with a capacity of up to 800 people, which is often used for gymnastics, martial arts, and other fitness activities. These facilities not only serve the daily needs of the academic community but also serve as venues for various events such as inter-faculty tournaments, regional competitions, and training for student sports clubs (UKM). With sufficient space and capacity, UIN Walisongo creates a healthy, active campus environment that supports the development of non-academic achievements, in line with the university's commitment to realising a smart and green campus.

## Student dormitory

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UIN Walisongo Semarang provides student accommodation facilities known as Ma'had Al-Jami'ah Walisongo, which serve not only as a place to live, but also as a centre for character building, spirituality, and academics based on Islamic values. The dormitory occupies an area of 9,055 square metres with a total building area of approximately 16,403 square metres, consisting of several separate buildings for male and female students, equipped with study rooms, a mini library, a multipurpose room, and supporting facilities such as a prayer room, canteen, and comfortable green areas. With a capacity to accommodate around 2,500 students per period, Ma'had Al-Jami'ah implements a tiered guidance system through three waves of programmes during one academic year, where new students are required to undergo intensive guidance for one semester.

The programme at Ma'had Al-Jami'ah not only focuses on strengthening Arabic and English language skills, memorising the Qur'an, and studying classical Islamic texts, but also integrates the values of religious moderation, leadership, and social responsibility. The guidance is provided by musyrif and musyrifah (dormitory supervisors), who are selected senior students, guided directly by expert lecturers. In addition, the dormitory also actively organises activities such as eco-pesantren training, santri gardening, and community service programmes, which aim to develop students who excel academically, have noble character, and are ready to contribute to society. With a structured system and a conducive environment, Ma'had Al-Jami'ah Walisongo has become a vital component in supporting UIN Walisongo's vision as a campus that holistically integrates knowledge with Islamic values.

### 2.6.5. IT SERVICE

UIN Walisongo Semarang has developed a comprehensive information technology (IT) infrastructure and services to support all academic, research, and administrative activities within the framework of becoming an innovative and green campus. The core network infrastructure is supported by fibre optic connections that cover the entire campus (Campuses I, II, and III) and the central service building, with a current internet bandwidth capacity of 5,200 Mbps. This bandwidth is provided through two leading service providers, Telkom Indonesia and Indosat Ooredoo Hutchison, which are operated redundantly to maintain stability and access speed. This fibre optic network not only supports internet connections but also serves as the backbone for the internal telephone system, video conferencing, network security, and centralised information system integration.

IT management is carried out by the Information Technology and Data Centre (PTIPD), which provides a range of essential services such as an integrated academic information system (SIKAD), an e-learning platform, a mobile campus application, institutional email services, and access to international journal

databases such as Oxford University Press and Cambridge University Press. To ensure the security and sustainability of its services, PTIPD operates a warm disaster recovery centre (DRC) and implements cybersecurity systems, including firewalls, intrusion detection, and web application firewalls. Additionally, there are more than 600 Wi-Fi access points spread across the campus, including lecture halls, libraries, and dormitories, enabling the academic community to access digital resources smoothly.

IT services also include technical support through an IT helpdesk, digital literacy training for lecturers and teaching staff, and the development of information systems that are responsive to the needs of users, including international students and individuals with disabilities. With reliable fibre optic infrastructure, high bandwidth, and continuously innovating services, UIN Walisongo not only ensures smooth operations but also strengthens the foundation for digital transformation, aligning with its vision as a world-class research university.

### **2.6.6. COUNSELLING SERVICES**

UIN Walisongo Semarang offers comprehensive and integrated personal counselling services to the entire academic community, including students, lecturers, and educational staff who are facing psychological, emotional, or adjustment issues. These services are primarily organised by the Faculty of Psychology and Health (FPK) through psychology and counselling clinics supported by professional staff, including certified psychology lecturers and practising psychologists. In practice, the services include individual counselling, support therapy, psychological assessment, and crisis intervention, which can be accessed directly or through referrals from academic or student affairs units.

In addition to FPK, the Academic, Student Affairs, and Cooperation Bureau (Biro AAKK) also provides basic psychosocial assistance through the Student Affairs Subdivision, including academic counselling, assistance in overcoming academic stress, and assistance with social issues on campus. These services are also supported by peer counselling centres run by certain Student Activity Units (UKM), as well as online counselling programmes that allow for more flexible and private access to services.

To ensure sustainability, UIN Walisongo has established partnerships with several hospitals and mental health institutions, including Dr Amino Gondohutomo Mental Hospital and Tugurejo Regional General Hospital, which can serve as referral centres for more intensive treatment. Moving forward, the university is committed to strengthening its personal counselling services through the development of an integrated digital platform, ongoing training for internal counsellors, and inclusive mental health campaigns, in line with the campus's vision of caring not only about academic achievement but also about the psychological well-being of all its members.

### **2.6.7. STUDENT ENGAGEMENT**

The student development, including policies, services, and organisational structures that support student activity units. The university emphasises student organisations as an integral part of character building, leadership development, and the implementation of the Tri Dharma of Higher Education. Through institutional policies, student activity units are encouraged to cultivate academic, religious, cultural, social, and entrepreneurial competencies. These policies reflect the university's commitment to producing graduates who are not only academically competent but also active, responsible, and engaged members of society. UIN Walisongo Semarang provides various facilities and services to support the operation and growth of student activity units. These include organisational guidance through the Student Affairs division, access to meeting rooms and activity spaces, training programmes, administrative support, and opportunities to participate in national and international events. The university also facilitates leadership development programmes, community service initiatives, and student creativity activities. Through these services, student organisations are able to organise events, competitions, seminars, and social programmes that enhance both personal and institutional achievements.

UIN Walisongo Semarang encourages active and diverse student engagement through university-level and faculty-level Student Activity Units (UKM), which are designed to accommodate students' interests, talents, and the development of soft skills beyond the academic curriculum. At the university level, there are numerous UKMs divided into various fields such as sports (football, futsal, badminton, taekwondo, and others), arts and culture (theatre, choir, dance, and music), science and reasoning (debate, research, and journalism), special and religious activities (student Islamic organisations and student Islamic boarding

school communities), as well as entrepreneurship and social service initiatives. These units serve not only as platforms for self-expression and personal growth but also as arenas for achievement. Students actively participate in regional, national, and international competitions, resulting in hundreds of accomplishments each year that reflect the vibrancy and competitiveness of student life at the university. Meanwhile, at the faculty level, each faculty manages its own student organisations, including Faculty Student Activity Units (UKM Fakultas), Department Student Associations (HMJ), Faculty Student Senates (SEMA-F), and Faculty Student Executive Boards (DEMA-F). These organisations are more specifically tailored to the scientific characteristics and professional orientation of each field of study, enabling students to strengthen academic identity, leadership, and organisational skills within their respective disciplines. All activities are systematically organised under the guidance of supervising lecturers and supported by structured funding from both the university and the faculties. Through this dynamic and well-coordinated student engagement ecosystem, UIN Walisongo develops not only academically excellent graduates but also creative individuals who possess leadership qualities, strong networks, and high social awareness, in line with the university's vision of integrating the unity of knowledge for humanity and civilisation.

### 2.6.8. PROMOTIONAL STRATEGIES FOR INTERNATIONAL STUDENTS

UIN Walisongo Semarang has implemented a series of systematic and sustainable promotion and recruitment strategies to attract international students, in line with its vision of internationalisation and transformation towards becoming a world-class research university. The main strategies include strengthening international academic partnerships, whereby the university actively establishes and renews MoUs (Memoranda of Understanding) with universities and educational institutions in various countries, such as Jiangsu Normal University (China), University of Malaya (Malaysia), Fatoni University (Thailand), as well as the Muslim World League and Imam for Training and Development (UK) networks. Through these partnerships, UIN Walisongo opens up opportunities for student exchange programmes, double degrees, joint research, and short courses, which are the main attractions for prospective international students.

In terms of digital promotion and communication, UIN Walisongo intensively utilises online platforms and social media to introduce its study programmes, campus facilities, cultural life, and achievements to a global audience. The International Office manages English-language websites and channels, organises virtual campus tours, and participates in international education fairs both online and offline. Additionally, the university has developed special programmes for international students, such as the International Short Programme WISDOM (Walisongo, Islam, Democracy, and Multiculturalism), which offers a brief learning experience on moderate Islam, Indonesian culture, and local wisdom values, as well as the MOSMA (MORA Overseas Students Mobility Awards) scholarship programme facilitated by the Ministry of Religious Affairs.

To support the adaptation and comfort of international students, UIN Walisongo provides comprehensive support services, including international dormitories, cultural counselling, Indonesian language classes (BIPA), and integration into student and social activities. A peer support approach, such as through tutors or a buddy system involving local students, is also a strategy to strengthen interaction and reduce cultural shock. The results of this strategy are reflected in the total number of international students recorded in 2024, which is 181, comprising 61 degree programme students and 120 non-degree students (enrolled in short courses, exchanges, and special programmes). These international students come from various countries, including Thailand, Somalia, Nigeria, Yemen, Malaysia, Libya, Turkey, Turkmenistan, and Algeria. With a combination of proactive promotional strategies, extensive partnerships, and humane support services, UIN Walisongo continues to increase its appeal on the global stage and strengthen its position as a competitive Islamic higher education destination at the international level.

## 2.6.9. FINANCE, FACILITIES, AND INFRASTRUCTURE

### Sources of Revenue for UIN Walisongo in 2024

UIN Walisongo's revenue in 2024 will come from three main pillars. Revenue from the government through the state budget allocation will reach €8,250,201, or around 49.5% of total operating revenue, which will be allocated for personnel, goods, services, and capital expenditure. Independent revenue from university services (BLU) contributes significantly at €8,331,252 (50.1%), with the most significant portion coming from educational services (UKT, SPP) at €7,284,696 (87.4% of BLU revenue), followed by banking services (€509,654), asset leasing (€333,596), and non-educational services (€204,961). Meanwhile, income from industry and partnerships such as deposit profit sharing with Islamic banks, institutional cooperation, and business units has been included in the BLU income component, demonstrating a healthy income diversification strategy.

### Expenditure Allocation for Various Strategic Areas

University financial management is directed towards supporting its academic and social mission. In the area of Education, funds are allocated for the procurement of infrastructure, building maintenance, and academic activities, which are covered in the cost of goods, services, and maintenance. Human Resource Development absorbs the largest budget, with staff expenses reaching €8,895,562, which includes salaries, allowances, and capacity building for lecturers and educational staff. To encourage research, the Research and Publication budget is provided through conference funding, journal publications (including APC), and other research activities.

The university also demonstrates a strong commitment to Community Service by allocating €1,182,743 specifically for social assistance, which is realised through community service programmes, community training, and campus health services. The Scholarship Programme receives an equal share (€1,182,743), which is entirely allocated to KIP Kuliah Scholarships, helping thousands of students from various batches. Meanwhile, to enhance global competitiveness, the International Programme is funded through official travel and cooperation expenses, supporting participation in international conferences, exchange programmes, and research collaborations with overseas partners.

### Performance Review and Financial Challenges

Overall, UIN Walisongo's total operating revenue in 2024 reached €16,687,521, while total operating expenses were higher at €17,220,639. These expenses resulted in an operating deficit of €446,227, mainly due to a faster increase in expenditure (up 9.42%) compared to revenue (up 4.06%). Nevertheless, the university has maintained its liquidity with a year-end cash balance of €7,624,230. Future financial challenges lie in optimising independent revenue, expenditure efficiency, and innovation in financing models to support financial sustainability and achieve the vision of becoming a leading research university.

### FDK finances

The financial structure of the Faculty of Da'wah and Communication at UIN Walisongo Semarang in 2024 shows a total income of IDR 98 billion (approx. EUR 5.6 million), predominantly sourced from government funding via the Ministry of Religious Affairs and BLU operational support, which constitutes 66.3% of the budget. Non-government revenue, including tuition fees, service charges, and asset rentals, contributes 25.5%, while external grants from industry and donor collaborations remain a smaller portion at 8.2%, indicating a continued reliance on state allocation but also highlighting significant potential for diversifying and strengthening external funding streams to enhance financial sustainability and support strategic academic and research initiatives.

The Faculty of Da'wah and Communication at UIN Walisongo Semarang allocated a total expenditure of IDR 89 billion (approximately EUR 5.09 million), with the largest portion IDR 45 billion (50.6%) dedicated to education and teaching, covering curriculum development, facilities, and e-learning resources. Research received IDR 12.5 billion (14%), while scholarships and student support, along with infrastructure and administration, each accounted for IDR 8.5 billion (9.6%), followed by human resource

development at IDR 6.5 billion (7.3%), publication and scientific dissemination at IDR 4 billion (4.5%), and contingency funds also at IDR 4 billion (4.5%), reflecting a balanced investment in academic excellence, research capacity, student welfare, and operational resilience.

The financial governance and systems at the Faculty of Da'wah and Communication, UIN Walisongo Semarang, are characterized by strong accountability and transparency, evidenced by an annual unqualified audit opinion (WTP) from the State Audit Agency (BPK) or a Public Accounting Firm (KAP), ensuring full compliance and disclosure. The institution utilizes integrated digital systems, including SIMKEU for financial management, SIAKAD for academic-financial integration, SIMPEG for payroll, E-BLU for revenue and asset management, and an E-Reporting dashboard for real-time budget monitoring. Furthermore, transparency is upheld through publicly accessible financial statements, regular publication of Performance Reports (LKJ), and the online disclosure of BPK audit summaries, reinforcing trust and adherence to public sector financial standards.

## 2.7 INFORMATION MANAGEMENT

### 2.7.1. DATA MANAGEMENT POLICY

The Information Technology (IT) Policy of UIN Walisongo Semarang, as outlined in the IT Master Plan 2025–2029, is a strategic and holistic framework designed to transform the university into a Smart Islamic Research University. The policy integrates digital technology across all academic, administrative, and governance functions, ensuring alignment with Islamic values, national accreditation standards, and public accountability under the Public Service Agency (BLU) model.

#### 1. Strategic Digital Transformation

The policy positions IT not as a support function but as a strategic enabler of institutional excellence. It focuses on creating a unified digital ecosystem that connects academic services, research, community engagement, finance, and governance through integrated platforms. This approach supports the university's vision of becoming a nationally recognized research university rooted in Islamic scholarship and the principle of Wahdatul 'Ulum (Unity of Knowledge).

#### 2. Integrated Architecture and Data Governance

At the core of the policy is the "Single Data Walisongo" initiative, which establishes a centralized data architecture to eliminate silos and ensure data consistency. The framework includes master data management, a data warehouse, and business intelligence (BI) dashboards to provide real-time insights for decision-making, accreditation readiness, and performance monitoring. Data governance is structured to ensure accuracy, security, and ethical use in compliance with national regulations.

#### 3. Comprehensive IT Governance and Security

The policy adopts COBIT-based governance for strategic oversight and ITIL-based service management for operational excellence. It establishes formal IT steering committees, service level agreements (SLAs), and portfolio management to align IT investments with institutional goals. Cybersecurity is prioritized through a multi-layered framework that includes identity management, encryption, continuous monitoring, and a Security Operations Centre (SOC) to protect digital assets and ensure compliance.

#### 4. User-Centered Digital Services

The policy emphasizes enhancing the digital experience for students, lecturers, and staff. It promotes the adoption of integrated platforms such as SIAKAD (academic system), LMS (learning management), research management systems, and BLU finance applications all accessible through a single sign-on portal. This ensures efficiency, transparency, and ease of use in academic and administrative processes.

#### 5. Sustainable Implementation and Accountability

The IT Master Plan is implemented through a phased roadmap (2025–2029) and integrated with existing accountability frameworks such as SAKIP (government performance system), PPEPP (quality assurance cycle), and BLU performance controls. Each strategic initiative is linked to measurable KPIs, dedicated owners, and budget allocations, ensuring that every investment delivers tangible value and supports the university's mission.

UIN Walisongo's IT policy is a forward-looking, governance-driven, and ethically grounded framework that leverages digital transformation to achieve academic excellence, research innovation, and institutional resilience in line with its identity as an Islamic university serving society (**Annex 46**).

### 2.7.2. PERFORMANCE INDICATOR SYSTEM

UIN Walisongo Semarang, as a state Islamic university under the Ministry of Religious Affairs, manages its institutional performance through a system of Key Performance Indicators (IKU) (**Annex 47**) that are aligned with national higher education policies and the strategic planning of the Ministry of Religious Affairs. The formulation and achievement of IKU are based on a structured performance accountability framework, referring to Presidential Regulation No. 29 of 2014 concerning the Government Agency Performance Accountability System (SAKIP) and other relevant ministerial regulations.

To achieve its vision and mission, UIN Walisongo Semarang has established 11 Strategic Objectives broken down into 34 Key Performance Indicators (IKU) for 2024. The strategy for achieving these IKUs is implemented through systematic stages:

- a. Performance Planning: Formulating strategic plans (Renstra) and annual work plans (RKT) that are aligned with the national medium-term development plan (RPJMN) and the strategic plan of the Ministry of Religious Affairs.
- b. Budget Preparation: Preparing the Work Plan and Budget (RKA-KL) to finance programmes and activities that support the achievement of IKU.
- c. Performance Agreement: Signing a performance agreement between the Rector and the Director General of Islamic Education as a formal commitment to achieving the set targets.
- d. Performance Monitoring and Reporting: Conducting regular monitoring, evaluation, and preparation of Performance Reports (LKj) to assess the achievement of targets and as a form of institutional accountability.

The 34 IKUs of UIN Walisongo Semarang for 2024 are designed to measure performance across four main dimensions: Quality of Human Resources, Quality of Education and Graduates, Quality of Research and Community Service, and Institutional Governance. These indicators are interrelated and must be pursued in an integrated and synergistic manner.

UIN Walisongo Semarang's 2024 performance strategy is structured around 34 Key Performance Indicators (IKU) grouped into seven strategic clusters, aiming to enhance institutional quality, accountability, and competitiveness in line with its vision as a leading Islamic research university.

In human resource development, the university targets improving lecturer competence (72%), educational staff competence (41%), increasing the number of professors and senior lecturers, and ensuring a high percentage of permanent lecturers hold doctoral degrees or professional certifications (84.96%). These efforts are designed to strengthen academic capacity and teaching quality.

For student recruitment and graduate outcomes, UIN Walisongo focuses on increasing prospective student applicants (5%), boosting graduate employability or further study rates (53.51%), enrolling more international students (100), encouraging student engagement outside campus (38.57%), improving on-time graduation rates, and enhancing graduate user satisfaction (3.64/4). These indicators reflect a commitment to producing competitive, well-rounded graduates.

Institutional governance and service quality are measured through accreditation achievements (57% of study programmes targeted for A/Excellent), implementation of internal quality assurance systems (55%), expansion of internationally recognised study programmes (3), and service satisfaction indices (3.26). This ensures that management and academic services meet national and international standards.

In research and community service, the university aims to increase recognised research outputs (190 titles), secure external research funding (IDR 489.5 million), raise the percentage of nationally accredited

journals (65%), expand community service outputs (55 titles), attract external community service funding (IDR 82.5 million), and maintain high average scores in the Religious Moderation course (3.6). These targets emphasize applied, impactful scholarship aligned with social needs.

Cooperation and institutional development are advanced through lecturer involvement in external academic activities (70.08%), study programme collaborations (75.19%), improved learning facilities (84% meeting standards), and modernized BLU financial management (190%). These efforts enhance partnerships, infrastructure, and administrative efficiency.

Financial and governance accountability is tracked via budget absorption (95.25%), accurate revenue projections, clean audit opinions (WTP), PNPB-to-operational cost ratios (57.86%), BLU revenue targets, resolution of audit findings (89.75%), and strong governance scores. This ensures transparent, effective, and accountable resource management.

Finally, the smart and green campus initiative is measured through the UI GreenMetric score (7085) and Webometrics national ranking (153), reflecting commitments to sustainability, digital integration, and institutional reputation.

Collectively, these IKUs form a comprehensive performance framework that guides UIN Walisongo Semarang in fulfilling its tri dharma mission education, research, and community service while strengthening governance, partnerships, and sustainability in pursuit of national and global recognition.

### 2.7.3. STUDENT MANAGEMENT INFORMATION SYSTEM

UIN Walisongo Semarang has developed a comprehensive integrated information system supported by various digital platforms to monitor and manage student achievement targets from registration to career development. This system is designed to ensure transparency, accountability, and responsiveness in the management of academic and non-academic data.

#### 1. Registration and Admission of New Students

The new student registration process is managed through the online New Student Admission System (PMB), accessible at <https://pmb.walisongo.ac.id/>. This system is integrated with the national selection process (SNBP, SNBT) and the independent selection process, enabling the monitoring of the conversion rate from applicants to enrolled students. In 2024, the system recorded an average admission ratio of 1:5.1.

#### 2. Academic Monitoring and Study Progress

Student academic progress is monitored through the Academic Information System (SIKAD), which can be accessed at <https://akademik.walisongo.ac.id/>. SIKAD records Semester Grade Point Average (IPS/IPK), attendance, assignment completion, and participation in activities. This system is also equipped with an early warning system to identify students who are at risk academically or administratively.

#### 3. Service Satisfaction and Quality Survey

UIN Walisongo conducts digital student satisfaction surveys through a platform integrated into SIKAD or a special link shared via email and the academic portal. The survey results are analysed by the Quality Assurance Institute (LPM) and form the basis for service improvements. In 2024, the student satisfaction index regarding lecturer performance reached 4.38 (on a scale of 5).

#### 4. Graduation Information and Tracer Study

Graduation data is monitored through the graduation module in SIKAD. At the same time, alum tracking is carried out through the Tracer Study application, which can be accessed at <https://sitrace.walisongo.ac.id/> or through integration with the Walisongo Career Centre. By 2024, 50% of alums will be traceable through this system, with 25% securing employment within one year or less after graduation.

#### 5. Career Development and Connections with the Business World

Walisongo Career Centre operates a digital career platform accessible at [career.walisongo.ac.id](https://career.walisongo.ac.id). This platform connects students and alums with job vacancies, internships, and training opportunities, and provides online career counselling and digital CV creation services. In addition, the alum network system is managed through the portal <https://wcc.walisongo.ac.id/>

## 6. Data Integration and Performance Dashboard

All data from various applications is integrated into a university performance dashboard that leaders and relevant units can access via <https://wcc.walisongo.ac.id/>. This dashboard visually displays the achievement of IKU targets in the field of student affairs in real-time, including the percentage of on-time graduation, satisfaction levels, and graduate absorption rates.

### 2.7.4. INTEGRATED CAMPUS MANAGEMENT SYSTEM

The management information system (MIS) at UIN Walisongo is an extensive ecosystem of integrated digital platforms designed to streamline university operations. This comprehensive system manages the core academic journey from student admissions and course registration through to thesis guidance, graduation, and alumni tracking. It also handles critical administrative functions, including human resources for lecturers and staff, research and publication management, library services, quality assurance, financial transactions, and public information requests. Developed and supported by the Center for Information Technology and Data Processing (PTIPD), the unified digital infrastructure supports the university's academic and administrative missions efficiently.

**Table 11.** List of Information Systems at UIN Walisongo

| No | Name of System/Application                       | Description                                                                                                                 | URL                                                                                 |
|----|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1  | <b>Academic Information System (SIKAD)</b>       | A central system for managing academic data, including course registration, grading, academic advising, and class journals. | <a href="https://akademik.walisongo.ac.id">akademik.walisongo.ac.id</a>             |
| 2  | <b>Student Data Management (Postgraduate)</b>    | A dedicated system for postgraduate students to manage personal, parental, financial, and achievement data.                 | <a href="https://datadiri-pasca.walisongo.ac.id">datadiri-pasca.walisongo.ac.id</a> |
| 3  | <b>Employee Information System (SIMPEG)</b>      | Manages data for all staff and lecturers, including basic information, placement history, status, and digital documents.    | <a href="https://simpeg.walisongo.ac.id">simpeg.walisongo.ac.id</a>                 |
| 4  | <b>Lecturer Performance Load (BKD)</b>           | Manages and reports on the performance workload of lecturers.                                                               | <a href="https://bkd.walisongo.ac.id">bkd.walisongo.ac.id</a>                       |
| 5  | <b>Final Project/Thesis Guidance (SIBiTA)</b>    | Aids in the guidance and monitoring process for students completing their final theses or projects.                         | <a href="https://sibita.walisongo.ac.id">sibita.walisongo.ac.id</a>                 |
| 6  | <b>Comprehensive &amp; Munas Exam Management</b> | Handles the electronic administration of comprehensive and final defense exams, including registration and scheduling.      | <a href="https://tugasakhir.walisongo.ac.id">tugasakhir.walisongo.ac.id</a>         |
| 7  | <b>Graduation Information System</b>             | Manages the entire graduation process for students.                                                                         | <a href="https://wisuda.walisongo.ac.id">wisuda.walisongo.ac.id</a>                 |
| 8  | <b>Alumni Information System</b>                 | A platform dedicated to managing data and engagement with university alumni.                                                | <a href="https://alumni.walisongo.ac.id">alumni.walisongo.ac.id</a>                 |
| 9  | <b>Online Learning (E-Learning)</b>              | A digital learning platform providing online courses and resources for students and faculty.                                | <a href="https://elearning.walisongo.ac.id">elearning.walisongo.ac.id</a>           |
| 10 | <b>Walisongo Learning (WELearn)</b>              | A platform offering Massive Open Online Courses (MOOCs) for students, learners, and the general public.                     | <a href="https://welearn.walisongo.ac.id">welearn.walisongo.ac.id</a>               |

| No | Name of System/Application                            | Description                                                                                                                   | URL                                                                        |
|----|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 11 | <b>Public Service Agency (BLU) Transaction System</b> | Manages transactions for renting university assets and services (e.g., guest houses, multipurpose buildings, transportation). | <a href="http://blu.walisongo.ac.id">blu.walisongo.ac.id</a>               |
| 12 | <b>Walisongo Eprints</b>                              | The university's institutional repository for academic publications like theses, journals, and research reports.              | <a href="http://eprints.walisongo.ac.id">eprints.walisongo.ac.id</a>       |
| 13 | <b>Library Information System</b>                     | Manages all library resources, including books, journals, digital documents, and online databases.                            | <a href="http://library.walisongo.ac.id">library.walisongo.ac.id</a>       |
| 14 | <b>Research &amp; Community Service (Sipendimas)</b>  | Used by university employees to manage data related to research and community service projects.                               | <a href="http://sipendimas.walisongo.ac.id">sipendimas.walisongo.ac.id</a> |
| 15 | <b>Quality Assurance Information System (Sijamu)</b>  | Supports quality assurance activities and management within the university.                                                   | <a href="http://sijamu.walisongo.ac.id">sijamu.walisongo.ac.id</a>         |
| 16 | <b>Cooperation Information System</b>                 | Manages domestic and international partnerships and collaborations under the coordination of the relevant unit.               | <a href="http://kerjasama.walisongo.ac.id">kerjasama.walisongo.ac.id</a>   |
| 17 | <b>Online Attendance System</b>                       | Manages and records employee attendance.                                                                                      | <a href="http://absensi.walisongo.ac.id">absensi.walisongo.ac.id</a>       |

## 2.8. PUBLIC INFORMATION

UIN Walisongo Semarang has established a policy on public information management and websites as an integral part of its institutional communication, transparency, and public accountability strategy. This policy aims to ensure that all academic, institutional, and service information delivered through the university portal and its subordinate units is managed systematically, up-to-date, consistent, and easily accessible to the public. Public information management at UIN Walisongo is carried out through the Information and Documentation Management Officer (PPID), who acts as the spearhead in providing information services in accordance with the mandate of the Public Information Disclosure Act. The PPID works in coordination with the Bureau of Academic Administration, Student Affairs, and Cooperation (Biro AAKK), particularly the Cooperation and Public Relations Division, as well as the Centre for Information Technology and Database (PTIPD), to ensure that every request for information is handled professionally, quickly, and transparently. Additionally, the Internal Supervisory Unit (SPI) oversees compliance in the management of public information and documentation. UIN Walisongo is committed to fostering a culture of transparency and accountability, providing effective and accurate information services, as reflected in its four consecutive years of recognition as an Informative Public Institution by the Central Information Commission. In 2024, UIN Walisongo achieved a score of 96.97 in the Informative PTKIN category and also received the Ministry of Religious Affairs' Public Relations Award for the Best Social Media Manager category. The websites and social media accounts of the faculties are listed in the following table.

**Table 12. Website Content, UIN Walisongo**

| No. | Category                                     | URL                                                                                                                             |
|-----|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1.  | University Profile                           | <a href="https://walisongo.ac.id/">https://walisongo.ac.id/</a>                                                                 |
| 2.  | Admissions                                   | <a href="https://pmb.walisongo.ac.id/">https://pmb.walisongo.ac.id/</a>                                                         |
| 3.  | Institute for Research and Community Service | <a href="https://lppm.walisongo.ac.id/">https://lppm.walisongo.ac.id/</a>                                                       |
| 4.  | Academic Calendar                            | <a href="https://akademik.walisongo.ac.id/index.php/home/kalender">https://akademik.walisongo.ac.id/index.php/home/kalender</a> |
| 5.  | Student Affairs                              | <a href="https://walisongo.ac.id/mahasiswa/">https://walisongo.ac.id/mahasiswa/</a>                                             |

| No. | Category                                         | URL                                                                                                           |
|-----|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 6.  | Alumni                                           | <a href="https://alumni.walisongo.ac.id/index.php/login/">https://alumni.walisongo.ac.id/index.php/login/</a> |
| 7.  | Faculty of Da'wah and Communication              | <a href="https://fakdakom.walisongo.ac.id/">https://fakdakom.walisongo.ac.id/</a>                             |
| 8.  | Master of Islamic Communication and Broadcasting | <a href="https://kpi.walisongo.ac.id/">https://kpi.walisongo.ac.id/</a>                                       |

In addition to its main website, UIN Walisongo also provides social media platforms to publish information. UIN Walisongo's social media accounts are listed in Table 5.

**Table 13. Social Media, UIN Walisongo**

| UIN Walisongo Social Media |                                                                |                                                                                                                                           |
|----------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| No.                        | Type of Social Media                                           | URL                                                                                                                                       |
| 1.                         | Instagram                                                      | <a href="https://www.instagram.com/uinwalisongosemarang/">https://www.instagram.com/uinwalisongosemarang/</a>                             |
| 2.                         | YouTube                                                        | <a href="https://www.youtube.com/channel/UCDZnbMThnFPiKkUieFH_Ttg">https://www.youtube.com/channel/UCDZnbMThnFPiKkUieFH_Ttg</a>           |
| 3.                         | Facebook                                                       | <a href="https://www.facebook.com/UIN.walisongo.3">https://www.facebook.com/UIN.walisongo.3</a>                                           |
| 4.                         | X                                                              | <a href="https://x.com/UinWSofficial">https://x.com/UinWSofficial</a>                                                                     |
| 5.                         | Instagram for Faculty of Da'wah and Communication              | <a href="https://www.instagram.com/fdkuinwalisongo/?hl=en">https://www.instagram.com/fdkuinwalisongo/?hl=en</a>                           |
| 6.                         | Instagram for Master of Islamic Communication and Broadcasting | <a href="https://www.instagram.com/kpi.uinws?igsh=MTNwd2ttN3VjbDJqaA==">https://www.instagram.com/kpi.uinws?igsh=MTNwd2ttN3VjbDJqaA==</a> |

## 2.9. ONGOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

### 2.9.1. DETERMINATION OF SPMI AUDIT AND EVALUATION

The determination of SPMI audits and evaluations at UIN Walisongo Semarang is carried out through a structured process based on regulations, with a focus on continuous improvement. The process begins with comprehensive planning, auditor training, and system socialisation, and covers all academic and non-academic units. Legal bases such as Permendikbudristek No. 53 of 2023 serve as the main reference, ensuring the alignment of audits with national standards and internal policies. The audit is carried out using 172 indicators divided into main standards, primarily Education, which covers aspects of graduate competence, learning processes, lecturers, infrastructure, and financing. The audit method is carried out through the verification of conformity between planning and implementation, supplemented by visits and assessments conducted by trained auditors. The audit results are analysed to map compliance and evaluate follow-up on the previous cycle. The quantitative data produced, such as achievement scores and averages, serve as objective measuring tools to identify areas that have met the standards and those that need intervention.

According to the results of AMI 2024 (**Annex 48**), 16 instances of non-compliance were identified across four standard areas. The Education Standard recorded the highest number of findings (8 issues), followed by Research and Community Service (3 findings each), and Students (2 findings). Thematic issues include low student numbers and senior lecturer numbers, suboptimal implementation of MBKM, limited laboratory facilities, weak research networks, minimal external funding, and low recognition and internationalisation activities. Quantitative data reinforced these findings, with the majority of units scoring below 2.00 (on a scale of 4.00); some study programs, such as Islamic Family Law (0.67) and Biology (1.20), scored very low. The AMI process is supported by an integrated information system (SIADIK, SIMPT, e-learning) to ensure the smooth collection of data and reporting. The audit results are followed up with specific corrective and preventive recommendations for each standard, which are then discussed in a Management Review Meeting chaired by the Rector. Thus, the determination of the audit and evaluation of the SPMI functions as a systematic cycle that ensures accountability, transparency, and continuous quality improvement at UIN Walisongo Semarang.

### 2.9.2. CONTROL AND DEVELOPMENT OF STANDARDS

UIN Walisongo Semarang implements the Control and Development of Standards process within the framework of the Internal Quality Assurance System (SPMI) through a systematic, measurable, and

sustainable approach. Control over standards is carried out through periodic Internal Quality Audits (AMI), using 172 audit indicators divided into four main standards: Education, Research, Community Service, and Student Affairs. The audit process is not only a verification of the conformity between planning and implementation, but also serves as an evaluation tool to ensure that the established standards are applied consistently across all units. The audit results, presented in both quantitative data and qualitative findings, serve as the basis for identifying deviations and non-conformities, enabling the university to take targeted corrective action.

The development of standards is carried out dynamically with reference to national regulations such as Permendikbudristek No. 53 of 2023, as well as the institution's vision and mission. Through forums such as Management Review Meetings led by the Rector, audit results are analysed to evaluate the effectiveness of existing standards and determine the need for improvement. The resulting strategic recommendations such as improving lecturer qualifications, strengthening cooperation networks, and optimising learning support systems are not only corrective in nature but also encourage the enrichment and adjustment of standards in line with the demands of higher education development. By utilising integrated information systems such as SIADIK and SIMPT, UIN Walisongo is able to monitor the implementation of standards in real time and ensure transparency in the quality assurance process. Thus, the control and development of standards at UIN Walisongo runs in a structured cycle: standard setting, implementation, audit and evaluation, follow-up and improvement. This approach not only ensures compliance with academic norms but also promotes an adaptive, innovative, and continuous improvement-oriented quality culture across all organisational lines.

### 2.9.3. NATIONAL AND INTERNATIONAL BENCHMARKING

#### **National Benchmarking:**

The national benchmarking conducted by UIN Walisongo Semarang is a series of strategic learning activities with several well-known universities in Indonesia. This activity aims to strengthen the governance system, improve the quality of academic and non-academic services, and build a sustainable culture of quality within the university environment. Through a collaborative approach, UIN Walisongo seeks to adopt best practices from partner institutions, particularly in the areas of quality assurance, institutional development, internal quality audits, alum management, and strengthening institutional reputation.

The activity began with benchmarking at Brawijaya University in Malang in October 2024, focusing on strengthening the university's international reputation through accreditation and external quality standards. Next, the UIN Walisongo team visited ISI Denpasar and Udayana University in Bali to learn about the internal quality assurance system (SPMI), quality assurance unit management (UPM), and curriculum development strategies relevant to the needs of industry and the arts. This activity also included learning about internal quality audits (AMI) at Yogyakarta State University (UNY) and UIN Sunan Kalijaga, where the UIN Walisongo audit team gained insights into the preparation of audit instruments, the implementation of self-evaluation, and post-audit follow-up mechanisms.

Additionally, a visit was made to UIN Syarif Hidayatullah Jakarta to deepen the understanding of the preparation of the Conversion Supplement Instrument (ISK) to achieve "excellent" accreditation. In the field of alum management, UIN Walisongo learned from UIN Sunan Gunung Djati Bandung about strategies for strengthening alum networks, career guidance programmes, and effective graduate tracing mechanisms (tracer studies).

Overall, this national benchmarking not only provides technical and administrative input but also expands the network of cooperation between universities. The results of this activity can be implemented to improve the quality of education, strengthen the quality system, and encourage UIN Walisongo Semarang to become a more competitive and reputable institution at the national and international levels.

#### **International Benchmarking:**

The international benchmarking carried out by UIN Walisongo Semarang reflects the university's commitment to developing itself as a globally competitive educational institution. Through a series of collaborations and visits to various countries, UIN Walisongo has not only expanded its academic network but also adopted innovations and best practices from leading international universities and institutions.

The event commenced with the signing of a memorandum of understanding (MoU) with Jiangsu Normal University and Xuzhou University of Technology in China, covering collaboration in research, lecturer and student exchanges, and scholarship programmes. A cooperation agreement was also signed with Ruijie

Networks, a Chinese IT company, to support the development of information technology infrastructure towards a smart and green campus.

At the regional level in Southeast Asia, UIN Walisongo facilitates student mobility to Universiti Malaya in Malaysia, as well as benchmarking with the Halal Science Centre at Chulalongkorn University in Bangkok, for the development of halal research and industry. International Community Service Learning (KKN) activities are also conducted in Yala, Thailand, as a form of community service and a global experience for students.

Furthermore, UIN Walisongo has established cooperation with international institutions, such as the Muslim World League in Saudi ARABIA, for academic and religious development, as well as with Imams for Training and Development and Islam Channel TV in the United Kingdom, to enhance Muslim leadership and da'wah capacity. Cooperation with Suez Canal University in Egypt has also been strengthened to support academic exchange and research in the African region.

Through these various activities, UIN Walisongo not only builds strategic relationships but also enriches the institution's insight and capacity in facing global educational challenges. The expected impact is the realisation of competitive graduates, internationally relevant research, and recognition of UIN Walisongo as a university that actively contributes to the world of higher education.

### 2.9.4 INTERNATIONAL ACCREDITATION AUDIT

UIN Walisongo Semarang is striving towards international accreditation or certification through planning in its 2025-2029 Strategic Plan, such as from global recognition institutions like ASIIN, AACSB, ABET, or in THE/QS rankings, which require strategic strengthening in several critical aspects. First, internationalisation policies need to be formulated in a more structured and operational manner, covering not only the recruitment of international students but also the development of collaborative programmes, academic exchanges, and sustainable dual degrees. Second, improving lecturer qualifications must be a priority, both through accelerating promotions to Senior Lecturer and Professor levels, and through competency development and international mobility programmes to enrich the global insight and networks of educators. Third, international collaborative publications and research need to be encouraged through clearer incentives, competitive funding support, and strengthened partnerships with leading universities and research institutions abroad. Furthermore, the above indicators will be included in the Internal Quality Audit and Performance systems of UIN Walisongo.

### 2.9.5 MONITORING AND EVALUATION OF LEARNING AND TEACHING

Overall, the teaching performance of lecturers at UIN Walisongo Semarang is in the "Very Good" category. The average university-level assessment score was 4.32 on a scale of 5, with all faculties scoring above 4.0 on average. The Faculty of Psychology and Health achieved the highest score (4.45), while the Faculty of Da'wah and Communication recorded the lowest score (4.24).

Quantitatively, out of 17 assessment indicators covering pedagogical, professional, social, and attitudinal competencies, the majority of aspects received high appreciation from students. However, several indicators consistently received relatively lower scores compared to other elements, namely: (1) the ability to identify characteristics and develop the potential of students (Indicator 6); (2) the implementation of varied learning strategies with the use of technology (Indicator 7); (3) educational, authentic, objective, accountable, and transparent assessment (Indicator 10); and (4) explanation of the relevance of the material to religious and gender moderation and green campus (Indicators 16 & 17). This indicates room for improvement in a more personalised learning approach, innovative use of technology, a comprehensive evaluation system, and the contextual integration of institutional values into the teaching process.

At the programme level, Arts and Architecture (Faculty of Da'wah and Communication) recorded the lowest absolute score (3.95), which is still in the "Good" category, but needs special attention as it is close to the lower limit of that category. Additionally, several programs, such as Early Childhood Islamic Education (3.54 in the previous data) and Mathematics (4.14), also showed relatively lower scores compared to the faculty average.

To follow up on the findings of this evaluation, the Quality Assurance Agency, together with the faculty, will implement several strategic steps. First, an Innovative Learning Development Workshop will be held specifically for lecturers in faculties with low scores, focusing on the application of student-centred methods, the use of learning technology, and authentic assessment. Second, a Continuous Lecturer

Assistance programme will be implemented through a mentoring scheme to guide lecturers in developing student potential and integrating the values of religious moderation, gender, and green campus into the curriculum. Third, a review of the Semester Learning Plan (RPS) and learning evaluation mechanisms will be conducted to ensure that all indicators are adequately accommodated, while strengthening the feedback and reflection system. Fourth, intensive socialisation of the new indicators was carried out, particularly regarding the integration of religious moderation, gender, and green campus, so that lecturers could contextualise them with lecture materials. Finally, the LPM will conduct periodic monitoring, as outlined in the study programme, particularly for those with low scores, through classroom observations and focused discussions with students. With the implementation of these measures, it is hoped that not only will there be an increase in evaluation scores, but also an improvement in the holistic quality of learning, in line with UIN Walisongo's vision as a leading and character-building university (**Annex 49**).

### 2.9.6 LEARNING AND TEACHING INFRASTRUCTURE AUDIT

In general, the readiness of learning facilities and infrastructure (sarpras) at UIN Walisongo Semarang is adequate, but there are still several aspects that require attention and improvement. Quantitatively, the average readiness score for all faculties falls within the good category, with varying achievements across faculties. The Faculty of Da'wah and Communication (FSH) recorded the highest average of 93.5%. In comparison, the Faculty of Economics and Islamic Business (FEBI) recorded the lowest score with an average of 2.9 out of a maximum score of 5 (equivalent to 58%).

From the results of monitoring and evaluation, three main indicators of facilities and infrastructure were identified that consistently received special attention due to their relatively low scores. First, the safety and comfort of buildings and classrooms remain a challenge in several faculties. Second, the availability and stability of internet facilities (WiFi) are often suboptimal, especially on the upper floors and in certain buildings such as FSH, FDK, FEBI, and FST. Third, the functionality of learning support tools such as LCD projectors, air conditioners, and the availability of writing instruments (markers, erasers) and remote controls remain recurring problems; several faculties such as FSH, FITK, FDK, FPK, and FST reported damage or malfunction of these devices, while the availability of remotes and stationery that are often lost or run out of stock was also found in FSH, FDK, FPK, and FISIP. In addition, the suboptimal cleanliness of classrooms, toilets, and the campus environment also affects the comfort of learning at FITK, FPK, FISIP, and FST, while the availability of chairs and tables that do not match the capacity and stuffy conditions due to malfunctioning air conditioners are of particular concern at FEBI and FPK.

Follow-up Measures: To address these issues, a follow-up plan involving cross-unit coordination has been formulated. First, faculty leaders (WD1 and WD2) together with the Head of Administration will conduct periodic monitoring and inventory of infrastructure conditions before and during the semester, including the use of control cards. Second, special budgeting and procurement will be carried out for the repair and addition of damaged or insufficient facilities, such as air conditioner repairs, LCD/remote procurement, and the addition of stationery. Third, regarding WiFi issues, faculty leaders will coordinate intensively with PTIPD to improve signal coverage and quality in areas of weak coverage. Fourth, a monitoring and sanction system will be implemented to maintain cleanliness and prevent inventory loss. Finally, to address room capacity issues, a review of student scheduling and distribution among rooms will be conducted, along with coordination with the university to explore the possibility of adding or renovating facilities. With the implementation of these concrete and measurable steps, the quality of learning facilities and infrastructure will improve significantly, thereby creating a more conducive and comfortable learning environment that supports effective learning processes at UIN Walisongo Semarang.

### 2.9.7 AUDIT OF KEY PERFORMANCE INDICATORS FOR LEADERSHIP

The 2024 Performance Report of the State Islamic University (UIN) Walisongo Semarang outlines the institution's performance accountability in implementing its vision, mission, and strategic objectives. This report is compiled as a form of public accountability for the implementation of the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education), budget utilisation, and the achievement of predetermined performance targets. Overall, 2024 was a year full of dynamic achievements for UIN Walisongo, where many key performance indicators ( ) were exceeded, while others still require attention and in-depth evaluation for future improvement.

Of the 34 Key Performance Indicators (KPIs) spread across 11 Strategic Objectives (SSOs), UIN Walisongo demonstrated a very positive performance in the core areas of academics, research, and community service. The highest and most impressive achievements were seen in Strategic Objectives 4 (Research) and 5 (Community Service). In terms of research output indicators that have received recognition or been implemented, the target of 190 titles was achieved with a realisation of 561 titles, a phenomenal achievement of 295.26% of the target. Similarly, external research funding exceeded expectations with a realisation of Rp 2.09 billion from a target of Rp 489.5 million, or 427.17%. In the field of community service, the realisation was also extraordinary: the number of outputs reached 126 titles (229.09% of the target of 55 titles) and funds obtained from outside sources reached IDR 719.84 million (872.54% of the target of IDR 82.5 million). These achievements reflect the strengthening ethos and culture of research and community service, in line with UIN Walisongo's vision of becoming a research university. In the field of human resource development (SS 1), the performance was also quite encouraging. The increase in lecturer competence reached 80.85%, exceeding the target of 72% (112.29%), while the rise in educational staff competence reached 61.89%, far exceeding the target of 41% (151%). The number of professors increased to 47, exceeding the target of 42 (111.9%). However, there is still a note regarding the number of senior lecturers, which reached 106, slightly below the target of 109 (97.25%). The percentage of permanent lecturers with doctoral degrees or professional certification also did not meet the target, which was 84.96% (95.41%), with the actual achievement being 81.06%. This strategy suggests that accelerating functional promotions and meeting lecturer qualification requirements still necessitate a more targeted approach.

In the area of student recruitment and services (SS 2), the results varied. On the one hand, on-time graduation rates at all levels (S1, S2, S3) significantly exceeded the targets, at 168.89%, 184.44%, and 120%, respectively. This graduate rate is a significant achievement that reflects the effectiveness of the academic process and the support provided to students. The number of international students met the target of 100 people (100%), and the percentage of students who participated in activities and achieved outside the campus also reached the target of 38.57% (100%). However, a serious challenge arose in the number of new student applicants, which did not increase (0% of the target of 5%), a decline that needs to be further examined in relation to attractiveness and competition in the higher education market. In addition, the graduate user satisfaction index of 3.5 (on a scale of 4) is still below the target of 3.64 (96.15%), and the percentage of graduates who are working/continuing their studies at 50.89% has not yet reached the target of 53.51% (95.1%). These last two points indicate the need to strengthen graduate quality, curriculum relevance, and the effectiveness of the tracer study system.

Institutional governance (SS 3) shows a very positive trend. The percentage of study programmes (Prodi) accredited as A or Excellent increased to 62%, exceeding the target of 57% (108.77%). The implementation of the Internal Quality Assurance System (SPMI) with a Good category reached 82%, well above the target of 55% (149.09%), demonstrating a strong commitment to quality assurance. The academic and non-academic service satisfaction index also increased to 3.31, exceeding the target of 3.26 (101.53%). One weak point is the international reputation of study programmes, which has only reached 2 out of the target of 3 (66.67%), indicating that internationalisation still needs to be strengthened. In the area of cooperation and partnerships (SS 7), performance was excellent. The percentage of lecturers who carry out the three pillars of higher education outside the campus or as practitioners reached 73.47% (104.84% of the target). Most notably, the study programme's cooperation partnerships achieved 100%, exceeding the target of 75.19% (132.99%), which indicates an extensive and active collaboration network.

Financial management and supervision (SS 10) presented a balanced picture. Several financial indicators were excellent: non-tax state revenue (PNBP) against operational costs reached 109.94% (190.01% of the target), and income from asset optimisation (current and fixed) reached 152.52% and 158.63% of the target, respectively. The financial statement opinion remains Unqualified (WTP), and the accuracy of BLU projections reaches an index of 4 as targeted. However, budget absorption of 93.45% was still slightly below the target of 95.25% (98.11%), and the overall realisation of BLU PNBP of Rp 161.98 billion also did not reach the target of Rp 169.5 billion (95.56%). Most crucially, the completion of audit findings (APIP) was not recorded at all (0%), and the SAKIP assessment has also not been carried out (0%). This condition is a critical area that requires comprehensive improvement of the internal audit system.

Finally, in its efforts to realise an innovative and green campus (SS 11), UIN Walisongo has successfully maintained its UI GreenMetric score at 7085, in line with the target (100%). However, its Webometrics ranking in Indonesia actually dropped to 89th place, far from the target ranking of 153rd (only 58.17%), indicating that the university's digital visibility and impact in the virtual world need to be strategically improved. In conclusion, UIN Walisongo's performance in 2024 was dominated by spectacular successes in the core areas of academics, research, and community service. The university has built a strong foundation to become a research university. However, challenges remain in several strategic areas: the attractiveness of new student admissions, graduate satisfaction and alums career tracking, the fulfilment of certain lecturer functional positions, the internationalisation of study programmes, the effectiveness of the internal control system (SAKIP & APIP), and the strategy for strengthening digital reputation (Webometrics). By focusing on improvements in these areas, while maintaining and enhancing the positive momentum that has been built, UIN Walisongo Semarang is projected to achieve more holistic, accountable, and highly competitive performance in the coming years, in line with the ideals of realising good university governance and an excellent research university (**Annex 50**).

Based on the comprehensive 2020–2024 Strategic Plan, the Faculty of Da'wah and Communication at UIN Walisongo has established a detailed and ambitious roadmap for consolidating its journey towards becoming a distinguished research university. The plan outlines specific, quantifiable performance targets across all core functions, structured to show progressive annual improvement from a 2019 baseline through to 2024. In the realm of academic quality and institutional standing, a primary objective is to elevate all study programmes to the highest accreditation tier. The target is set to increase the percentage of programmes accredited "Excellent" (A) from 66.67% to 100% by 2023, with the average accreditation score also rising. Concurrently, the faculty aims to secure international programme certification, targeting two programmes by 2024, and to achieve full integration of its information systems. Governance enhancements are prioritised, with goals to implement ISO-based management across all units and modernise its Public Service Agency (BLU) financial systems completely by 2021.

The development of human resources is central to the strategy. Key targets include incrementally raising the percentage of lecturers holding doctoral qualifications from 23% to 30%, and increasing the ratio of professors. The faculty also plans to improve the lecturer-to-student ratio to 1:30 and boost the average number of research outputs and community service projects per lecturer annually. Satisfaction indices for lecturer performance and administrative services are projected to show steady annual growth, reflecting an enhanced academic environment.

For research and innovation, the plan sets escalating targets for both output and impact. The number of international collaborative research projects is planned to increase from one to five, while publications in reputable national journals (SINTA 1 & 2) and international proceedings are targeted to rise significantly. A key focus is on generating intellectual property, with the number of Intellectual Property Rights (IPR) and patents aimed to triple from five to fifteen. The research agenda is deliberately themed around the faculty's unique identity, with increasing annual studies dedicated to "Kewalisongoan" (local wisdom) and religious moderation. Student development and graduate outcomes are targeted for marked improvement. The plan aims to expand the geographical diversity of the student body, increase the percentage of international students, and significantly raise the number of students participating in international mobility programmes. Crucially, graduate success metrics are set to improve, including increasing on-time graduation rates from 19% to 70%, reducing the average time for graduates to secure their first job, and enhancing employer satisfaction scores. The curriculum will be transformed through the full implementation of the "Unity of Knowledge" framework and a gradual increase in blended learning delivery to 25% of courses.

Finally, in infrastructure and sustainability, the faculty commits to realising a "Smart and Green Campus." Targets include achieving 100% availability of core facilities, increasing green open spaces to 60% of the campus area, and implementing comprehensive conservation and waste management policies. Financially, the strategy aims to maintain an unqualified audit opinion (WTP) annually, increase non-tax state revenue (PNBP), and ensure efficient budget absorption above 95%.

Overall, these interconnected targets form a cohesive strategy designed to systematically strengthen the faculty's academic excellence, research profile, operational efficiency, and societal contribution, ensuring measurable progress toward its 2038 vision (**Annex 51**).

### 2.9.8 THREE-YEAR STUDENT SATISFACTION SURVEY

The results of the UIN Walisongo student satisfaction survey show an upward trend from 2022 to 2025, albeit with variations in some aspects. In 2022, the satisfaction index stood at 3.14. It then increased to 3.27 in the first semester of 2023/2024 and reached 3.38 in the second semester of 2023/2024. In 2024, the first semester was at 3.25 and rose again to 3.30 in the second semester of 2024/2025 (2025 Semester I). Overall, this trend illustrates the consistency of services in the High–Very High category, with improvements in several academic and lecturer service indicators. However, the Infrastructure aspect consistently received the lowest score in each report, for example, 3.06 in 2024/2025 and 3.10 in Semester I 2025. At the detailed indicator level, the lowest scores were seen in sub-indicators such as land provision and parking systems (2.81–2.89), sports facilities (2.97), and toilet and water facilities (2.96).

Meanwhile, academic services provided by lecturers consistently receive the highest scores, such as 3.39 in the first semester of 2025. Based on these findings, the recommended follow-up measures include prioritising the improvement of infrastructure, particularly parking, toilets, sports facilities, security, and the provision of infrastructure in accordance with UKT. Non-academic services also need to be strengthened through improved career guidance (WCC), scholarships, and soft skills training, as repeatedly recommended in previous annual reports. Improving the responsiveness of teaching staff and providing lecturer service hours are also proposed as part of strengthening service quality. Overall, data trends suggest that although student satisfaction levels are high, continuous improvement in infrastructure and non-academic services is essential for enhancing the quality of university services in the future (**Annex 52**).

### 2.9.9 RESULTS OF ALUMNI EVALUATIONS OVER THE PAST THREE YEARS

The results of the alum satisfaction survey over the past three years show a consistent and stable upward trend. In 2022, the alum satisfaction index stood at 3.53, then increased to 3.60 in 2023, and rose again in 2024 to reach 3.65. This increase indicates an improvement in the quality of academic services and learning support facilities that graduates directly feel. In general, all indicators over the past three years fall into the very high category, reflecting alum satisfaction with the learning process, academic interaction, and support systems provided by the campus. When viewed more quantitatively, several indicators consistently received high scores, particularly in terms of lecturer teaching ability, lecturer-student interaction, and polyclinic health services. In 2022, the highest score was 3.9 for polyclinic health services, followed in 2023 by 3.9 for lecturer teaching ability, lecturer-student interaction, and polyclinic services. In 2024, the highest indicators remained at 3.9, specifically lecturer teaching ability, lecturer-student interaction, canteen services, and polyclinic services. The consistency of these high scores demonstrates that the quality of the learning process, the academic closeness between lecturers and students, and campus health support are the institution's main strengths. However, the survey also revealed indicators with consistently low scores year after year, particularly those related to parking facilities. In 2022, the parking lot index was 2.9, then increased slightly to 3.0 in 2023 and 3.3 in 2024. Although there has been an increase, this achievement is still the lowest score compared to other indicators, indicating that the comfort, capacity, and accessibility of parking lots remain a significant concern for alums. In addition, career guidance services also have relatively low scores, specifically 3.3 in 2023 and 3.5 in 2024, indicating a need to strengthen support for graduates' transition into the workforce. Based on these results, the campus can take two main follow-up steps: improving physical facilities and enhancing academic and career services. First, strategic planning is needed to expand or reorganise parking areas to improve user comfort and safety, as recommended in the three survey reports. Second, strengthening career guidance services is important through career coaching programmes, expanding partner networks, and more intensive recruitment information services. This step will strengthen graduates' readiness to enter the workforce and, at the same time, improve alums's perception of campus support after graduation. Overall, the survey trends indicate good progress, and the focus on improvements in these two strategic areas is expected to further increase the alum satisfaction index in the coming years (**Annex 53**).

### 2.9.10 MANAGEMENT REVIEW MEETING

The Quality Assurance Institute (LPM) of UIN Walisongo Semarang held a Management Review Meeting (RTM) on December 31, 2024, as the culmination of the Determination, Implementation, Evaluation, Control, and Improvement (DIPEC) cycle in the Internal Quality Assurance System (SPMI). This activity served as a strategic forum for university leaders to review audit results, evaluate quality achievements, and determine data-driven policies and improvement measures to strengthen the quality culture across all work units. Based on the results of the 2024 Internal Quality Audit (AMI), the evaluation covered nine faculties, postgraduate programmes, and various rectorate units, which were assessed using the four main

SPMI standards, namely Education, Research, Community Service, and Student Affairs, with a maximum assessment scale of 4. The evaluation results showed high and consistent achievements in several units, including Vice Rector 2 (WR 2), which received the highest score of 3.9475, followed by the AAK Bureau and Vice Rector 1, with a score of 3.945. At the study programme level, satisfactory performance was demonstrated by the Master's Programme in Al-Qur'an and Tafsir Studies (FUHUM) with a score of 3.75, the Islamic Education Study Programme (FITK) with a score of 3.845, and the Physics Education Study Programme (FST) with a score of 3.815. This reflects the strong commitment of these units to implementing SPMI effectively. However, the audit also revealed several serious challenges that require immediate attention.

Several units recorded average scores below 2.0, such as the Sharia Economics/Islamic Economics Study Programme (FEBI) with a score of 1.09, the Islamic Communication and Broadcasting Study Programme (FDK) with a score of 1.62, and WR 3 with a score of 1.41. The Faculty of Science and Technology also showed mixed results, indicating the need for an in-depth analysis of various aspects of quality management. Further study in the RTM also identified findings and recommendations for each standard. In the Education Standard, the main issues included the lack of international students, the low percentage of Senior Lecturers and Professors, the suboptimal MBKM programme, and the uneven distribution of lecturers' academic workload. Based on these findings, it was recommended to increase international cooperation, accelerate the professional development of lecturers, enhance learning facilities, and distribute lecturers' workload more evenly (DTPS). The Research Standard identified weak national and international research networks, as well as the absence of a measurable research roadmap, and recommended strengthening collaboration and preparing planning documents in line with the university's vision and mission. The findings on PKM Standards also highlight the need to increase lecturer participation in strategic community service and external funding searches. On the Student Affairs Standards side, the most significant issues are the limited internationalisation programmes and declining interest among prospective students, thus requiring an increase in the budget for international activities and optimisation of promotion and new student admission strategies.

Additionally, the RTM forum facilitated constructive input from leaders. The Rector emphasised the lecturer career roadmap, optimisation of the MBKM budget, and strengthening of international research; WR 1 highlighted the need for academic writing training and support for international students; WR 2 proposed the formation of a corps of young auditors; while WR 3 reminded of the importance of strict verification of audit results and increasing collaborative research. Based on the overall results of the discussion, it was concluded that external policy changes necessitate a rapid adaptation of SPMI, a culture of quality needs to be strengthened, and the AMI system requires both technical and substantial improvements. Therefore, RTM encourages a commitment to scheduled follow-up, refinement of AMI applications and procedures, and strengthening the professionalism of internal auditors. Thus, RTM 2024 is not only the closing agenda of the quality cycle but also a strategic foundation to ensure continuous quality improvement, to realise UIN Walisongo Semarang as a superior and dignified university in line with the vision that has been set **(Annex 54)**.

Furthermore, a structured follow-up plan is in place to ensure the PPEPP cycle runs effectively. At the study programme level, improvement measures are focused on seven main areas: (1) integration of research and PKM into the RPS with a target of 70% RPS integration; (2) improvement of student achievement through mentoring, special budgets, and rewards; (3) strengthening of tracer studies by optimising alum groups and coordination with LPM; (4) increasing student publications and scientific works such as journal articles and ISBN books; (5) expanding international cooperation through the active role of the International Office; (6) adding and improving the quality of lecturers and educational staff; and (7) improving facilities and infrastructure, including laboratories and classrooms. Institutionally, improvements will be made to the AMI application system, auditor capacity will be increased through training, audit results will be communicated more clearly, and coordination between units will be strengthened through regular forums. To ensure sustainability, monitoring and evaluation (Monev) will be carried out periodically, every 6 months or annually, supported by centralised documentation of all evidence of improvement. The results of the ME will be discussed again in next year's Management Review Meeting (MRM) so that unfinished follow-up actions receive attention and solutions at the top management level. This plan is expected to optimise the implementation of audit recommendations and encourage systematic quality improvement at UIN Walisongo Semarang **(Annex 55)**.

## 2.10. CYCLICAL EXTERNAL QUALITY ASSURANCE

The external quality assurance system at Walisongo State Islamic University (UIN) Semarang is a crucial component in ensuring that educational quality standards, governance, and academic services comply with national regulations and are globally competitive. The implementation of this system is primarily realised through institutional and study programme accreditation mechanisms managed by independent external agencies, namely the National Higher Education Accreditation Agency (BAN-PT) and the Independent Accreditation Agency (LAM), according to the field of study. Accreditation is not merely an administrative formality, but a comprehensive evaluation process that covers the aspects of input, process, output, and outcome of higher education. In 2024, UIN Walisongo achieved a significant milestone by successfully obtaining Excellent Accreditation at the institutional level, the highest accreditation predicate in Indonesia's higher education accreditation system, which remains valid until 2029. This achievement not only reflects the maturity of the university's governance system but also serves as external recognition of its consistency in implementing the three pillars of higher education education, research, and community service as well as the quality of its administrative services, student affairs, facilities and infrastructure, and information systems.

Behind this success, the Quality Assurance Institute (LPM) of UIN Walisongo plays a central and strategic role. LPM not only functions as an internal coordinator in implementing the Internal Quality Assurance System (SPMI) but also serves as the primary facilitator and companion in navigating the external accreditation process. The assistance provided by the LPM is holistic, systematic, and sustainable, covering all stages, from document preparation to strengthening the culture of quality in work units, and post-accreditation. One significant form of assistance in 2024 is in the preparation of the Conversion Supplement Instrument (ISK). The ISK is a special instrument used by study programmes that already have an "A" accreditation to apply for conversion to the "Excellent" rating. This process requires the fulfilment of stricter and more comprehensive performance indicators, covering aspects such as curriculum relevance, the quality of lecturers and educational staff, student affairs, research and publications, cooperation, governance, and societal impact. LPM UIN Walisongo assisted 16 study programmes from various faculties in compiling and completing ISK documents, which ultimately succeeded in converting their accreditation status to "Excellent". This assistance included technical workshops, repeated document reviews, visitation simulations, and strengthening physical evidence for each indicator assessed.

In addition to assisting with the conversion to "Excellent", LPM is also active in supporting the extension of study programme accreditation through the submission of forms to BAN-PT or LAM. For study programmes with "B" or "Very Good" accreditation, LPM assists in compiling in-depth self-evaluation forms, identifying strengths and weaknesses, and developing realistic development plans. In 2024, several study programs, including Political Science, Sociology, and Mathematics Education, successfully improved their accreditation from "B" to "Excellent" through this extension pathway. This process involves a rigorous document audit and is often followed by a direct visit by a team of external assessors. LPM ensures that all units in the faculty and study programmes are prepared for interviews, facility inspections, and data verification during the visit. Furthermore, the accreditation data for all study programmes is available in **Annex 56**.

For new study programmes, LPM provides special assistance from planning to the first accreditation application. This assistance includes the development of an Outcome-Based Education (OBE) curriculum, the preparation of standard operating procedure (SOP) documents, the development of lecturer resources, and the preparation of the initial accreditation form. For example, in 2024, the Master of Laws Programme at the Faculty of Da'wah and Communication successfully obtained a "Good" accreditation in its first accreditation. The process for new study programmes is crucial because it forms the basis for external assessment of the feasibility and capacity of education provision.

The external accreditation process itself is a cycle involving several main stages: first, the collection and compilation of comprehensive documents as material for self-evaluation; second, the submission of documents to the accreditation agency; third, administrative and substantive assessment by external reviewers; fourth, field visits (if necessary) by a team of assessors consisting of experts in their fields; and fifth, determination of accreditation decisions and ratings. All of these stages require close coordination between the LPM, university leaders, faculties, and study programmes. The success of UIN Walisongo in achieving institutional Excellent Accreditation and improving the accreditation of many of its study

programmes shows that this process has been carried out with seriousness, transparency, and collective commitment.

More than just regulatory compliance, the external quality assurance system through accreditation has become a driving force for continuous quality improvement at UIN Walisongo. Recommendations from external assessors provide valuable input for improvements in various areas. Additionally, high accreditation achievements have a positive impact on the institution's reputation, increasing public trust, attracting high-quality prospective students and lecturers, and opening up broader opportunities for collaboration at both the national and international levels. Thus, the external quality assurance system not only functions as an evaluation tool but also as a transformative strategy to drive UIN Walisongo towards realising its vision as a leading research university that excels and contributes to civilisation.

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