



ISLAMIC STATE UNIVERSITY
WALI SONGO SEMARANG

FACULTY OF TARBIYAH AND TEACHER TRAINING

BACHELOR OF ENGLISH LANGUAGE EDUCATION (BELE) STUDY PROGRAMME

SELF ASSESSMENT
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SELF-ASSESSMENT REPORT

**BACHELOR OF ENGLISH LANGUAGE EDUCATION
ACQUIN INTERNATIONAL ACCREDITATION**

15 December 2025

**CLUSTER 3, FACULTY TARBIYAH AND TEACHER TRAINING
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

We give praise and thanks to Allah SWT, the One Almighty God, for His blessings and grace in the preparation of the English Education Study Programme Curriculum Document at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang, in accordance with the Indonesian National Qualifications Framework Standards and OBE (*Outcome-Based Education*), which has been completed according to the predetermined schedule. In the context of the Indonesian National Qualifications Framework and the current needs of stakeholders, changes, mergers, and replacements of course nomenclature deemed irrelevant, adjustments to the number of credits from the previous curriculum, and the integration of practical courses are necessary for the upcoming curriculum. It is hoped that the preparation of this curriculum document will serve as a guideline in the learning process for students, which is expected to improve the quality of graduates in terms of knowledge and skills in an effort to develop the vision and mission of UIN Walisongo to become a leading Islamic research university based on *the unity of sciences* for humanity and civilisation.

This Curriculum Development Document aims to establish graduate learning outcomes, learning materials, learning processes, and learning assessments that will be used as guidelines for the implementation of the English Education Study Programme at UIN Walisongo Semarang, which adopts an *Outcome-Based Education* (OBE) Curriculum and Merdeka Belajar Kampus Merdeka (Independent Learning, Independent Campus).

The successful development of the curriculum document for the Bachelor of English Education programme is the result of the hard work of all parties involved. We would like to express our gratitude to the curriculum document drafting team, as well as to all parties who have provided guidance and direction until the English Education Study Programme Curriculum document was finalised. We welcome any suggestions and criticism for the improvement of this curriculum document, hoping that it will be beneficial for the advancement and performance enhancement of the English Education Study Programme at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang.

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

Semarang, 24 May 2024
Dean of the Faculty of Tarbiyah and Teacher Training



Prof. Dr. Fatah Syukur, 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
BALE	English Language Education	Bachelor of English Education
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
PA	Pembimbing Akademik	Academic Advisor

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Abbreviation		Definition
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
WTP	Wajar Tanpa Pengecualian	Reasonable Without Exceptions

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CHAPTER 1. GENERAL INFORMATION

1.1 COVER SHEETS

Programme title: Bachelor of English Language Education

Location of the study programme HEI site(s) where the programme is provided	:	pbi@walisongo.ac.id
Faculty/Department	:	Faculty Tarbiyah and Teacher Training
Academic Degree	:	Programme level: Bachelor's Degree
Date or planned date of introduction	:	29 March 2004
First time of national and international accreditation	:	Accredited with an A rating on 28 December 2022 (BAN-PT Decision). Latest version: the study programme has been awarded a "Very Good" rating.
Subject field	:	The English Education Study Programme is an academic field that focuses on developing linguistic and educational competencies in English, covering language skills (listening, speaking, reading, and writing), linguistics, literature, and effective and innovative English teaching methodologies. This programme aims to prepare graduates who have the professional skills to become English language educators, researchers, and learning developers who are able to design, implement, and evaluate the English language learning process in line with developments in science, technology, and global needs.
Regular study duration	:	8 semesters (Bachelor's degree)
Number of (ECTS) credits	:	146 SKS (219 ECTS)
Enrolment period(s)	:	Odd/even semester
Frequency of the programme offered	:	Annually
Capacity per year	:	130
Number of students currently enrolled	:	531
Average number of graduates per year	:	120
Target group(s)	:	High school graduates, workers
Admission requirements	:	Not colour blind, GPA, TPA, TOEFL/IELTS
Tuition fees	:	Rp. 4,167,450 (€255.84) (average UKT)
Type of studies	:	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 Outcome-Based Education (OBE) curriculum for the Bachelor of English Language Education programme at UIN Walisongo Semarang was a highly collaborative and multi-stakeholder process. It began with a comprehensive evaluation and analysis phase, which included an internal audit of the existing curriculum and a detailed tracer study of alumni from the 2017–2024 cohorts, alongside feedback from their employers. This diagnostic stage was crucial for identifying strengths and gaps. The participatory approach then expanded to include intensive workshops with internal stakeholders, namely the faculty leadership, all lecturers, and student representatives, ensuring that the teaching team's insights directly shaped the curriculum. Crucially, the process was enriched by the involvement of external stakeholders. Nationally, the programme engaged with the Association of Indonesian English Education Study Programmes (APSPBI) to benchmark against national best practices. For expert, forward-looking guidance, the curriculum team collaborated with Prof. Handoyo Puji Widodo, Ph.D., a renowned national expert in English Language Teaching and curriculum development. His role was pivotal, involving a critical review of the draft framework and a capacity-building workshop, which provided the strategic direction for embedding global trends and rigorous OBE principles into the final design. (**Annex 2**)

The curriculum framework demonstrates a strong coherence with national standards by structurally integrating attitudes, knowledge, and general and specific skills as its core pillars. These domains are systematically mapped to the Indonesian National Qualifications Framework (KKNI) Level 6 descriptors and the National Higher Education Standards (SN-Dikti), ensuring comprehensive graduate competency. To meet labour market demands, this tripartite structure is operationalised through the development of three distinct graduate profiles. The attitudes domain cultivates ethical, Islamic-values-based professionals. The knowledge domain provides a deep understanding of linguistics and pedagogy. The skills domain, both general and specific, is the primary vehicle for employability, focusing on practical classroom management, digital literacy, and technological integration (e.g., TELL, ICT-based materials), directly responding to employer and alumni feedback calling for graduates who are not just theoretically sound, but also adaptable practitioners and innovative edutechnopreneurs ready for immediate workplace contribution.

Table 1. Overview of the Study Programme Curriculum BELE

No	Course Group	Semester								Total
		1	2	3	4	5	6	7	8	
1.	University	6	6	6	3	0	0	0	0	21
2.	Study Programme	24	24	27	30	33	19,5	0	0	157,5
3.	Elective	0	0	0	0	0	9	0	0	9
4.	Thesis, PKL, Internship (KKL) - Final Project and Internship	0	0	0	0	3	4,5	15	9	31,5
Total		30	30	33	33	36	33	15	9	219 ECTS

The Bachelor's degree English Language Education programme is curriculum systematically structured over eight semesters, requiring students to complete a total of 146 SKS (Satuan Kredit Semester), which is equivalent to 219 ECTS credits based on the conversion rate of 1 SKS = 1.5 ECTS. The distribution of credits across the semesters is designed to ensure a progressive and manageable academic workload: Semester 1 (20 credits), Semester 2 (20 credits), Semester 3 (22 credits), Semester 4 (22 credits), Semester 5 (22 credits), Semester 6 (22 credits), Semester 7 (10 credits), and Semester 8 (6 credits). The curriculum is designed using Bloom's Taxonomy to ensure a hierarchical development of competencies

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across the cognitive, affective, and psychomotor domains, as detailed in the module handbook. This is operationalised through the Course Learning Outcomes (CLOs) for each module, which are explicitly coded with Bloom's levels (e.g., C1 for remembering, C2 for understanding, C3 for applying, C4 for analysing, C5 for evaluating, and C6 for creating). This framework ensures that students progress from foundational knowledge in the early semesters to higher-order thinking skills, such as analysis, evaluation, and creation, in advanced courses, culminating in the final thesis or project. **(Annex 3)**

OVERVIEW CURRICULUM

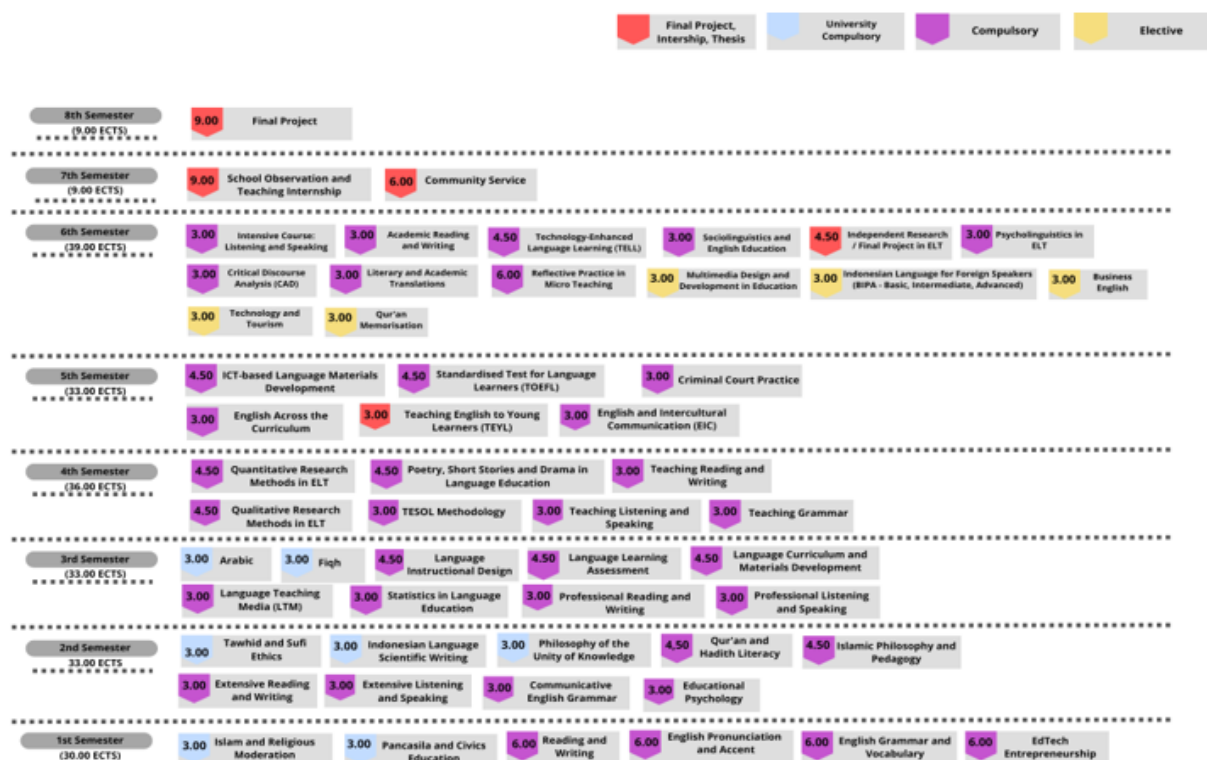


Figure 1. Curriculum Overview

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>.

Value

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

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- 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

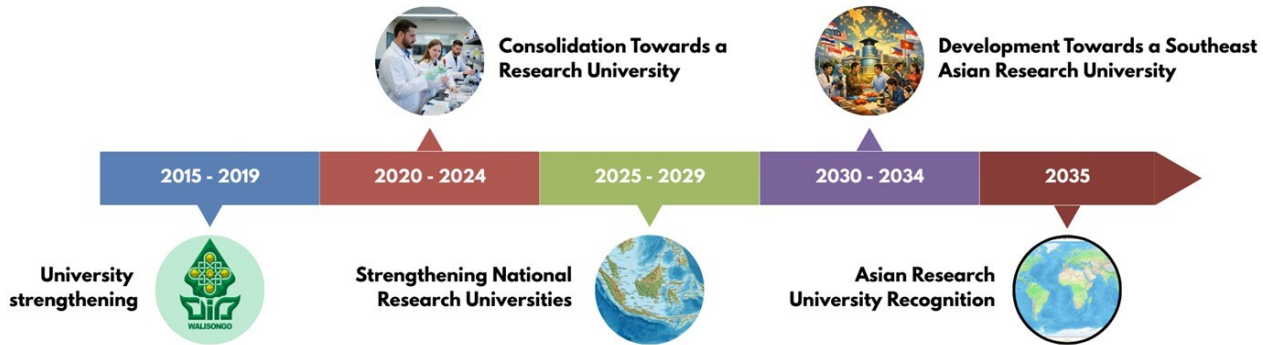


Figure 2 . UIN Walisongo Milestone (Annex 5)

- 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

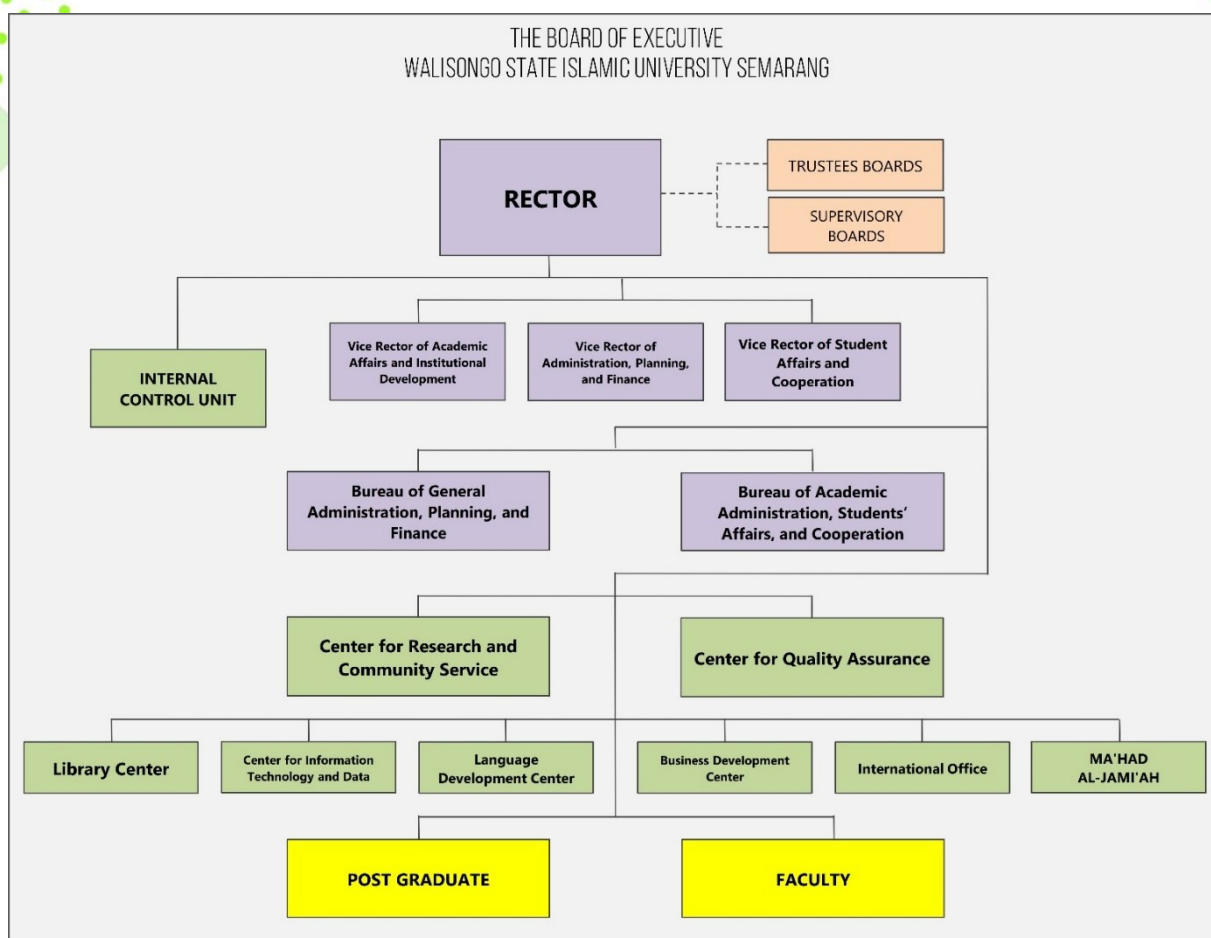


Figure 3 . Organisational Structure of UIN Walisongo (Annex 7)

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 m² (30.42 hectares) and a total building area of 109,549 m², 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 Bachelor English language education 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 Tarbiyah and Teacher Training 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, aims to become a leading faculty at the national and international levels through excellence in education, research, and community empowerment.

Strategy

The Strategic Plan (Renstra) is a very important document that every organisation must have because it provides an overview of the strategies that must be implemented by the organisation to realise its vision

and mission. As part of UIN Walisongo, the Faculty of Tarbiyah and Teacher Training has set a vision to become a leading faculty in the development of education and teacher training based on the unity of knowledge for humanity and civilisation. In realising this vision, the Faculty of Tarbiyah and Teacher Training has established strategies to achieve its vision, divided into five phases as milestones, with each phase lasting five years. The first phase, from 2015 to 2019, was the consolidation phase following the transformation of the State Islamic Institute (IAIN) into a State Islamic University (UIN). In the first phase, the change from institute to university was carried out through Presidential Regulation No. 130 of 2014 concerning the Change of the Walisongo State Islamic Institute in Semarang to the Walisongo State Islamic University in Semarang. The enhancement of the institution's role as a university began with an adjustment to its vision to become a leading faculty in the development of education and teacher training based on the unity of knowledge for humanity and civilisation by 2038. The unity of knowledge, also known as the unity of science, is a faculty value that is expected to become the faculty's identity. Humanity and civilisation represent the faculty's commitment to disseminating the benefits of every aspect of its activities, as a form of the institution's contribution to the advancement of the nation through quality education.

The first phase ended in 2019, and several milestones that have been achieved include strengthening the faculty institution in accordance with the Faculty Operational Guidelines (Ortaker), developing the faculty website and information systems, strengthening study programmes through curriculum integration of Islamic values and modern pedagogy, achieving institutional accreditation, and enhancing lecturer qualifications with all holding Master's degrees and 35% holding Doctorates. The faculty also established representative lecture buildings with 80% smart classrooms, developed laboratory facilities, and built cooperation with various educational institutions at regional, national, and international levels. The university then entered the second phase, namely Consolidation towards Excellence in Education and Research for the 2020-2024 period. In 2020, the Faculty of Tarbiyah and Teacher Training at UIN Walisongo entered the second phase of achieving its vision, in which the faculty consolidated itself to become a centre of excellence in education and teacher training. Over the past five years, many external changes have prompted adjustments to the vision achievement strategy as outlined in the Main Development Plan. Some of these external changes include rapid technological developments that have brought about an era of disruption and the Fourth Industrial Revolution, government policies related to higher education and university management including the Merdeka Belajar–Kampus Merdeka (MBKM) policy, changes in national curriculum frameworks (KKNI and SN-DIKTI), and increasing demands for graduate competitiveness at both national and international levels. Therefore, the Faculty of Tarbiyah and Teacher Training at UIN Walisongo has developed a Strategic Plan (Renstra) for the second phase, namely 2020–2024, so that the vision can be achieved as expected. The 2020-2024 Strategic Plan of the Faculty of Tarbiyah and Teacher Training at UIN Walisongo is not only bound by the 2020-2024 Strategic Plan of UIN Walisongo Semarang, but also serves as a guideline and binding document for all work units within the Faculty of Tarbiyah and Teacher Training in the preparation, implementation, monitoring, and evaluation of programmes. Additionally, this Strategic Plan also serves as a guide in the preparation of Strategic Plans for Departments or Study Programmes within the Faculty of Tarbiyah and Teacher Training, ensuring alignment with the faculty's vision of producing competent, professional, and character-driven educators grounded in the integration of Islamic values and modern educational science. **(Annex**

8)

Organisational Structure

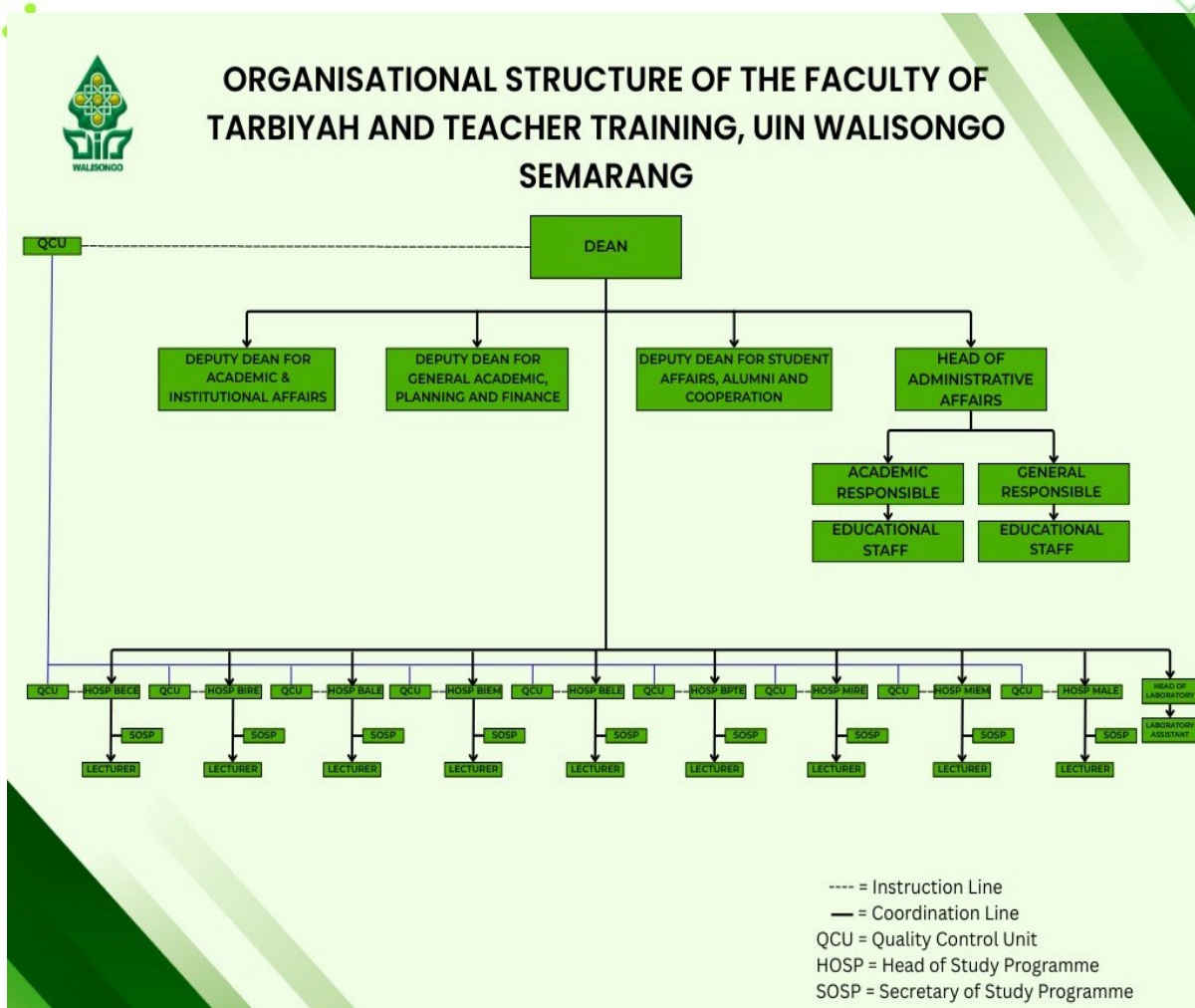


Figure 4. Organisation Structure of Faculty of Tarbiyah and Teacher Training UIN Walisongo

1.4 ADDITIONAL INFORMATION ON THE ASSESSED STUDY PROGRAMME

In recent years, the Bachelor of English Language Education study programme has recorded a total of 28 documented achievements between 2022 and 2025. In 2024, lecturers demonstrated significant productivity with 18 recorded activities, comprising 11 at the international level and 7 at the national level. This was followed by 6 international achievements from lecturers in 2025, though no national-level lecturer activities were recorded for that year. Students contributed a further 4 achievements at the national level across 2022, 2024, and 2025.

Notable examples of lecturers' achievements at the international level include Dr. Siti Mariam, M.Pd. serving as a presenter at The 12th ELITE International Conference and the International Conference on Language, Linguistic, Culture, and Education. Lulut Widyaningrum, M.Pd. and Dra. Nuna Mustikawati Dewi, M.Pd. carried out community service by teaching English at Solihuddin School in Chana, Thailand, whilst Dra. Nuna Mustikawati Dewi, M.Pd. and Muhammad Nafi Annury, M.Pd. acted as visiting lecturers and speakers at an academic seminar at UPSI, Malaysia. At the national level, Dwi Arni Siti Margianti, M.Pd. and Awwalia Fitrotin Izza, M.Pd. both served as online tutors for Universitas Terbuka, and Muhammad Nafi Annury, M.Pd. contributed as a reviewer for the IJELTAL journal.

Students have also achieved recognition at the national level. Fat Maulana won the title of Indonesian Youth Ambassador in 2024, whilst Ayu Yulianingsih secured a Gold Medal at the National Science Olympiad Festival the same year. Muamanah Tri Wiyanto achieved second place in the FOSMA Speech Contest in 2022, and Rafika Kintan Tanada is recorded as a News Anchor at MRTV in 2025. Within the study programme itself, Gading and Anita were named Prince and Princess of the English Education programme at the English Heritage Fest event. No international-level student achievements were recorded in the document. **(Annex 9)**

CHAPTER 2. DESCRIPTION OF INTERNAL QUALITY ASSURANCE

2.1 QUALITY ASSURANCE POLICY

2.1.1 LEGAL BASIS AND ORGANISATIONAL STRUCTURE

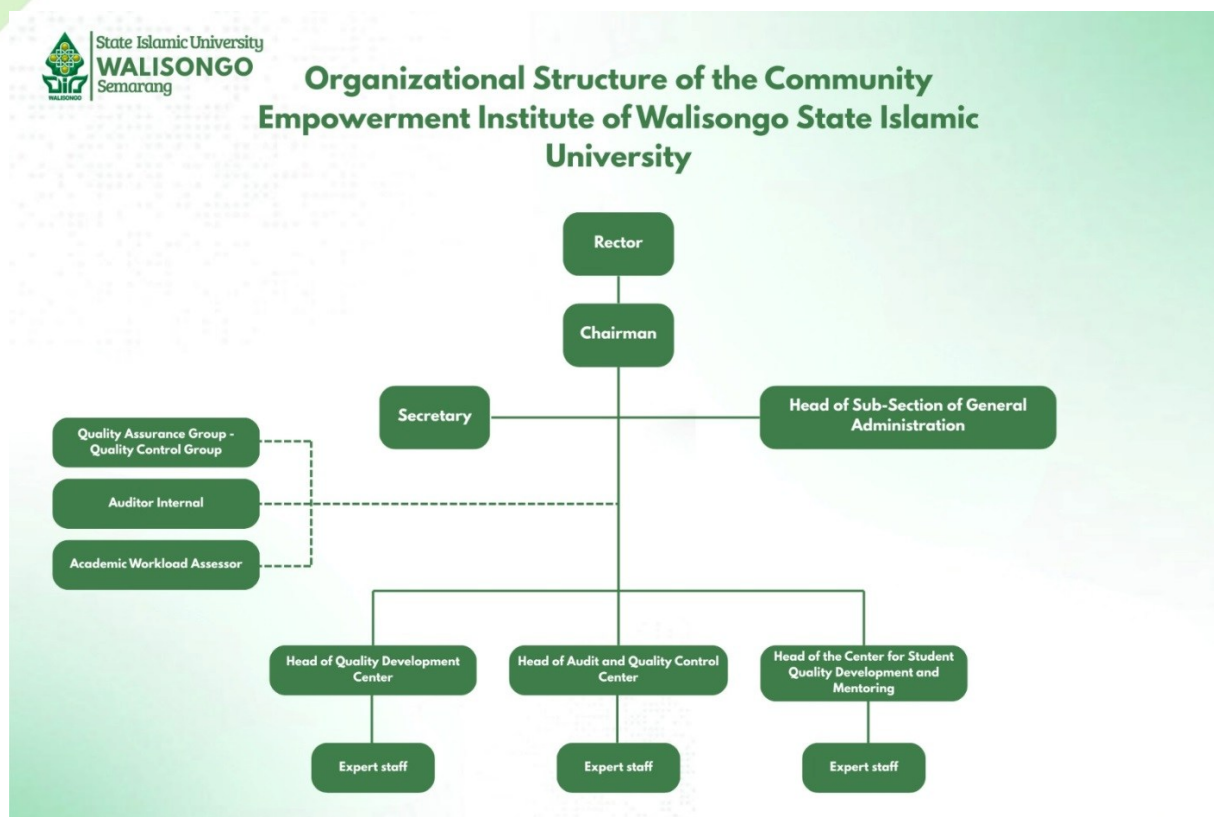


Figure 5 . QA Organisational Structure at UIN Walisongo

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.

No.	The Strengths of the University	Improvements for Quality Assurance
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 SEMARANG. 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 Bachelor's degree or equivalent qualification
-		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 BELE PROGRAMME

The Bachelor of English Language Education programme at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang, was officially established in 2004. Its founding was formalised through the Decree of the Director General of Islamic Institutions Number: DJ.I/II/4A/2004, issued on 19 March 2004. This decree granted approval for the implementation of the English Language Teacher Education Programme at the then-State Islamic Institute (IAIN) Walisongo Semarang, marking the beginning of the programme's journey to produce qualified English language educators. **(Annex 20)**

The academic vision of the English Language Education programme is to develop technology-based English language education and learning that aligns with social constructivism learning theory and multimodality theory in the innovation of Islamic-based English curriculum development, pedagogy, assessment, research, and the unity of knowledge. The programme's educational objectives are threefold: to conduct education that produces professional and independent English language educators with a holistic scientific perspective; to conduct research that develops and improves the quality of learning and community service in the field of English language teaching; and to establish collaborations and carry out community service initiatives in the field of English language learning.

The programme is designed to produce graduates with three distinct professional profiles. The first is the English Language Specialist Educator, prepared to teach at primary and secondary education levels with strong pedagogical and ethical foundations. The second profile is the Language Practitioner, equipped with skills to work as translators, interpreters, broadcasters, research assistants, and content creators in both digital and non-digital formats. The third profile is the Edutechnopreneur, an education graduate with entrepreneurial competencies in the field of English language education, capable of developing innovative, technology-based business initiatives. All three graduate profiles share a commitment to devotion to God Almighty, nationalism, strong character, lifelong learning, and the ability to work critically and reflectively by appropriately utilising information technology. **(Annex 21)**. Furthermore, the study programme profile can be viewed through the following profile video <https://youtu.be/DuJ22PoG79Y>

2.2.2. OVERVIEW OF THE CURRICULUM STRUCTURE OF THE BELE PROGRAMME

The Bachelor of English Language Education programme at UIN Walisongo Semarang is structured as an eight-semester programme requiring students to complete a total of 219 European Credit Transfer and Accumulation System (ECTS) credits. The distribution of credits across the semesters is designed to

ensure a progressive and balanced academic workload: Semester 1 comprises 30 ECTS, Semester 2 comprises 30 ECTS, Semester 3 comprises 33 ECTS, Semester 4 comprises 33 ECTS, Semester 5 comprises 36 ECTS, Semester 6 comprises 33 ECTS, Semester 7 comprises 15 ECTS, and Semester 8 comprises 9 ECTS. The curriculum is organised into several layers of learning, beginning with university compulsory courses that establish foundational knowledge. Examples of courses in this layer include Pancasila and Civic Education and Islam and Religious Moderation. This is followed by programme-specific compulsory courses that develop core disciplinary competencies, such as Extensive Listening and Speaking and TESOL Methodology. Students then have the opportunity to select from a range of elective courses, including Multimedia Design and Development in Education and English for Business. The structure culminates in a final project layer, which includes the Thesis or Final Project, allowing students to demonstrate their capacity for independent research and scholarly inquiry.

The curriculum of the English Language Education programme is distinguished by its deep integration of the core values and scientific vision of UIN Walisongo Semarang. The academic vision, which seeks to develop technology-based English language education and learning in harmony with social constructivism and multimodality theory, is operationalised through courses such as Technology-Enhanced Language Learning and ICT-based Language Materials Development. This technological focus is balanced with a strong emphasis on the university's foundational principle of the "unity of sciences" (wahdatul 'ulum), which rejects the dichotomy between religious and secular knowledge. This distinctive feature is embodied in compulsory courses like Philosophy of the Unity of Sciences, Islam and Religious Moderation, and Tawhid and Sufi Ethics, which ensure that the study of English language pedagogy is consciously framed and enriched by Islamic ethics and a holistic understanding of human development. The programme's educational objectives, which aim to produce professional and independent educators with a holistic scientific perspective, are reflected in the curriculum's commitment to cultivating graduates who are not only pedagogically skilled and technologically adept but also ethically grounded and dedicated to lifelong learning. This unique synthesis of modern educational theory, technological innovation, and Islamic values prepares graduates to serve as reflective practitioners and responsible professionals in diverse educational contexts. **(Annex 22)**

2.2.3. LEARNING OBJECTIVES OF ENGLISH LANGUAGE EDUCATION PROGRAMME

The learning objectives of the Bachelor of English Language Education programme are systematically aligned with both the European Qualifications Framework (EQF) at Level 6 and the Indonesian Qualifications Framework (IQF) at the same level. These frameworks correspond to the first cycle of higher education, which equips graduates with advanced knowledge, critical thinking skills, and managerial competence required for complex professional activities. The Programme Learning Outcomes (PLOs) represent the specific competencies that graduates must demonstrate upon completion of their studies, encompassing attitudes, knowledge, and skills across three domains as defined by both qualification frameworks. In the knowledge domain, graduates are expected to possess a deep understanding of theoretical concepts in linguistics, literature, language pedagogy, and student development. In the skills domain, they must demonstrate the ability to analyse and evaluate spoken and written English texts at the B2 proficiency level, design and implement student-centred learning, and produce English-language works for publication. Regarding autonomy and responsibility, graduates are expected to make independent decisions, manage professional activities, and take responsibility for their work within unpredictable contexts. The complete PLO statements, which detail eight specific learning outcomes covering attitudes, general skills, pedagogical competencies, research capabilities, and entrepreneurial skills, can be found in Annex 23 of the curriculum documentation **(Annex 23)**.

2.2.4. COMPULSORY AND ELECTIVE MODULES

The Bachelor of English Language Education programme requires students to complete a total of 146 SKS (Satuan Kredit Semester) over eight semesters, which is equivalent to 219 ECTS credits based on the conversion rate of 1 SKS = 1.5 ECTS. The distribution of credits per semester is carefully designed to ensure a progressive and manageable academic workload. Compulsory courses constitute the majority of the curriculum, with university compulsory courses totalling 21 ECTS and programme-specific compulsory courses amounting to 157.5 ECTS. Elective courses, totalling 9 ECTS, are concentrated in the sixth

semester, allowing students to tailor their learning according to their interests and career aspirations. Final project components, including internships, community service, and the thesis, account for 31.5 ECTS distributed across semesters six, seven, and eight. The semester-by-semester distribution is as follows: Semester 1 (30 ECTS), Semester 2 (30 ECTS), Semester 3 (33 ECTS), Semester 4 (33 ECTS), Semester 5 (36 ECTS), Semester 6 (33 ECTS), Semester 7 (15 ECTS), and Semester 8 (9 ECTS), all consisting entirely of compulsory courses except for the elective offerings in Semester 6.

The study programme offers three distinct specialisations embedded within its graduate profiles: English Language Educator, Language Practitioner, and Edutechnopreneur. These specialisations are designed to align with the diverse competency demands of the contemporary workplace and industry. The Educator specialisation prepares students for teaching roles in primary and secondary schools through courses such as TESOL Methodology, Teaching English to Young Learners, and Reflective Practice in Micro Teaching. The Language Practitioner specialisation equips students for roles as translators, interpreters, broadcasters, and content creators through courses in Literary and Academic Translation, Critical Discourse Analysis, and English and Intercultural Communication. The Edutechnopreneur specialisation develops entrepreneurial competencies for the education technology sector through courses in EdTech Entrepreneurship, ICT-based Language Materials Development, and English for Business. This tripartite structure ensures that graduates possess not only pedagogical expertise but also versatile language skills and innovative entrepreneurial capabilities, directly responding to industry needs for adaptable, technologically proficient, and creatively minded professionals who can thrive in both educational and broader professional contexts.

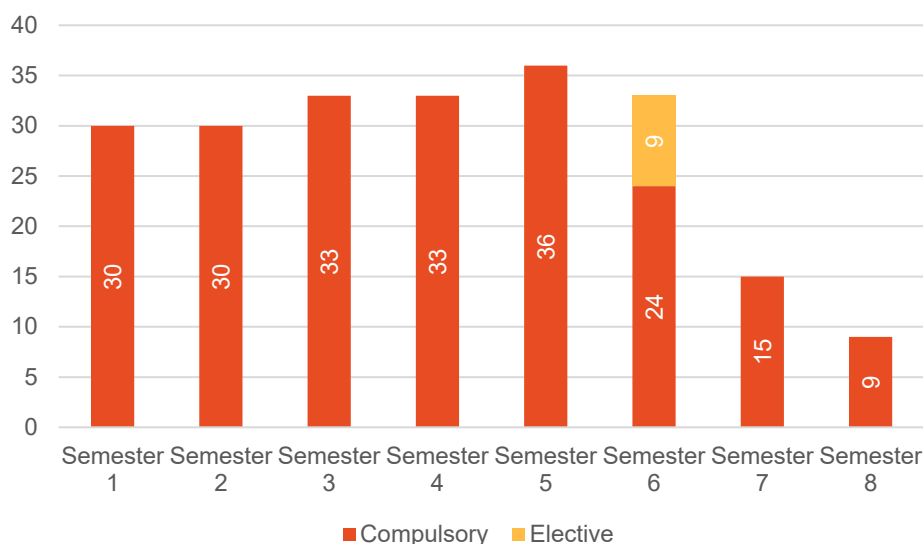


Figure 7. Distribution of Study Load (ECTS) for Compulsory and Elective Courses per Semester in the Bachelor of English Language Education Study Programme

2.2.5. INVOLVEMENT OF STAKEHOLDERS IN CURRICULUM DEVELOPMENT

The curriculum for the Bachelor of English Language Education programme was developed through a rigorous and participatory process conducted throughout 2024, involving both internal and external stakeholders to ensure that the learning outcomes align with the needs of industry and the wider community. Internal stakeholders, including faculty leadership, all lecturers of the English Language Education programme, and student representatives, participated in intensive workshops and meetings to evaluate the existing curriculum, brainstorm graduate profiles, and scrutinise course content and sequencing. External stakeholders played an equally vital role in shaping the curriculum to ensure its relevance and responsiveness to contemporary challenges and future opportunities. A comprehensive tracer study of alumni from the 2017–2024 cohorts was conducted to gather quantitative and qualitative data on employment trends, job suitability, and the strengths and weaknesses of their academic preparation. Employers of graduates were also consulted to provide feedback on the competencies

required in the workplace. Additionally, external experts and professional associations were engaged to benchmark the curriculum against national best practices and incorporate contemporary pedagogical thought.

Table 5. Reference Points from External Stakeholders

No	Stakeholder	Reference Point for the Study Programme Curriculum
1	Margono, S.Pd.I. Principal of Partner School	Need for teachers who are ready to teach and capable of managing classrooms; teachers who are ready to implement IT-based learning.
2	Qosim T Akbar, S.Pd.I. Principal of Partner School	Need for teachers who are ready to teach and capable of managing classrooms; teachers who are ready to implement IT-based learning.
3	Prof. Dr. Joko Nurkamto, M.Pd. Curriculum Expert / LAMDIK Assessor	Validation of OBE-based curriculum construction; mapping of OBE courses; development of OBE-based Semester Learning Plans (RPS).
4	Prof. Handoyo Puji Widodo, Ph.D. Curriculum Expert / LAMDIK Assessor	Validation of OBE-based curriculum construction; mapping of OBE courses; development of OBE-based Semester Learning Plans (RPS); provided recommendations on strengthening backward design alignment, integrating critical perspectives, and developing PLO attainment measurement systems.
5	Prof. Dr. Didin Curriculum Expert / LAMDIK Assessor	Validation of OBE-based curriculum construction; mapping of OBE courses; development of OBE-based Semester Learning Plans (RPS).
6	Dr Saminato, M.Pd. Trainer from Quality Assurance Institute (LPM) UIN Walisongo	Training on core OBE principles, reconstruction of PLO, mapping of PLO to courses, and preparation of OBE-based Semester Learning Plans (RPS).
7	Association of Indonesian English Education Study Programmes (APSPBI) Professional Association	Platform for benchmarking against national norms, understanding common challenges, and adopting emerging best practices in ELT curriculum design across Indonesia.

2.2.6 EXTERNAL EXPERTS AND REFERENCE POINTS

The curriculum for the Bachelor of English Language Education programme was developed through a comprehensive and collaborative process involving a range of experts and industry representatives who provided valuable insights to ensure the programme's relevance, rigour, and responsiveness to both contemporary challenges and future opportunities. The development process engaged curriculum experts, professional associations, and partner school principals who contributed their perspectives on the competencies required of graduates in the field of English language education. Their input was instrumental in shaping the curriculum's structure, content, and learning outcomes, ensuring that the programme produces graduates who are not only academically proficient but also practically skilled and ready to meet the demands of the workplace.

Table 6. Reference Points from Experts and Industry

No	Expert/Industry (Name and Affiliation)	Reference Point for the Study Programme Curriculum (Details from Annex 2)
1.	Prof. Handoyo Puji Widodo, Ph.D. Curriculum Expert / National Expert in English Language Teaching	Provided critical analysis based on global trends in outcome-based education and language teaching methodologies; recommended strengthening backward design alignment and OBE logic; advised on designing a cohesive, assessed practicum sequence; recommended formalising the "Edutechnopreneur"

No	Expert/Industry (Name and Affiliation)	Reference Point for the Study Programme Curriculum (Details from Annex 2)
		profile and embedding technology throughout the curriculum; advocated for including courses fostering critical and research-informed perspectives; recommended systematic evaluation of PLO attainment.
2.	Association of Indonesian English Education Study Programmes (APSPBI) Professional Association	Provided a platform for benchmarking against national norms and understanding common challenges in ELT curriculum design across Indonesia; enabled the adoption of emerging best practices in curriculum development through active participation in annual forums and business meetings.
3.	Margono, S.Pd.I. Principal of Partner School	Expressed the need for teachers who are ready to teach and capable of managing classrooms effectively; emphasised the importance of preparing teachers who are ready to implement IT-based learning in their teaching practice.
4.	Qosim T Akbar, S.Pd.I. Principal of Partner School	Highlighted the requirement for graduates who are immediately ready to assume teaching responsibilities; stressed the necessity for teachers capable of managing classrooms and implementing technology-integrated learning approaches.

2.2.7. EXPECTED STUDENT LOADS

The Bachelor of English Language Education Study Programme at the Faculty of Tarbiyah and Teacher Training, UIN Walisongo Semarang, is designed for a standard study period of four years divided into eight semesters, in which students are required to complete at least 146 SKS to graduate, which is equivalent to 219 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 14 and 24 SKS per semester, which is equivalent to 21 to 36 ECTS. Starting from the second semester, the number of SKS that can be taken depends on the previous semester's Grade Point Average, with the following conditions: a maximum of 24 SKS for a GPA of 3.00–4.00; a maximum of 21 SKS for a GPA of 2.50–2.99; a maximum of 18 SKS for a GPA of 2.00–2.49; a maximum of 15 SKS for a GPA of 1.50–1.99; and a maximum of 12 SKS 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 Bachelor of English Language Education Study Programme is supported by comprehensive facilities and infrastructure designed to enhance the teaching and learning experience. The programme utilises dedicated language laboratories equipped with modern audio-visual technology to support the development of students' listening, speaking, and pronunciation skills through interactive practice and authentic materials. Students also have access to the university's extensive digital and physical library resources, including a wide collection of academic journals, books, and e-books in the fields of linguistics, language pedagogy, and educational technology. The university's robust information technology infrastructure provides seamless access to the e-learning platform, which facilitates blended learning through online lectures, discussion forums, and assignment submissions. Classrooms are equipped with multimedia projectors and internet connectivity to support interactive and technology-enhanced learning activities. These facilities collectively ensure that students can engage with course materials effectively, conduct research, and develop the digital literacy skills essential for modern language educators.

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

The process of monitoring and evaluating the major and minor curricula within the English Language Education 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, historical, and legal foundations, and aligning them with current societal and industry demands. 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, alumni, and labour market analyses, 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 educational values and contemporary professional requirements (**Annex 24**).

During the implementation stage, the curriculum is implemented by identifying potential obstacles, conducting socialisation with lecturers and students, and monitoring the learning process. This process ends with an evaluation stage, through formative and summative evaluations of the curriculum implementation to ensure its effectiveness and relevance. All these stages form the basis for continuous improvement, ensuring the quality of the curriculum is maintained.

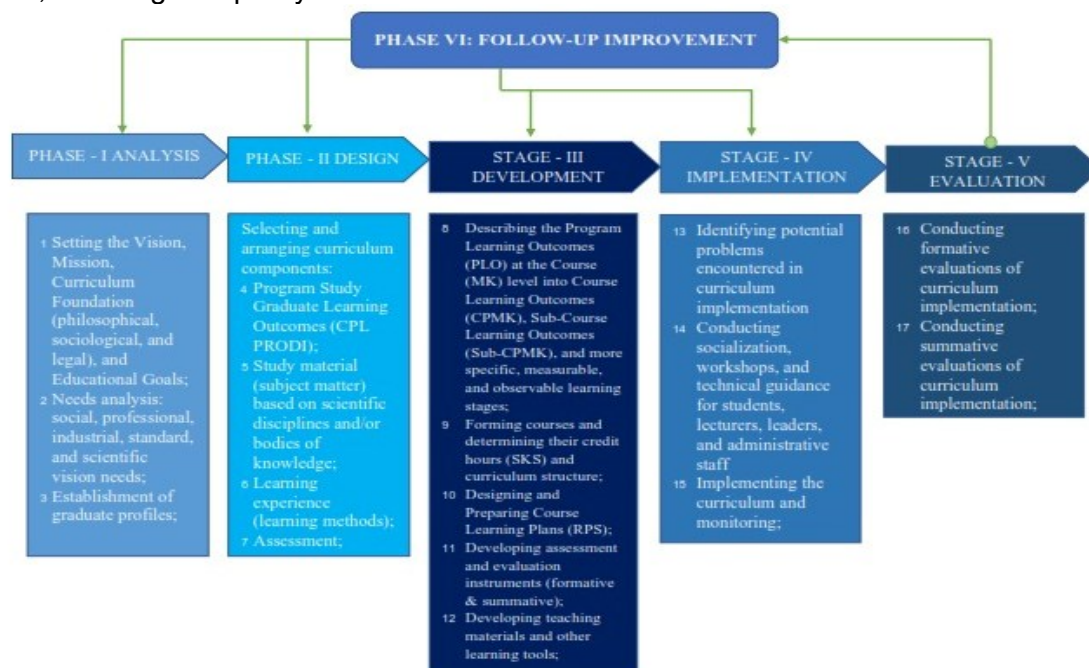


Figure 8 . Curriculum Monitoring and Evaluation Cycle

2.2.11. RELEVANCE TO EUROPEAN HIGHER EDUCATION OBJECTIVES

The Bachelor of English Language Education programme's curriculum demonstrates a comprehensive alignment with the four EPHE (European Portfolio for Higher Education) goals through its strategic allocation of ECTS credits across various course groups. Based on the detailed mapping in the programme allocates a total of 117 ECTS credits to preparation for the labour market, 36 ECTS credits to preparation

for life as an active citizen in a democratic society, 63 ECTS credits to personal development, and 159 ECTS credits to the development of a broad and advanced knowledge base. These allocations provide clear evidence that the curriculum is designed to holistically prepare graduates not only for professional careers but also for responsible citizenship, personal growth, and advanced academic inquiry.

Preparation for the Labour Market is supported by 78 SKS (117 ECTS) of directly aligned courses that develop professional teaching competencies and practical skills. Core professional competencies comprising 30 SKS are evidenced through required courses such as TESOL Methodology, Language Curriculum and Materials Development, Language Learning Evaluation, and EdTech Entrepreneurship. Applied and technical skills totalling 26 SKS are realised through the comprehensive sequence of language skill courses covering listening, speaking, reading, writing, grammar, and pronunciation, as well as technology-enhanced learning modules. Mandatory professional experience of 6 SKS is fulfilled through the School Observation and Teaching Internship (PLP), while MBKM independent learning tracks provide 10 SKS of elective courses in areas such as Translation, Business English, and Multimedia Design. The culmination of this preparation is the 6 SKS Final Project or Thesis in ELT, which demonstrates students' ability to integrate and apply their professional knowledge.

Preparation for Life as an Active Citizen in a Democratic Society is addressed through 24 SKS (36 ECTS) of dedicated courses focusing on civic education, Islamic ethical studies, and community engagement. National character and civic courses comprising 2 SKS are fulfilled through Pancasila and Civic Education, which instils foundational knowledge of Indonesian democratic values and citizenship responsibilities. The Islamic ethical and social framework, totalling 12 SKS, is developed through courses including Islam and Religious Moderation, Fiqh, Tawhid and Sufi Ethics, and the Philosophy of the Unity of Sciences, which together cultivate ethical reasoning and social responsibility. Community engagement is realised through 4 SKS of Community Service (KKN), providing direct experience in contributing to societal development. Intercultural and social awareness, comprising 6 SKS, is developed through English and Intercultural Communication, Sociolinguistics, and Critical Discourse Analysis, which prepare students to engage respectfully and effectively in diverse democratic societies. An additional 18 SKS of infused elements across other courses embed content on religious moderation, unity of knowledge, and social ethics throughout the curriculum.

Personal Development is supported by 42 SKS (63 ECTS) of directly aligned courses focused on character building, spiritual growth, communication skills, and entrepreneurial mindset. Spiritual and character formation, totalling 10 SKS, is realised through Tawhid and Sufi Ethics, Fiqh, Islamic Philosophy and Pedagogy, and Qur'an and Hadith Literacy, which together foster ethical character and spiritual awareness. Communication and language skills, comprising 20 SKS, are developed through the intensive and extensive language course sequences, academic writing, and professional communication modules that build confidence and expressive capability. An entrepreneurial mindset is cultivated through the 2 SKS EdTech Entrepreneurship course, which introduces principles of innovation and business development in educational technology contexts. MBKM personal growth tracks provide 10 SKS of elective courses enabling student exchange, internships, or interdisciplinary projects that support individual development pathways. Furthermore, 20 SKS of infused elements across all courses target collaboration, problem-solving, reflective practice, and independent learning skills essential for lifelong personal and professional growth.

Development of a Broad and Advanced Knowledge Base constitutes the foundation of the curriculum, with 106 SKS (159 ECTS) of directly aligned courses ensuring structured progression across linguistics, literature, pedagogy, and research. Foundational language skills comprising 24 SKS are established through intensive courses in listening, speaking, reading, writing, grammar, and pronunciation. Core linguistics and literature studies totalling 30 SKS are developed through Communicative Grammar, Critical Discourse Analysis, Poetry, Short Story and Drama in Language Education, Translation, Sociolinguistics, and Psycholinguistics. Core pedagogy and educational science, representing the largest component at 40 SKS, encompasses Second Language Acquisition, TESOL Methodology, Language Assessment, Curriculum Development, Educational Psychology, and Technology in English Language Teaching. Research and academic skills comprising 12 SKS are developed through Quantitative and Qualitative Research Methods, Statistics in Education, and Academic Essay Writing, culminating in the Final Project. An additional 10 SKS of infused elements integrate the Unity of Sciences approach across language,

literature, and pedagogy courses, ensuring that knowledge development is both broad in scope and coherent in its philosophical foundations. **(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 Bachelor of English Language Education (BELE) study programme demonstrates a robust and pervasive commitment to Student-Centred Learning (SCL) across its curriculum. The pedagogical approach is designed to shift the focus from traditional, teacher-led instruction to an environment where students are active participants, critical thinkers, and collaborative constructors of their own knowledge. This is achieved through a deliberate and systematic integration of SCL principles, evident in the learning objectives, chosen methodologies, and comprehensive assessment strategies within each course. Students are consistently placed at the heart of the learning process, tasked with problem-solving, creating projects, reflecting on their practice, and engaging with peers through structured collaboration. The programme's philosophy, reinforced by the integration of Islamic values and the principles of 'Unity of Science', aims to develop autonomous, reflective, and professionally competent graduates equipped for the complexities of modern English language teaching. For Example:

1. Course: ICT-based Language and Materials Development (PBI-6032) – 3 ECTS Credits

This module demonstrates SCL through an explicitly blended learning design, delivered offline in class and online via the UIN Walisongo LMS (asynchronous) and Zoom Meeting (synchronous). Learning is organised around lectures, discussions, presentations, and Case-Based Learning (CBL), positioning students as designers and evaluators of technology-enhanced English learning materials, such as multimedia and interactive resources. The course emphasises not only technical-pedagogical competence, including designing, adapting, and evaluating ICT-based materials, but also responsible and ethical professional attitudes in material development. Students are required to produce a range of ICT-based outputs, from interactive presentations and e-books to audio, video, and gamified quizzes, applying theoretical frameworks like TPACK and SAMR to solve authentic design problems.

Assessment is tightly aligned with CBL and authentic performance, reflecting a holistic SCL assessment logic. The final grade is a weighted composite of Mid-Term Examination (15%), Final Exam (15%), Discussion (10%), Assignment/Quiz (5%), Group Assignment (10%), and a substantial CBL package consisting of Group Presentation (20%), Case Discussion (10%), and Case Report Assessment (15%). This structure ensures students are evaluated not only on conceptual understanding through examinations but also on collaborative analysis, creativity in solution design, communication quality, and evidence-based

reporting. For instance, the group assignment requires students to not only develop a lesson package but also to justify their design decisions by mapping them to SLA, TPACK, and multimedia principles. The inclusion of a "reflection note" in individual assignments compels students to critically evaluate their own work and the needs of their target learners, while the use of detailed analytical rubrics provides clear, transparent benchmarks for success, encouraging students to take ownership of the quality and depth of their learning.

2. Course: Islamic Teaching English to Young Learners (TEYL) (PBI-6037)

This course applies SCL by combining lectures and discussions with Project-Based Learning (PBL) and presentations. The learning tasks require students to analyse and apply approaches, methods, techniques, and scaffolding strategies for young learners, while also integrating Islamic values, ethics, and local wisdom into instructional decisions. In practice, students work through applied activities such as designing teaching materials and media, constructing lesson scenarios, and developing teaching reports that reflect real instructional contexts. The methodology is heavily reliant on active, experiential, and reflective learning, featuring a significant microteaching component where students plan and deliver lessons to their peers, fostering deep professional insight through simulation, structured peer feedback, and self-reflection. Assessment prioritises authentic outputs and staged performance, designed to capture the multi-faceted nature of teaching competence. CLO-based assessment allocates weight to participatory activity and written testing or reading assignments (10%), a mid-term group assignment focused on media product and lesson planning developed through PBL (30%), and a final examination anchored in an individual written teaching report (60%). This weighting shows that TEYL achievement is judged primarily through applied teaching competence and reflective documentation of practice, rather than memorisation of theory alone. The final report is a powerful example of SCL, requiring students to write a critical analysis of their own microteaching experience, describing their lesson, analysing the effectiveness of their chosen methods, materials, and scaffolding, and reflecting on challenges and their professional growth. The use of detailed rubrics for all assignments, including the "Individual Assessment Criteria in Discussions," empowers students to understand expectations and engage in self-monitoring, ensuring they actively construct their own pedagogical identity.

3. Course: Reflective Practice in Micro Teaching (PBI-6439) – 6.00 ECTS Credits

This module is designed as a practice-and-reflection oriented SCL course that prepares students for professional teaching development through micro-teaching, peer feedback, and reflective evaluation. Teaching methods include lectures, discussions, presentations, and demonstrations, supported by a blended learning approach, combining offline class with online learning via the LMS and Zoom. The course explicitly targets reflective capacity and continuous improvement, requiring students to observe classroom dynamics, analyse instructional effectiveness, and apply reflective techniques to enhance teaching performance over time. Students are required to plan, deliver, and critically analyse their own micro-teaching sessions, with activities such as creating teaching portfolios, developing video-recorded lessons for self and peer critique, and engaging in "window shopping" of peers' work serving as vehicles for co-constructing understanding.

Assessment is diversified and performance-focused, intricately designed to support the SCL approach. The final grade is a composite of Discussion and Class Participation (10%), Speaking Assignment (15%), Listening Assignment (15%), Written Assignment (15%), Portfolio Assignment (15%), Mid-Semester Exam (15%), and Final Semester Exam (15%). This composition ensures balanced evaluation across communicative competence, reflective documentation through the portfolio, active engagement, and conceptual mastery tested through examinations consistent with the SCL principle of assessing learning as both process and demonstrable practice. The use of detailed rubrics for assignments like the portfolio requires students to engage in self-assessment and understand the criteria for success, promoting metacognition. Assessment components such as the Speaking Assignment (a reflective analysis of their own teaching) and the Listening Assignment (analysing a peer's teaching) all require students to actively generate knowledge and evaluate their own progress, ensuring they are active agents in their learning journey (**Annex 27**)

In accordance with the UIN Walisongo Semarang Student Complaint Policy (**Annex 28**), the English Language Education 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., ZISWAF Management, or English Language Education). 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

Based on the documents provided, here is a description in British English of the classroom learning, blended learning, and opportunities for distance learning and MOOCs.

Classroom Learning, Blended Learning, and Opportunities for Distance Learning and MOOCs

The Bachelor of English Language Education programme at UIN Walisongo Semarang is delivered through a dynamic combination of traditional classroom learning and modern blended learning approaches, while also providing structured opportunities for distance learning through MOOCs and external study pathways. This multifaceted approach ensures that students benefit from direct interpersonal engagement, the flexibility of technology-enhanced learning, and the breadth of external educational experiences, all in alignment with the university's commitment to producing adaptable, lifelong learners.

Classroom Learning serves as the foundational mode of instruction, providing essential face-to-face interaction between lecturers and students. In the traditional classroom setting, lecturers employ a variety of student-centred methods such as interactive lectures, group discussions, case-based learning,

presentations, and simulations. This environment is crucial for the immediate exchange of ideas, spontaneous questioning, and the development of strong interpersonal and collaborative skills. Students engage in real-time with complex theoretical concepts, participate in debates, and receive immediate, nuanced feedback on their performance. Courses such as *Reflective Practice in Micro Teaching* (6 ECTS) and *Teaching English to Young Learners* (4.5 ECTS) heavily rely on classroom-based activities like microteaching simulations, peer observation, and group workshops, where the physical presence and immediate feedback of peers and instructors are invaluable for professional development. The classroom remains the primary space for fostering a supportive academic community and for conducting activities that require direct, unmediated human interaction.

Blended Learning is systematically integrated across the curriculum, combining the strengths of face-to-face instruction with the flexibility and resources of online learning. As detailed in numerous course syllabi within including ICT-Based Language Materials Development (3 ECTS) and the aforementioned Reflective Practice in Micro Teaching, the learning process is carried out using a blended learning method. This typically involves offline sessions in the classroom complemented by online activities. Synchronous online learning is facilitated through platforms such as Zoom Meeting, enabling real-time virtual classes, discussions, and guest lectures. Asynchronous learning is conducted via the university's dedicated Learning Management System (LMS), accessible at <https://elearning.walisongo.ac.id/>. The LMS serves as a central repository for lecture materials, assignments, and forum discussions, allowing students to engage with course content at their own pace and convenience. This model supports diverse learning styles, encourages self-directed study, and prepares students for the increasingly digital nature of modern educational and professional environments.

The programme also actively supports opportunities for Distance Learning and participation in Massive Open Online Courses (MOOCs), primarily through the framework of the Merdeka Belajar Kampus Merdeka (MBKM) policy. Students are entitled to undertake study for a maximum of three semesters outside their home programme, which includes the option to engage in distance learning and MOOCs offered by other universities or accredited online platforms. As outlined in the curriculum implementation plan, forms of learning activities outside the university include student exchange, research, and independent study projects. For instance, students may pursue MOOCs or other distance learning opportunities under the "Independent Study/Project" or "Student Exchange" MBKM activity categories, with credits being converted and recognised by the study programme. The university's robust IT infrastructure supports these endeavours, providing students with reliable access to digital libraries, online journals, and e-learning platforms. While specific partnerships with external MOOC providers are dynamic, the university's commitment to facilitating these external learning pathways is explicit. Through structured guidance from academic advisors, students can curate a personalised learning journey that includes high-quality distance education, thereby broadening their academic horizons and developing crucial skills in self-management and digital literacy.

2.3.5. EXAMINATION

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 observation, portfolios, and project work, with specific grading scales applied: Diploma and Bachelor's programmes employ a letter-grade system (A to E) mapped to a 0–4.0 numerical scale, while Master's and Doctoral programmes use a refined scale (A to C). 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 Semester and Cumulative Grade Point Average, all supported by the compulsory fulfilment of defined Arabic and English language proficiency standards for graduation (**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, 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 academic recognition of student achievements within the Bachelor of Islamic Education Management programme is designed to acknowledge and validate significant extracurricular and co-curricular accomplishments. This recognition encompasses a variety of activities that students participate in and substantiate with official documentation. Eligible activities typically include participation in and winning positions at competitions (both scientific and non-scientific) at regional, national, and international levels, as well as involvement in seminars, exchange programmes, and cultural or artistic festivals.

The process for obtaining recognition usually requires students to submit a formal proposal to their Study Programme, accompanied by valid supporting evidence such as certificates of achievement, official result announcements, and activity reports. The assessment of these achievements and their conversion into appropriate academic credit or other forms of recognition is conducted in accordance with institutional regulations, ensuring relevance to the student's field of study. This form of recognition serves to encourage student engagement beyond the classroom, enhancing their skills and competitiveness.

Specific forms of recognition can vary but often include the awarding of certificates, notation in the Diploma Supplement (SKPI), potential credit equivalence for relevant courses, and sometimes financial support or assistance. The primary aim is to holistically develop students by valuing their diverse talents and efforts. The table below summarises recognised student achievements by year, based on the categories and data provided in the **(annex 35.)** Due to the data sample focusing on 2024 and 2025.

Table 7. Student Recognition

No	Description of Activity	2022	2023	2024	2025	Total
1	Nasional	2	3	3	2	10
2	Internasional	0	0	0	1	1
	Total	2	3	3	3	11

2.4.5. 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**, 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.

2.4.6. 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), 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

UIN Walisongo Semarang maintains a structured policy for recognising and documenting lecturer achievements as part of its quality assurance framework and commitment to academic excellence. The policy systematically records various forms of professional recognition including editorial board memberships in accredited national journals, peer reviewer appointments, membership in professional organisations, and invitations as resource persons for academic activities. This documentation serves multiple strategic purposes: it provides evidence for institutional accreditation processes, supports lecturer career progression and promotion assessments, demonstrates the university's contribution to national academic discourse, and ensures compliance with national higher education standards that require institutions to track and report on lecturer engagement beyond core teaching responsibilities. The Faculty of Ushuluddin and Humanities, particularly through its Bachelor of Qur'anic Studies and Interpretation Programme, implements this policy by annually compiling recognition data, thereby creating a transparent record of scholarly contributions that reflects the holistic implementation of the Tri Dharma Perguruan Tinggi encompassing education, research, and community service.

The Bachelor of English Language Education programme at UIN Walisongo Semarang takes great pride in the extensive recognition earned by its academic staff through various scholarly and professional activities at both national and international levels. The lecturers' achievements encompass a wide range of contributions, including serving as presenters at prestigious international conferences, acting as visiting lecturers at partner universities, participating in academic exchange programmes, and engaging in international community service. Notable examples include Dr. Siti Mariam, M.Pd., who has presented at multiple international conferences such as the 4th ICETLI, KOLITA ke-22, the 12th ELITE International Conference, and the ICLLCE. Dra. Nuna Mustikawati Dewi, M.Pd. and Muhammad Nafi Annury, M.Pd. have served as visiting lecturers and conducted academic seminars at Universiti Pendidikan Sultan Idris (UPSI) in Malaysia, focusing on cross-cultural communication in education. Additionally, lecturers have been actively involved in international community service, with Lulut Widyaningrum, M.Pd. and colleagues teaching English at Solihuddin School in Chana, Thailand. The faculty also contributes significantly to the academic community through editorial and reviewer roles for numerous national and international journals, demonstrating their expertise and commitment to advancing knowledge in English language teaching and applied linguistics. **(Annex 41):**

Table 8. Lecturer Recognition

No	Level	2024	2025
1	International	11	7
2	National	12	5
Total		23	12

2.5.5. LECTURER RESEARCH AND PUBLICATION ACTIVITIES

UIN Walisongo Semarang implements comprehensive strategies to enhance lecturer research productivity and publication outputs as part of its commitment to academic excellence and institutional reputation. The university provides financial incentives and research grants specifically targeted at producing publications in accredited national journals (Sinta-indexed) and international venues. Regular workshops and training sessions on academic writing, research methodology, and publication strategies are conducted, equipping lecturers with skills to navigate the peer-review process and meet journal standards. The institution has established partnerships with reputable publishers and journal management systems, facilitating access

to publication platforms. Additionally, UIN Walisongo offers dedicated writing time through reduced teaching loads for actively publishing faculty and provides language editing support to overcome linguistic barriers for international submissions. Mentoring programmes pair experienced senior researchers with early-career lecturers, fostering collaborative research and co-authorship opportunities. These strategies collectively aim to increase both the quantity and quality of scholarly outputs, strengthening the university's research profile and supporting career progression for academic staff.

The Bachelor of English Language Education (BELE) programme at UIN Walisongo Semarang demonstrates a robust and consistent commitment to scholarly research and publication, as evidenced by the extensive output of its academic staff. Lecturers within the programme are actively engaged in producing a significant volume of scientific work, contributing to both national and international discourse in fields such as English language education, linguistics, technology in education, and language acquisition. Their publications are disseminated in a diverse range of indexed journals, including reputable Scopus-quartile journals (Q2, Q3, Q4) and nationally accredited Sinta-indexed journals (predominantly Sinta 2, 3, and 4).

For instance, Siti Mariam, Catur Kepirianto, and Mualimin contributed significant works like "Indonesian EFL Students' Voices on Utilizing Grammarly Application to Facilitate Writing Skills in Recount Text," published in Sinta 2, and "Enhancing Students' Reading Comprehension of Recount Text with Multimodal Digital Literacy," featured in Scopus Q3. In addition, Siti Mariam and Sayyidatul Fadlilah's work on "What Are the Washback Effects of Online Students' English Competence Assessment?" was featured in Web of Science (ESCI).

This prolific activity, detailed in the Publication Data of Lecturers (**Annex 42**), The academic staff of the Bachelor of English Language Education programme at UIN Walisongo Semarang have demonstrated a strong commitment to scholarly dissemination through a number of publications in both international and national forums. In 2024, the lecturers collectively produced 17 publications, comprising international journal articles, national journal articles, and proceedings from academic conferences. This achievement reflects the faculty's active engagement with contemporary research trends in English language teaching, applied linguistics, and educational technology. Of the total 17 publications, 4 are at the international level, while 9 are national-level publications. The remaining 4 publications are featured in national or international journals but are not specifically indexed within the main categories. These publications cover a diverse range of topics, including technology-enhanced language learning, pedagogical innovation, and intercultural communication, contributing significantly to the advancement of knowledge in the field. The programme's emphasis on research-informed teaching is evident in the quality and quantity of these scholarly outputs, which also serve to enhance the institution's visibility at both national and international levels.

Table 9. Lecturer Publication

Year	Total Publications	Scopus-Indexed	Sinta-Indexed (National)	No-index
2025	8	4	0	4
2024	9	0	9	0
Total	17	4	9	4

2.5.6 LECTURERS' COMMUNITY SERVICE ACTIVITIES

UIN Walisongo Semarang implements comprehensive strategies to support lecturer engagement in research and community service as integral components of the Tri Dharma Perguruan Tinggi. The university provides dedicated research funding through competitive internal grant schemes that prioritise projects addressing both academic inquiry and societal needs. Institutional support includes research methodology workshops, academic writing training, and publication assistance to enhance research quality and output. For community service, the university facilitates partnerships with external organisations, including international collaborations such as the programme with Sanggar Bimbingan Sungai Buloh in Malaysia, enabling cross-cultural engagement and knowledge exchange. The Faculty of Ushuluddin and Humanities encourages lecturers to serve as journal reviewers, professional organisation members, and resource persons, recognising these activities as valuable contributions to academic communities and broader society. Workload allocation recognises research and community service as

formal duties, while documentation and certification of activities support career progression and institutional accreditation requirements.

The combined data on research and community service activities conducted by lecturers of the Bachelor of English Language Education programme during the 2024–2025 period demonstrates a strong commitment to the implementation of the Tri Dharma of Higher Education, particularly in enhancing academic productivity and strengthening internationalisation. In 2024, a total of 24 activities were recorded, consisting of 15 community service engagements and 9 research publications. Of these, 14 activities were categorised as national, while 10 were international. This data reflects a balance between academic contributions at the national level and a growing international engagement. In 2025, 17 activities were recorded, comprising 9 community service activities and 8 research publications. A significant shift towards internationalisation occurred, with 16 activities categorised as international and only one as national. All community service activities in 2025 were conducted at the international level, primarily through teaching and academic service programmes abroad. Overall, during the 2024–2025 period, BELE lecturers carried out 41 academic activities, consisting of 15 national activities and 26 international activities. The proportion of international activities reached approximately 63%, indicating the study programme's strategic orientation towards strengthening global competitiveness and academic reputation.

The increase in international research collaborations and the implementation of community service abroad reflect alignment with institutional policies concerning internationalisation, the enhancement of academic quality, and the development of global networks. These achievements support the faculty's vision of achieving internationally competitive academic excellence without neglecting national contributions.

(Annex 43)

Table 10 Lecturer Research and Community Service

Year	Scope of Activity	Number of Projects
2024	National Level	22
	Community Service	13
	Research	9
2025	International Level	19
	Community Service	11
	Research	8
Total		41

2.5.7 STRENGTHENING THE RELATIONSHIP BETWEEN EDUCATION AND RESEARCH

The Bachelor of English Language Education (BELE) study programme has established clear guidelines within its Semester Learning Plans (SLP) to integrate research outputs, academic publications, and community service outcomes directly into the teaching and learning process. This approach ensures that course content remains relevant, evidence-based, and aligned with contemporary challenges and opportunities in English language teaching practice. This integration is implemented through several pedagogical methods:

- **Case-based learning**, where students analyse real-world English teaching scenarios drawn from the lecturers' research or community engagement projects in the field of English language education.
- **Group discussions and presentations**, encouraging students to critically engage with published studies in applied linguistics and TESOL, and apply them to contemporary, 21st-century learning contexts.
- **Research-informed assignments**, such as individual and group papers, where students are required to review and integrate recent scholarly articles from the fields of linguistics and language pedagogy into their critical analyses.

Furthermore, outcomes from community service activities conducted by BELE lecturers and students such as English teacher training programmes at madrasahs, digital literacy workshops for language learning, or mentoring programmes for English teaching at Islamic boarding schools are used as practical case studies in the classroom. This allows students to understand how second language acquisition theories, teaching methodologies, and assessment principles are applied in real-world educational settings, and

how research can inform more effective and contextualised English language teaching practices. Assessment of this integrated learning is conducted using Programme Learning Outcome-based rubrics, which evaluate not only students' grasp of theoretical concepts in language teaching but also their ability to critically engage with recent research and apply it to practical English teaching contexts in both schools and madrasahs. Evidence of this integration is systematically documented in the BELE course syllabi, assignment rubrics, examination questions, and PLO attainment records. This approach ensures that the courses within the BELE study programme remain dynamic, applied, and grounded in both scholarly inquiry and authentic community needs, ultimately preparing students to become reflective, innovative, and evidence-based practitioners in the field of English language education. **(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 Bachelor of English Language Education programme at UIN Walisongo Semarang is supported by a total of 11 lecturers and teaching staff. In terms of academic qualifications, 5 lecturers hold Doctoral degrees (PhD), representing approximately 45% of the faculty, namely Dr. Nuna Mustikawati Dewi, M.Pd., Dr. Siti Tarwiyah, B.A., M.A., Dr. Muhammad Nafi Annury, M.Pd., Dr. Nadiah Ma'mun, S.Pd., M.Pd., and Dr. Siti Mariam, M.Pd., while the remaining 6 lecturers, constituting 55%, hold Master's degrees. Regarding academic positions, the programme has 4 Associate Professors (Lektor Kepala), accounting for 36% of the staff, consisting of Dr. Siti Tarwiyah, Dr. Muhammad Nafi Annury, Dr. Nadiah Ma'mun, and Dr. Siti Mariam. The remaining 7 lecturers, or 64%, hold positions as Assistant Professors (Lektor and Asisten Ahli). The gender distribution within the programme consists of 3 male lecturers, or 27%, and 8 female lecturers, or 73%, reflecting a strong representation of women among the academic staff. **(Annex 45)**

2.6. LEARNING RESOURCES AND STUDENT SUPPORT

2.6.1 DEAN'S OFFICE

The Dean's Office building of the Faculty of Tarbiyah and Teacher Training 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 Tarbiyah and Teacher Training UIN Walisongo Semarang profile can be viewed through the following profile video <https://www.youtube.com/watch?v=ufojEFfSolk>

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 m² spread across three campuses (Campus I: 11,176 m², Campus II: 19,550 m², and Campus III: 52,107 m²), 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. 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

The Faculty of Tarbiyah and Teacher Training 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. Furthermore, the Faculty of Tarbiyah and Teacher Training UIN Walisongo Semarang profile can be viewed through the following profile video <https://www.youtube.com/watch?v=MOlovufOp14>.

2.6.3. LEARNING RESOURCES AND STUDENT SUPPORT

Language Centre

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. 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

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

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

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

UIN Walisongo Semarang provides integrated legal services through the Faculty of Tarbiyah and Teacher Training, 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/PPKS), 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

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

UIN Walisongo Semarang offers a comprehensive range of sports facilities, spread across its three campuses, with a total sports area of approximately 25,000 m². These facilities include a standard football field covering an area of $\pm 7,500$ m² that can accommodate up to 500 spectators, a futsal field with two separate fields (total area of approximately 1,200 m²) 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 m²) with a capacity of 50–60 players. Additionally, there is a volleyball court (approximately 400 m²) for two main courts, a tennis court (approximately 650 m²), 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

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.

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 SIAKAD. 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. 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	Academic Information System (SIAKAD)	A central system for managing academic data, including course registration, grading, academic advising, and class journals.	akademik.walisongo.ac.id
2	Student Data Management (Postgraduate)	A dedicated system for postgraduate students to manage personal, parental, financial, and achievement data.	datadiri-pasca.walisongo.ac.id
3	Employee Information System (SIMPEG)	Manages data for all staff and lecturers, including basic information, placement history, status, and digital documents.	simpeg.walisongo.ac.id
4	Lecturer Performance Load (BKD)	Manages and reports on the performance workload of lecturers.	bkd.walisongo.ac.id
5	Final Project/Thesis Guidance (SIBiTA)	Aids in the guidance and monitoring process for students completing their final theses or projects.	sibita.walisongo.ac.id
6	Comprehensive & Munaqasah Exam Management	Handles the electronic administration of comprehensive and final defense exams, including registration and scheduling.	tugasakhir.walisongo.ac.id
7	Graduation Information System	Manages the entire graduation process for students.	wisuda.walisongo.ac.id

No	Name of System/Application	Description	URL
8	Alumni Information System	A platform dedicated to managing data and engagement with university alumni.	alumni.walisongo.ac.id
9	Online Learning (E-Learning)	A digital learning platform providing online courses and resources for students and faculty.	elearning.walisongo.ac.id
10	Walisongo Learning (WELearn)	A platform offering Massive Open Online Courses (MOOCs) for students, learners, and the general public.	welearn.walisongo.ac.id
11	Public Service Agency (BLU) Transaction System	Manages transactions for renting university assets and services (e.g., guest houses, multipurpose buildings, transportation).	blu.walisongo.ac.id
12	Walisongo Eprints	The university's institutional repository for academic publications like theses, journals, and research reports.	eprints.walisongo.ac.id
13	Library Information System	Manages all library resources, including books, journals, digital documents, and online databases.	library.walisongo.ac.id
14	Research & Community Service (Sipendimas)	Used by university employees to manage data related to research and community service projects.	sipendimas.walisongo.ac.id
15	Quality Assurance Information System (Sijamu)	Supports quality assurance activities and management within the university.	sijamu.walisongo.ac.id
16	Cooperation Information System	Manages domestic and international partnerships and collaborations under the coordination of the relevant unit.	kerjasama.walisongo.ac.id
17	Online Attendance System	Manages and records employee attendance.	absensi.walisongo.ac.id

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	https://walisongo.ac.id/
2.	Admissions	https://pmb.walisongo.ac.id/
3.	Institute for Research and Community Service	https://lppm.walisongo.ac.id/
4.	Academic Calendar	https://akademik.walisongo.ac.id/index.php/home/kalender
5.	Student Affairs	https://walisongo.ac.id/mahasiswa/
6.	Alumni	https://alumni.walisongo.ac.id/index.php/login/
7.	Faculty of Tarbiyah and teacher Training	https://fitk.walisongo.ac.id/
8.	Bachelor's of English Language Education	https://pbi.walisongo.ac.id/

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 13.

Table 13 . Social Media, UIN Walisongo

UIN WALISONGO SEMARANG Social Media		
No.	Type of Social Media	URL
1.	Instagram	https://www.instagram.com/uinwalisongosemarang/
2.	YouTube	https://www.youtube.com/channel/UCDZnbMThnFPiKkUieFH_Ttg
3.	Facebook	https://www.facebook.com/UIN.walisongo.3
4.	X	https://x.com/UinWSofficial
5.	Instagram for Faculty of Tarbiyah and Teacher Training and Communication	https://www.instagram.com/ftikuinwalisongo/
6.	Instagram for Bachelor's of English Language Education	https://www.instagram.com/pbi_uinwalisongo/?hl=en

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, English Language Education (Tarbiyah and Teacher Training) 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**).

The Faculty of Tarbiyah and Teacher Training (FITK) at UIN Walisongo demonstrated robust and commendable performance in 2024, successfully meeting or exceeding the vast majority of its strategic Key Performance Indicators. The faculty's achievements reflect a strong commitment to its vision of developing research-based Islamic higher education with a focus on quality, accountability, and global relevance. In the realm of human resource development, the faculty significantly surpassed its targets, notably increasing the number of professors to 17 against a target of 12 (141.67%) and achieving a high student satisfaction index of 4.40. The percentage of lecturers with doctoral degrees also exceeded expectations, reaching 42.37%, and a remarkable 240% of the target was achieved for lecturer and educational staff competency certifications, underscoring a deep commitment to professional growth.

In terms of educational quality and internationalisation, the faculty successfully met its target of offering three international classes, and student participation in international mobility programmes exceeded its goal by 137.5%. Student services and outcomes were particularly impressive. The faculty saw a dramatic increase in scholarship recipients and a 966.5% achievement rate for graduates obtaining professional competency certificates. The on-time graduation rate soared to 73.56%, far surpassing the 47% target, and graduate user satisfaction was recorded at a high 3.62. Student achievements at the national level also doubled the set target, and the faculty successfully hosted 20 international students, meeting its goal for fostering a global academic atmosphere.

Research and community service, core pillars of a research university, also showed strong results. The growth in indexed research output reached 118% of its target, and the number of citations for articles in reputable national journals hit 125%. The faculty successfully published its target of four international journal articles and secured 10 intellectual property rights. Furthermore, it established four nationally accredited Sinta 2 journals, exceeding its target and strengthening its publication infrastructure. Community service activities also surpassed their target, achieving 133%. Institutional governance and partnership indicators were equally positive. All of the faculty's study programmes achieved excellent accreditation, with 78% of programmes university-wide securing top ratings against a 58% target. Financial management was sound, evidenced by an Unqualified (WTP) financial opinion and budget absorption reaching 96.88%, exceeding its target. While operational non-tax state revenue fell slightly short at 93.31% of its target, the overall financial picture is one of stability and accountability. In conclusion, FITK's 2024 performance presents a picture of a faculty successfully advancing its strategic plan, with notable strengths in human capital development, student outcomes, research productivity, and institutional governance, firmly positioning itself on the path to becoming a world-class faculty. (**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 Bachelor of English Language Education at the Faculty of Tarbiyah and Teacher Training, 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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