



House of
Religious
Moderation



PROCEDURES DOCUMENTATION

INTERNAL QUALITY ASSURANCE SYSTEM



**STATE ISLAMIC UNIVERSITY
WALISONGO SEMARANG**

2025

Documentation Procedures



**State Islamic University
Walisongo Semarang 2025**



**RECTOR'S DECREE
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG
NUMBER 090 OF 2025**

**REGARDING
THE INTERNAL QUALITY ASSURANCE SYSTEM STANDARD
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG
YEAR 2025**

Considering : a. That in order to implement the National Standards of Higher Education consistently and sustainably at the State Islamic University Walisongo Semarang, it is necessary to design an Internal Quality Assurance System;

b. That in order to implement the Internal Quality Assurance System, a document of the Internal Quality Assurance System Standard is required;

c. That based on the considerations referred to in points a and b, it is necessary to stipulate a Rector's Decree on the Internal Quality Assurance System Standard of the State Islamic University Walisongo Semarang for the Year 2025.

Taking into Account

Remembering : 1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;

2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;

3. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers;

4. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Administration of Higher Education and the Management of Higher Education Institutions;

5. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Standards for Teacher Education;

6. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education;

7. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 54 of 2015 concerning the Organisation and Working Procedures of the State Islamic University Walisongo Semarang;

8. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 8 of 2022 concerning the Amendment to Regulation of the Minister of Religious Affairs Number 54 of 2015 concerning the Organisation and Working Procedures of the State Islamic University Walisongo Semarang Organisation and Working Procedures of the State Islamic University Walisongo Semarang

9. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 57 of 2015 concerning the Statute of the State Islamic University Walisongo Semarang;.

DECIDING

Stipulating : THE RECTOR'S DECREE OF THE STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG ON THE INTERNAL QUALITY ASSURANCE SYSTEM STANDARD

- OF THE STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG YEAR 2025.
- FIRST : The Internal Quality Assurance System Standard of the State Islamic University Walisongo Semarang is as set out in the appendix which forms an inseparable part of this decree
- SECOND : The Internal Quality Assurance System Standard of the State Islamic University Walisongo Semarang is prepared by taking into account the results of the meeting of the Academic Senate of the State Islamic University Walisongo Semarang on 15 January 2025 and approved on 7 February 2025
- THIRD : This decree shall take effect from the date of enactment, provided that if any error is found in its stipulation, amendments and corrections shall be made as necessary.

Issued in : Semarang
On the date : 10 February 2025



RECTOR

NIZAR

COMPILATION TEAM
SPMI DOCUMENTATION PROCEDURES
State Islamic University Walisongo Semarang

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FOREWORD

Praise be to Allah, the Lord of the Worlds, the Documentation Procedures for the Internal Quality Assurance System (SPMI) have been well organised. This document is an important part of the SPMI of Walisongo State Islamic University, which forms the basis for the Establishment, Implementation, Evaluation, Control and Improvement of SPMI. The documentation procedures form the basis for the implementation of SPMI Standards and serve as a reference and guide for the realisation of the Vision and Mission of Walisongo State Islamic University, Semarang.

The SPMI Documentation Procedures contain formats or forms used to document the implementation of SPMI standards at Walisongo State Islamic University. The Documentation Procedures are expected to serve as the basis and reference for both internal and external stakeholders in implementing SPMI Standards. The SPMI Documentation Procedures are compiled to ensure systemic and structured quality in accordance with the provisions of laws and regulations.

Such is the content and purpose of the Documentation Procedures for the Internal Quality Assurance System of the State Islamic University of Walisongo, with the hope that it will guide the State Islamic University of Walisongo towards its vision and continue to receive His blessing, Aamiin.

Semarang, November 2024 Rector



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I. CURRICULUM DEVELOPMENT MONITORING AND EVALUATION INSTRUMENT

I	PROGRAMME IDENTITY		
	Faculty	:	
	Study Program	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the curriculum development process carried out by the programme b. Assessment by placing a <i>check</i> mark (v) on the established assessment scale		

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
1	Curriculum development is based on applicable laws and regulations	1: 60–69% of the laws and regulations used are relevant to the curriculum developed 2: 70–79% of the laws and regulations used are relevant to the curriculum developed 3: 80–89% of the laws and regulations used are relevant to the curriculum developed 4: 90–100% of the laws and regulations used are relevant to the curriculum developed				
2	Curriculum development involves stakeholders together: 1) Lecturers 2) Students 3) Alumni 4) Practitioners 5) Policy makers and 6) Graduate Users	1: The development of involves 2 of the 6 stakeholder components 2: Curriculum development involves 3 of the 6 stakeholder components 3: The development				

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
		involves 4 of the 6 stakeholder components 4: The development involves 5 of the 6 stakeholder components				
3	Graduation Competency Standards (SKL) must include at least: 1) a belief in God, piety, noble character, and a character in accordance with the values of Pancasila, 2) the ability and independence to apply (bachelor's degree), develop (master's degree), and discover theories (doctorate) of science and technology that are beneficial to society, 3) the ability to actively develop their potential	1: Unclear and Incomplete 2: Less Clear and Incomplete 3: Very Clear and Complete 4: Very clear and very complete				
4	Formulating minimum CPL must include competencies: 1) mastery of science and technology, specific skills and their application to one or a group of specific scientific fields 2) general skills required as a basis for mastery of science and technology and relevant fields of work 3) knowledge and skills that	1: Unclear and Incomplete 2: Less Clear and Complete 3: Very Clear and Complete 4: Very Clear and Very Complete				

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
	is required for the workplace and/or to continue studies at a higher level or to obtain a professional certificate; and 4) intellectual ability to think independently and critically as a lifelong learner					
5	The study programme has a CPL formulation in the curriculum document related to the distinctive values of UIN Walisongo Semarang (UoS, Religious Moderation, and Green Campus) which: 1) Relevant to Vision and Mission 2) Integrative 3) Based on the Unity of Knowledge 4) Moderate in Perspective 5) Oriented towards Sustainability 6) Specific and Measurable 7) Promoting Innovation	1: Contains points 1–4 2: Includes points 1–5 3: Includes points 1–6 4: Includes points 1–7				
6	Formulating the CPL by considering the suitability of 8 criteria 1) the vision and mission of Higher Education Institutions; 2) the Indonesian national qualifications framework; 3) advances in science and technology; 4) the competency requirements of the world of work; 5) the academic field of the study programme; 6) competencies of programme graduates/graduate profiles 7) curriculum of similar	1: The formulation of CPL considers fewer than 4 criteria 2: The formulation of CPL considers fewer than 4–5 criteria 3: The CPL formulation considers fewer than 6–7 criteria 4: The CPL formulation considers fewer than 8 criteria				

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
	study programmes					
	8) development of entrepreneurial graduates					
7	Courses designed in the curriculum align with the vision and mission of the university, faculty, and programme	1: Less than 50% of courses align with the vision and mission of the university, faculty, and study programme 2: 51%–70% of courses align with the vision and mission of the university, faculty, and study programme 3: 71%–90% of courses align with the vision and mission of the university, faculty, and programme 4: More than 91% of courses align with the vision and mission of the university, faculty, and programme				
8	Courses arranged in the curriculum in accordance with the latest developments in science and technology	1: Less than 50% of courses are in line with the latest developments in science and technology 2: 51%–70% of courses are in line with the latest developments in science and technology 3: 71%–90% of courses are aligned with the latest developments in science and technology 4: More than 91% of courses align with the latest advancements in science and technology				

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
9	Courses in the curriculum are aligned with societal needs and labour market demands	1: Less than 50% of courses align with societal needs and labour market demands 2: 51%–70% of courses align with community needs				
		and labour market needs 3: 71%–90% of courses align with community needs and labour market demands 4: More than 91% of courses align with community needs and labour market demands needs				
10	The programme conducts a needs analysis in curriculum development, which includes: 1) social needs 2) professional needs, 3) industry needs, 4) standard requirements, and 5) <i>scientific vision</i>	1: Pordi conducts 1 analysis out of 5 needs analyses 2: Pordi conducts 2 analyses out of 5 needs analyses 3: Pordi conducts 3-4 analyses out of 5 needs analyses 4: Pordi conducts 5 needs analyses				
11	The Study Programme conducts an analysis of the formulation of graduate learning outcomes (CPL) measured using valid and relevant methods, covering the following aspects: 1) comprehensiveness, 2) depth, and 3) usefulness of the analysis, demonstrated by an increase in GLA over time in the last 3 years.	1: GLA Analysis meets 1 aspect 2: CPL analysis meets 2 aspects 3: CPL Analysis meets 3 aspects with a valid method 4: CPL analysis meets 3 aspects using valid and relevant methods				

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
12	The programme curriculum document includes a mapping of courses based on CPL and study materials that are: 1) Comprehensive 2) Progressive 3) Integrated 4) Relevant to the Graduate Profile 5) Adaptive to developments in science and technology	1: The CPL formulation considers fewer than 2 criteria				
		2: The formulation of CPL considers fewer than 3 criteria				
		3: The CPL formulation considers fewer than 4 criteria				
		4: The CPL formulation considers fewer than 5 criteria				
13	Formulating CPL that meets the Core Competencies of Graduates	1: Unclear and incomplete 2: Not Clear and Complete 3: Very Clear and Complete 4: Very clear and very complete				
14	Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels, based on agreements with associations of similar study programmes and professional organisations	1: Learning outcomes are derived from graduate profiles 2: Learning outcomes are derived from graduate profiles and meet KKNI levels 3: Learning outcomes are derived from the graduate profile, meet the KKNI level, and are updated periodically every 4 to 5 years in accordance with developments in science and technology and user needs 4: Learning outcomes are derived from graduate profiles and KKNI/SKKNI levels, based on agreements with associations of similar				

No	Aspect	Assessment Criteria Scale	Assessment Scale			
			1	2	3	4
		study programme providers and professional organisations,				
		and meet the KKN level, and are updated periodically every 4 to 5 years in accordance with developments in science and technology and user needs of users				
15	The curriculum developed includes: 1) needs analysis, 2) curriculum design and development, 3) resources, 4) curriculum implementation process, 5) curriculum implementation outcomes, and funding	1 : the curriculum developed contains 2 of the 6 aspects 2 : the curriculum developed includes 3 of 6 aspects 3 : the curriculum developed includes 4–5 of 6 aspects 4 : the curriculum contains 6 aspects				
16	The distribution of courses each semester takes into account prerequisite and co-requisite courses	1: Less than 50% of the distribution of courses each semester takes into account prerequisite and co-requisite courses 2: 51%–70% of course distribution each semester takes into account prerequisite and core courses 3: 71%–90% of course distribution each semester considers prerequisite and co-requisite courses 4: Over 91% of course distribution each semester takes into account prerequisite and co-requisite courses				

III	FINAL SCORE		
	Total Score	:	
IV	NOTES		

Known
Head of Study Programme

Semarang _____

Evaluator

II. SEMESTER LEARNING PLAN FORM

 WALISONGO	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA STATE ISLAMIC UNIVERSITY WALISONGO Faculty _____ Department _____ Prof. Dr. Hamka Street, Campus III, Walisongo State Islamic University, Semarang, Central Java, Indonesia					
FORM SEMESTER TEACHING PLAN						
Document No.:	Revision No.:	Page:			Date of Issue:	
Subject:	Course Code:	Semester/ Year:	Course Load :	Course Type:	Prerequisite Course:	Field of Expertise:
Authorisation	Lecturer		Coordinator of the Academic Field Group (KBK)		Head of Study Programme	
Learning Outcomes	Graduates (CPL)					
	Course (CPMK)					

	Sub-CPMK	
Course Description		
Learning Materials/Main Topics		
Bibliography	Primary	
	Supplementary	
Learning Media	Software:	Hardware:
Lecturer		

Pertemuan ke-	Final Assessment for Each Meeting	Study Materials	Method	Content Unity of Sciences	Research Integration/Community Service	Learning Experience	Assessment			Time Allocation
							Indicator or	Criteria	Weight	
1										
2										
3.										
4										
5										

No	Aspect	Weighting
1	Independent Assignment (a)	
2	Structured Assignment (b)	
3	Attitude Assessment (c)	
4	Mid-Term Examination (d)	
5	Final Exam (e)	
Final Grade		

Known
Head of Study Programme

Semarang, _____

Lecturer in Charge/Responsible for the Course

STUDENT TASK PLAN (Structured Assignments/SA and Independent Assignments/IA)

Task Plan No.	Face-to-Face	Purpose of the Assignment	Task Description				Assessment Criteria
			Subject Matter	Scope of Work	Method/approach for completing the assignment	Task Output Format	

Know
Head of the Study Programme
Course

Semarang_____

Lecturer in Charge/Person in Charge

Cognitive Assessment

No	Question Indicators	Question	Cognitive Domain	Question Number	Maximum Score
1					
2					
3					
4					
5					
6					
Final Score:					
Notes:					

Known
Head of Study Programme
Course

Semarang_____

Lecturer in Charge/Responsible Person

Attitude Assessment

Attitude Domain:	Student Serial Number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Indicator 1																				
a. Assessment aspect 1																				
b. Assessment aspect 2																				
c. Assessment aspect, etc.																				
Etc.																				
Indicator 2																				
a. Assessment aspect 1																				
b. Assessment aspect 2																				
c. Assessment aspects, etc.																				
Etc.																				
Indicator 3																				
a. Assessment aspect 1																				
b. Assessment aspect 2																				
c. Evaluation aspects, etc.																				
Etc.																				
Scoring Scale 3: Good 2: Fair 1: Not Good Attitude Score: Note:																				

Skill Assessment

Skill Domain:	Score	Assessment Rubric
a. Assessment aspect 1	0-3	----- 1 = ----- ----- 2 = ----- ----- 3 = ----- -----
b. Assessment aspect 2	0-3	----- 1 = ----- ----- 2 = ----- ----- 3 = ----- -----
c. Assessment aspect 3	0-3	----- 1 = ----- ----- 2 = ----- ----- 3 = ----- -----
d. Assessment aspect 4	0-3	-----

Skill Domain:	Score	Assessment Rubric
		1 = ----- ----- 2 = ----- ----- 3 = ----- -----
e. Assessment aspects, etc.	0-3	----- 1 = ----- ----- 2 = ----- ----- 3 = ----- -----
Skill Score:		
Note:		

III. INSTRUMENT FOR ANALYSING THE DEPTH OF THE RPS

I	PROGRAM IDENTITY		
	Faculty	:	
	Program	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the depth of the Semester Learning Plan (SLP) b. Assessment by placing a <i>check</i> mark (v) on the established assessment scale		
III	ASSESSMENT SCALE		
	1: Not Appropriate 2: Fairly Suitable 3: Suitable 4: Highly Suitable		

No	Aspect	Statement	Assessment Scale			
			1	2	3	4
1	Science and Basic Technology	The RPS reflects mastery of basic knowledge in accordance with the Graduate Competency Standards (SKL).				
2		Basic competencies in the RPS are in line with the Graduate Learning Outcomes (CPL).				
3		Basic knowledge in the RPS is integrated with the value of <i>Unity of Science</i> .				
4	Cutting-edge Science and Technology	The material in the RPS is in accordance with the SKL, which covers the latest technological developments.				
5		The latest technology in the RPS supports graduate learning outcomes (CPL).				
6		The material in the RPS integrates the values of <i>Unity of Science</i> with relevant cutting-edge technology.				
7	New Concepts from Current Research	The RPS already contains new concepts that are relevant to the achievement of the SKL.				
8		RPS supports the mastery of graduate competencies in accordance with CPL through strategies/models/methods/techniques that are relevant to current needs.				
9		The RPS supports the mastery of graduate competencies in accordance				

No	Aspect	Statement	Assessment Scale			
			1	2	3	4
		with the CPL				
		using current research sources or results				
10		The RPS incorporates new concepts from research that reflect the value of <i>Unity of Science</i> .				
11	Relevance to the World of Work	The competencies listed in the RPS reflect the needs of the workplace that are relevant to the SKL.				
12		The CPLs outlined in the RPS are aligned with the skills and knowledge required in the workplace.				
13		The competencies in the RPS reinforce the application of the Unity of Science value in the profession of graduates.				

III FINAL SCORE	
Total Score	:
IV NOTES	

Aware
Head of the Study Programme

Semarang _____

Evaluator

IV. INSTRUMENT FOR ANALYSING THE SCOPE OF THE RPS

I	PROGRAMME IDENTITY		
	Faculty	:	
	Study Programme	:	
II	ASSESSMENT GUIDELINES		
	c. Provide an assessment of the comprehensiveness of the Semester Learning Plan (SLP) d. Assessment by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	ASSESSMENT SCALE		
	1: Not Appropriate 2: Fairly Suitable 3: Suitable 4: Highly Suitable		

No	Aspect	Statement	Assessment Scale			
			1	2	3	4
1	Basic Science and Technology	The RPS covers basic theories from various perspectives/other fields that support the mastery of SKL.				
2		The RPS lists relevant knowledge from various branches of science to support the achievement of CPL.				
3		RPS covers the basic theories of various disciplines integrated within <i>the Unity of Science</i> framework.				
4	Advanced Science and Technology	RPS lists cutting-edge technologies from various fields relevant to the SKL.				
5		Cutting-edge technology in the RPS encompasses various cross-disciplinary applications fields that support CPL.				
6		The RPS includes cutting-edge technologies relevant to cross-disciplinary development within <i>the Unity of Science</i> .				
7	New Concepts from Current Research	The new concepts listed in the RPS include various recent research supporting SKL.				
8		The new concepts in the RPS include interdisciplinary research results that support the CPL.				
9		The RPS includes new concepts relevant to				

No	Aspect	Statement	Assessment Scale			
			1	2	3	4
		the interdisciplinary framework of Unity of Science.				
10	Relevance to the World of Work	The RPS includes competencies relevant to various graduate professions in accordance with the SKL.				
11		Competencies in the RPS include skills relevant to the needs of the workplace in accordance with the CPL.				
12		The RPS lists cross-disciplinary competency areas that support graduate readiness in the Unity of Science.				

III FINAL SCORE			
	Total Score	:	
IV NOTES			

Acknowledged

Procedures for Documenting SPMI
Head of Study Programme
State Islamic University Walisongo Semarang

Semarang _____

Evaluator

**V. INSTRUMENT FOR INITIAL MONITORING AND EVALUATION OF LECTURES I
ATTENDANCE OF LECTURERS AND STUDENTS IN THE FIRST WEEK OF LECTURES**

I	PROGRAMME IDENTITY		
	Faculty	:	
	Program	:	
II	ASSESSMENT GUIDELINES		
	a. Fill in the following instrument based on objective data b. Select the appropriate score for each component of the RPS according to the score options in the Assessment Rubric below		

No	Component/Aspect Being Evaluated	Assessment Score				
1	The quality of lecturer attendance in lectures during the first week	4	3	2	1	0
2	Percentage of lecturer attendance in lectures during the first week	4	3	2	1	0
3	Percentage of student attendance in lectures during the first week	4	3	2	1	0

To whom it may concern
Head of the Study Programme,

Semarang _____

Head of GKM

ASSESSMENT SECTION		
COMPONENT	SCORE	DESCRIPTION
<i>The quality of lecturer attendance is assessed through a Google form completed by the students being taught!</i>		
Quality lecturer attendance in lectures in First week	4	The lecturer is present, conducts an introduction, explains the introductory material and the plan. Semester Learning (RPS), conducting learning contracts, and explaining the relevance of of the courses taught with the Vision and Mission.
	3	Lecturers are present, conduct introductions, explain introductory material and the attendance plan Semester Learning Plan (RPS), conducting a learning contract, but there is no connection between the the lectures taught with the Vision and Mission..
	2	The lecturer is present, conducts an introductory process, explains the introductory material, presenting the Semester Learning Plan (SLP), but not conducting a contract learning and failing to explain the relevance of the course taught to the Vision and Mission.
	1	Lecturers are present and only introduce themselves
	0	Lecturer was absent
<i>The attendance percentage is calculated based on the number of lecturers present divided by the total number of lecturers who should</i>		
Percentage Lecturer attendance in attendance at first week	4	Total attendance of lecturers teaching the course: 100%
	3	Total attendance is less than 100%, but greater than or equal to 95%
	2	Total attendance less than 95%, but more than or equal to 90%
	1	Total attendance less than 90%, but more than 0%
	0	No one attended
<i>The percentage of student attendance is calculated based on the average number of students per course.</i>		
Percentage Attendance Students in lectures at first week	4	Total student attendance 100%
	3	Total attendance is less than 100%, but greater than or equal to 95%
	2	Total attendance less than 95%, but more than or equal to 90%
	1	Total attendance less than 90%, but more than 0%
	0	No one attended

VI. INITIAL MONITORING AND EVALUATION INSTRUMENT FOR LECTURES II

PREPARATION FOR LECTURES AND LEARNING FACILITIES AND INFRASTRUCTURE

I	PROGRAMME IDENTITY		
	Faculty	:	
	Study Programme	:	
II	ASSESSMENT GUIDELINES		
	a. Fill in the following instrument based on objective data b. Select the appropriate score for each component of the RPS according to the score options in the Assessment Rubric below.		

No	Component/Aspect Being Evaluated	Assessment Score				
1	Class Schedule	4	3	2	1	0
2	Lecturer in Charge of Course (MK)	4	3	2	1	0
3	Facilities & Classrooms (Academic Facilities)	4	3	2	1	0
4	Safety & Comfort Building & Classrooms	4	3	2	1	0
5	Comfort of internet facilities (UIN Walisongo WiFi)	4	3	2	1	0

To whom it may concern
Head of the Study Programme,

Semarang_____

Head of GKM

ASSESSMENT SECTION		
COMPONENTS	SCORE	DESCRIPTION
Class Schedule	4	Meets 4 criteria, namely 1) the schedule has been approved, 2) the schedule has been announced to students and lecturers before the start of the academic term, 3) the content of the schedule is complete, 4) no changes are made after the start of the academic term
	3	Meets 3 out of 4 criteria
	2	Meets 2 out of 4 criteria
	1	Meets 1 criterion out of 4 criteria
	0	No schedule available when the academic year begins
Course Lecturer	4	Meet four criteria, namely 1) approved by the Dean/Head, 2) the course lecturer does not have an NIDN number and is accompanied by a supervising/mentoring/assisting lecturer who has an NIDN number, 3) there is a match between the lecturer's scientific competence and the course being taught, and 4) there is <i>mentoring/team teaching</i> by a lecturer whose academic expertise aligns with the course for a lecturer whose academic expertise does not align with the course being taught
	3	Meets 3 out of 4 criteria
	2	Meets 2 out of 4 criteria
	1	Meets 1 criterion out of 4 criteria
	0	Does not meet any criteria
Facilities & Classrooms (Academic Facilities)	4	Meet 4 criteria, namely 1) representative building facilities & lecture rooms, 2) lecture rooms equipped with tables and chairs, with a minimum number according to the number of students taking the course and the lecturers teaching it, 3) classrooms equipped with learning facilities, such as whiteboards, markers/pens, erasers, and electrical <i>connections</i> , 4) classrooms equipped with LCD or projector facilities
	3	Meeting 3 out of 4 criteria
	2	Meets 2 out of 4 criteria
	1	Meets 1 criterion out of 4 criteria
	0	Does not meet any criteria

ASSESSMENT CRITERIA		
COMPONENT	SCORE	DESCRIPTION
Safety & Comfort of the Building & Classrooms	4	Meets 4 criteria, namely 1) building and lecture room facilities are guaranteed to be safe and structurally sound, 2) there are technical guidelines for the use of buildings and rooms, room nameplates, and emergency evacuation instructions, 3) there are fire extinguishers that are in good working order, 4) rooms The classroom has guaranteed air circulation, is not hot, and is free from various forms of pollution, both air and noise.
	3	Meets 3 out of 4 criteria
	2	Meets 2 out of 4 criteria
	1	Meets 1 criterion out of 4 criteria
	0	Does not meet any criteria
Comfort of internet facilities (UIN WiFi Walisongo)	4	Meets 3 criteria, namely 1) every classroom has WiFi facilities, 2) the internet signal is stable and smooth, 3) the internet can be accessed by all students and lecturers in the classroom
	3	Meets 2 out of 3 criteria
	2	Meets 1 criterion out of 3 criteria
	1	The internet facilities are not working and cannot be accessed
	0	No internet facilities

VII. INITIAL MONITORING AND EVALUATION INSTRUMENT FOR LECTURE III

RPS ASSESSMENT

I	IDENTITY		
	Study Programme	:	
	Lecturer	:	
	Subject	:	
II	ASSESSMENT GUIDELINES		
	a. Fill in the following instrument based on objective data b. Select the appropriate score for each component of the RPS according to the score options in the Assessment Rubric below		

No	Component/Aspect Being Evaluated	Assessment Score				
1	Name of Study Programme	4	3	2	1	0
2	Course Name	4	3	2	1	0
3	Course code	4	3	2	1	0
4	Semester and Academic Year	4	3	2	1	0
5	Credit Load	4	3	2	1	0
6	Name of lecturer	4	3	2	1	0
7	Signature of Lecturer in Charge	4	3	2	1	0
8	Validation of RMK (Course Cluster) Coordinator and/or Approval of Head of Study Programme	4	3	2	1	0
9	Description of CPL-Programme as programme graduate outcomes	4	3	2	1	0
10	CP-MK Description	4	3	2	1	0
11	Course Description	4	3	2	1	0

No	Components/Aspects Evaluated	Assessment Score				
12	Description of Final Competency	4	3	2	1	0
13	Study Materials Used	4	3	2	1	0
14	Explanation of the implementation of the unity of science paradigm (<i>unity of sciences</i>)	4	3	2	1	0
15	Explanation of the implementation of research/community service integration in learning	4	3	2	1	0
16	Description of learning experience	4	3	2	1	0
17	Learning method	4	3	2	1	0
18	Indicators, weighting of assessment criteria	4	3	2	1	0
19	Allocation of learning process time	4	3	2	1	0
20	Clarity of task descriptions and structured assessment systems	4	3	2	1	0
21	Clarity of task descriptions and assessment systems	4	3	2	1	0
22	Literature Review/Bibliography	4	3	2	1	0

To whom it may concern
Head of the Study Programme,

Semarang _____

Head of GKM

ASSESSMENT SECTION			
No	COMPONENT	SCORE	DESCRIPTION
1	Name of Study Programme	4	Filled in to meet 3 criteria, namely the programme name is present, not mixed up with other programmes, and clearly legible
		3	Filled in meeting 2 criteria: the programme name is present, not confused with another programme, but not clearly legible
		2	Filled in meeting 1 criterion: the programme name is present but not clearly legible .
		1	Filled in but with the name of another programme
		0	Blank
2	Course Name	4	Fill in according to 3 criteria, namely the course name is correct, not mixed up with other courses, and clearly legible
		3	Filled in meeting 2 criteria: the course name is correct, not mixed up with another course, but not clearly legible
		2	Filled in meeting 1 criterion: the course name is correct but not clearly legible
		1	Filled in but with the name of another MK
		0	Blank
3	Course Code	4	Filled in according to 3 criteria, namely the course code is correct, not mixed up with other course codes, and clearly legible
		3	Filled in to meet two criteria, namely that the MK code is correct and not mixed up with other MK codes, but not clearly legible.
		2	Filled in meeting 1 criterion: the MK code is correct, but not clearly legible
		1	Filled in but mixed up with another MK code
		0	Blank
4	Semester & Academic Year	4	Fill in meeting 3 criteria, namely the semester & academic year are correct, not mixed up with other semesters & years, and clearly legible.
		3	Fill in according to 2 criteria: the Semester & Academic Year are correct, not mixed up with other semesters & years, but not clearly legible.

ASSESSMENT CRITERIA			
No	COMPONENTS	SCORE	DESCRIPTION
		2	Filled in meeting 1 criterion, namely the Semester & Academic Year are correct, but not clearly legible
		1	Filled in but mixed up with another semester and/or academic year
		0	Blank
5	Credit load	4	Filled in meeting 3 criteria, namely correct data, correct spelling, legible
		3	Filled in meeting 2 criteria: correct data, correct spelling, but difficult to read
		2	Filled in meeting 1 criterion: data is correct, but spelling is incorrect and difficult to read
		1	Completed but data is incorrect
		0	Blank
6	Name of Lecturer	4	Fill in according to 3 criteria: correct name (as per the official document and schedule), correct spelling, and legible.
		3	Fill in according to 2 criteria: correct name (as per the SK & Schedule), correct spelling, but difficult to read
		2	Filled in meeting 1 criterion: correct name (as per the SK & Schedule), but incorrect spelling incorrect and difficult to read
		1	Filled in but the data is incorrect
		0	blank
7	Signature of Lecturer in Charge	4	Filled in meeting 3 criteria, namely there is a signature, there is the name of the lecturer concerned, and can be clearly read/seen
		3	Filled in according to 2 criteria, namely there is a signature, there is the name of the lecturer concerned, and it is legible/clearly visible
		2	Filled in meeting 1 criterion, namely there is a signature, there is the name of the relevant lecturer, and can be read/seen clearly
		1	Completed but the data is incorrect
		0	blank

ASSESSMENT SECTION			
No	COMPONENT	SCORE	DESCRIPTION
8	Validation by RMK Coordinator and/or Approval by Head of Programme	4	Filled in meeting 3 criteria: accurate data, correct spelling, legible
		3	Completed meeting 2 criteria: accurate data, correct spelling, but difficult to read
		2	Filled in meeting 1 criterion, namely the data is correct, but the spelling is incorrect and difficult to read
		1	Filled in but the data is incorrect
		0	blank
9	Description of CPL-Programme	4	CPL-Programme describes comprehensively, consisting of 4 aspects, namely attitude, general skills, specialised skills, and knowledge as a reflection the graduate profile of the programme
		3	CPL-Programme describes comprehensively, comprising 3 aspects of the 4 aspects desired by the Higher Education Curriculum
		2	CPL-Programme describes comprehensively, comprising 2 aspects of the 4 aspects desired by the Higher Education Curriculum
		1	CPL-Prodi describes it comprehensively, consisting of 1 aspect of the 4 aspects desired by the Higher Education Curriculum
		0	CPL-Prodi is not written or described in the Semester Learning Plan
10	CP-MK Description	4	The CP-MK description clearly explains its relationship with the CPL-Program, covering three aspects: specific (learning outcomes aligned with the curriculum and students' abilities), measurable (the measurability of course learning outcomes from the selection of specific materials), and realistic (CP-MK can measure the achievement/completion of future learning outcomes). in the future)
		3	The description of CP-MK explains how CPL-Prodi is clearly linked to the course, covering 2 of the 3 aspects
		2	The description of CP-MK explains how CPL-Prodi is linked to the course in a clear manner. clearly covers 1 aspect of 3 aspects
		1	The description of CP-MK is linked to the course but does not lead to 3 aspects

ASSESSMENT RUBRIC			
No	COMPONENT	SCORE	DESCRIPTION
		0	No description CP-MK
11	Course Description	4	Course descriptions are explained in accordance with the academic curriculum of the study programme in full and enriched with supplementary material from the relevant lecturer.
		3	Course descriptions are explained in accordance with the academic curriculum of the programme in full without enrichment
		2	Course descriptions are explained in accordance with the academic curriculum of the programme but incomplete
		1	The course description does not match the programme curriculum document
		0	There is no course description
12	Description of final competencies	4	The final competency description describes the CPMK derivatives in a measurable manner by including 4 aspects of operational definitions, namely audience (students), behaviour (actions taken), competence (C in Bloom's revised taxonomy), degree (minimum achievement level)
		3	The final competency description describes the CPMK derivatives, but is not fully measurable, covering only 3 of the 4 aspects
		2	The final competency description describes the CPMK derivative, but is not fully measurable comprehensively, covering only 2 aspects out of 4 aspects
		1	The final competency description describes the CPMK derivative, but it is not fully measurable, covering only 1 aspect out of 4 aspects.
		0	The description of final competencies does not describe CPMK derivatives
13	Study materials	4	The study materials described are highly relevant to the description of the expected final competency, supplemented with detailed and coherent topics
		3	The study materials described are relevant to the description of the expected final competencies expected, but it is not supplemented with detailed and well-structured sub-topics
		2	The study materials described are less relevant to the description of the expected final competencies and are not accompanied by sub-topics

ASSESSMENT CRITERIA			
No	COMPONENT	SCORE	DESCRIPTION
			Detailed and coherent main topic
		1	The study material described is highly irrelevant to the concept of the expected final competency, and is completely lacking in sub-topics. discussions
		0	The study material is not written
14	Explanation of the implementation of the <i>unity of sciences</i> paradigm Note: does not have to be a separate column, but can be seen in the course description	4	The content of the implementation of the unity of sciences is described very well in the RPS, complete with an explanation of the three implementation strategies of the unity of sciences (namely <i>humanisation</i> , <i>spiritualisation</i> , and <i>revitalisation</i> of local wisdom).
		3	The content of UoS implementation is described well , but lacks explanations regarding the three UoS implementation strategies
		2	The implementation content of UoS is described poorly and lacks explanations regarding the three implementation strategies of UoS
		1	The content of the UoS implementation is described very poorly , and there is no explanation whatsoever regarding the three UoS implementation strategies.
		0	The content of the UoS implementation is not described at all.
15	Explanation of the implementation of research/community service integration into learning	4	There is a description of the implementation of research/community service integration and there is implementation of 50-100% of the total number of meetings (can choose research/community service)
		3	There is a description of the implementation of research/community service integration, and there is an implementation of 30–49% of the total number of meetings
		2	There is a description of the implementation of research/community service integration and there is implementation of 20–39% of the total number of meetings
		1	There is a description of the implementation of research/service integration, but the implementation < 20% of the total number of meetings
		0	No description and implementation of research/community service integration

ASSESSMENT CRITERIA			
No	COMPONENT	SCORE	DESCRIPTION
16	Description of learning experience	4	The description of learning experiences is explained in full, consisting of three domains learning processes/outcomes, namely the aspects of knowledge (cognitive), attitude (affective), and skills (psychomotor)
		3	The description of learning experiences is explained but is incomplete, consisting of 2 of 3 aspects
		2	The description of the learning experience is explained but incomplete, consisting of 1 of 3 aspects
		1	The description of the learning experience is explained but does not address the 3 aspects of the learning experience process/outcome
		0	Description of learning experience not available
17	Learning Methods	4	The learning method has three criteria: accessibility, flexibility, interactivity
		3	The learning method only has 2 criteria out of the 3 criteria
		2	The learning method only has one criterion out of two criteria
		1	The learning method does not address these aspects
		0	The learning method is not explained
18	Indicators, weighting of assessment criteria	4	Assessment is based on and adjusted to the expected final competencies, covering four aspects: knowledge, skills, attitude, and objectives
		3	Assessment is based on and adjusted to the expected final abilities expected, taking into account 3 aspects
		2	Assessment is based on and adjusted to the expected final competency expected, taking into account 2 aspects
		1	Assessment is based on and adjusted to the final competency expected, taking into account only one aspect
		0	No assessment

ASSESSMENT RUBRIC			
No	COMPONENT	SCORE	DESCRIPTION
19	Time allocation	4	Time allocation is distributed evenly across each meeting material, accumulating to 50 minutes per face-to-face session per 1 SKS, and is proportional to the breadth and depth of the planned material (study material).
		3	Time allocation is distributed evenly across each meeting material, accumulating to 50 minutes per face-to-face session per 1 credit hour, but is not proportional to the breadth and depth of the planned material (study material).
		2	Time allocation is unevenly distributed across each meeting topic and is not proportional to the breadth and depth of the material (subject matter) covered.
		1	The time allocation is very unevenly distributed across each meeting topic and is highly disproportionate to the breadth and depth of the material (subject matter) covered.
		0	There is no time allocation
20	Clarity of task descriptions and structured assessment systems	4	The structured task description is explained in full and consists of three aspects, namely curriculum credit suitability, learning process/outcome domain, and assessment instrument attachments.
		3	The structured task description is explained incompletely, consisting of 2 aspects out of 3 aspects.
		2	The structured task description is described incompletely, consisting of 1 aspect out of 3 aspects.
		1	The structured task description is explained but does not address all 3 aspects
		0	The structured task description is not explained
21	Clarity of task description and assessment system for independent tasks	4	The description of independent tasks is explained in full, consisting of three aspects, namely time allocation, suitability with CP-MK, and evaluation/assessment instruments.
		3	The description of independent tasks is explained incompletely, consisting of 2 aspects out of 3 aspects.
		2	The description of the independent task is insufficiently detailed, covering only 1 aspect out of 3 aspects.
		1	The description of the independent task is provided but does not address the three aspects
		0	The description of the independent task is absent

ASSESSMENT RUBRIC			
No	COMPONENT	SCORE	DESCRIPTION
22	Literature Review	4	The literature review is filled with criteria, namely articles from the last 10 years, references to research/community service results or reference books of the lecturer concerned, 2 works or more.
		3	The literature review must meet the following criteria: articles published within the last 10 years, references to research/community service results or reference books by the lecturer concerned, 1 work.
		2	The literature review is filled with criteria, namely articles from the last 10 years, references to research/community service results or reference books from other lecturers from UIN Walisongo.
		1	The literature review is filled with criteria, namely articles from the last 10 years, but there are no references from the relevant lecturer or other lecturers from UIN Walisongo.
		0	blank

VIII. FINAL COURSE MONITORING AND EVALUATION INSTRUMENT

I IDENTITY OF THE ASSESSED LECTURER		
	Lecturer Name	:
	Study Programme	:
	Course	:
II ASSESSMENT GUIDELINES		
	a. Provide an assessment of the lecturer's performance in carrying out teaching duties in accordance with the course taught b. Assessment is conducted by placing a <i>check</i> mark (v) on the predetermined assessment scale	
III ASSESSMENT SCALE		
	1: Very Poor 2: Inadequate 3: Adequate 4: Good 5: Very Good	

No	Field	Aspects Assessed	Assessment Scale				
			1	2	3	4	5
	Unique Features of UIN Walisongo Semarang						
1	Unity of Science	RPS containing UoS					
2		Course materials incorporating UoS in lectures					
3		Assignments containing UoS					
4	Religious moderation	Presentation of moderation topics in lectures					
5		Students' understanding of diversity					
6	Smart and Green Campus	RPS supports the implementation of the Smart and Green Campus concept					
7	Gender Equality	Gender content in lecture materials					
8		Gender-based lecturer-student and student-student relationships in the classroom					
	Integration of Research and Community Service Outcomes into Lectures						
10	Integrative	Integration of faculty research and community service outcomes in the teaching and learning process					
11	Collaborative	Collaboration in research and community service among faculty members					
12		Research and community service collaboration between lecturers and students					

13	Holistic	All course materials in the RPS					
14	Data update	Presentation of the latest data in the teaching and learning process					
15		Utilisation of current literature in lectures					
16		Implementation of current issues in student assignments					
Learning assessment							
17	Educational	Lecturer openness in teaching					
18		Alignment of lectures with lecturers' expertise					
19	Authentic	Students are given the opportunity to express their understanding through authentic assignments (projects, presentation, product)					
20		The assessment reflects the achievement of predetermined learning outcomes.					
21		Assessment encourages students to think critically and creatively in solving problems.					
22	Objective	Objective assessment of student study outcomes					
23	Accountability	Accountability in the delivery of lecture material					
24		Accountability in grading					
25	Transparency	Transparency regarding student achievement results					
Characteristics of the Learning Process							
26	Interactive	Openness in lectures					
27		Student participation in lectures					
28	Holistic	Learning materials do not focus on just one aspect, but are linked to various disciplines and daily life.					
29	Integrative	The distinctive values of UIN Walisongo are integrated into the lectures.					

30	Scientific	The material does not deviate from scientific logic.					
31		Scientific presentation of data in lectures					
32	Contextual	Contextualisation with social reality					
33	Thematic	Alignment with the theme/topic of each lecture session					
34	Effectiveness	All material for each session is fully conveyed					
Lecturer professionalism							
35	Discipline	Lecturer attendance during lectures					
36		Time discipline during lectures					
37	Relevance of the subject matter to Academic standards	Mastery of lecture material					
38	Availability of RPS	Novelty of the RPS					
39		The distinctive content of UIN Walisongo in the RPS					
40		Integration of research results and community service in the RPS					
41	Curriculum Content Updates	Up-to-date course materials and literature					
Number of Meetings in Lectures							
42	Course Implementation	14 face-to-face meetings					
43		Midterm exam after 7 meetings					
44		Final Exam on the 16th session					
45		Assignment of coursework					
46		Attendance					
47		Discipline in lectures					

Acknowledgement
Head of the Study Programme

Semarang _____

Evaluator

IX. TEST INSTRUMENT FORM

IDENTITY		
Lecturer's Name	:	
Study Programmes	:	
Course	:	
Examination	:	

QUESTION GUIDELINES					
No	Question Indicator	Question	Cognitive Domain	Question Number	Maximum Score
1					
2					
...					
Final Score: _____					

Answer Key & Marking Rubric		
Question Number	Answer Key	Assessment Criteria
1		
2		

Known
Head of the Study Programme,

Semarang_____

Lecturer in charge of the course



**MINISTRY OF RELIGION OF THE REPUBLIC OF
INDONESIA STATE ISLAMIC UNIVERSITY OF WALISONGO**

Faculty _____

Department _____

**Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central
Java Indonesia**

EXAM

Course:	Semester/Year:	Credit Hours :	Day:	Time:
Name:		Student ID:		
Signature:				

Instructions:

No	Question	Points
1		
2		
3		
4		
etc.		

X. STUDENT EVALUATION OF TEACHERS (EDOM)

I	IDENTITY OF THE LECTURER BEING ASSESSED		
	Lecturer's Name	:	
	Study Programme	:	
	Course	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the lecturer's performance in carrying out teaching duties in accordance with the course they teach b. Assessment is conducted by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	ASSESSMENT SCALE		
	1: Very Poor 2: Inadequate 3: Adequate 4: Good 5: Very Good		

No	Field	Aspects Assessed	Assessment Scale				
			1	2	3	4	5
1	Professional	The RPS contains course learning outcomes (CPMK) that are appropriate and support graduate learning outcomes (CPL)					
2		Ability to compile course materials from various learning sources in accordance with course learning outcomes (CPMK)					
3		Ability to integrate research and community service outcomes into lecture materials					
4		Ability to explain the relevance of course material to contextual situations and the graduate profile of the study programme (the world of work in accordance with the competencies of the study programme)					
5		Lectures are conducted according to the predetermined schedule and lecture contract					
6	Pedagogy	The ability to identify characteristics and develop the potential of students in the areas of attitude, knowledge and skills					
7		Implementing various learning strategies and models by utilising information technology in lectures					

No	Field	Aspects Assessed	Assessment Scale				
			1	2	3	4	5
8		Developing students' higher-order thinking skills such as analysing, evaluating and creating.					
9		The ability to create enjoyable, inclusive, collaborative, creative, and effective learning experiences.					
10		Conducting assessments that are educational (for self-reflection), authentic (process- and outcome-oriented), objective (in line with rubrics and standards), accountable (techniques, instruments, and rubrics based on clear assessment procedures and criteria), and transparent (socialisation of procedures, documentation of the assessment process and outcomes, and sharing assessment results).					
11	Social	The ability to communicate effectively, empathetically, and politely with students, as well as to be enthusiastic and positive.					
12		Ability to interact, accept criticism, suggestions, and opinions from others					
13	Attitude	Authority and wisdom as a lecturer					
14		Demonstrating a strong work ethic, high sense of responsibility, pride in being an educator, and self-confidence.					
15	Instilling the character values of UIN Walisongo (UoS, Religious Moderation, and Green Campus)	The ability of lecturers to explain the connection between the field of expertise taught and the vision of unity of sciences					
16		Faculty members' ability to explain the relevance of their field of expertise taught with religious moderation & gender material					
17		The ability of lecturers to explain the relevance of the field of expertise taught to the mission of a green campus					

XI. FACULTY SATISFACTION SURVEY INSTRUMENT

I	IDENTITY		
	Lecturer Name	:	
	Study Programme	:	
	Semester/Academic Year	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the 12 (twelve) aspects of service that support the implementation of the three pillars of higher education. b. Assessment by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	ASSESSMENT SCALE		
	1: Poor 2: Fair 3: Good 4: Very Good		

No	Aspect	Rating Scale			
		1	2	3	4
Academic and Education System					
1	Curriculum development, review, and evaluation system				
2	Availability of guidelines to support academic/lecture activities				
3	System for developing and setting lecture schedules by Faculty/Study Programme				
4	The suitability of the courses taught in accordance with competencies				
5	Online lecture system through the e-learning platform				
6	Course monitoring system with online journals				
7	Online guardianship system				
8	Online thesis proposal submission system				
9	Online final assignment guidance system				
10	Lecturer performance assessment system through online BKD				
Academic Ethics					
11	Guidelines for academic ethics applicable within the campus environment				
12	Consistency in the application of sanctions for violations of academic ethics.				
13	Institutional commitment to maintaining academic integrity, including honesty in research and publication.				

No	Aspect	Rating Scale			
		1	2	3	4
14	Institutional support in creating an academic culture that values professional ethics.				
Academic Freedom and Scientific Autonomy					
15	Freedom for lecturers to develop learning materials in accordance with their respective fields of study.				
16	The ability of lecturers to express scientific views without pressure or intervention.				
17	Institutional support for innovative and independent research activities.				
18	Institutional recognition of lecturers' autonomy in determining teaching methods and research.				
Implementation of Academic Interaction among Academic Community Members					
19	Faculty members can easily collaborate with colleagues within and outside their study programmes at the local, national, and international levels.				
20	Facilitation of institutions in organising seminars, conferences, or scientific discussions.				
21	Institutional support for developing academic networks among academic communities at the global level.				
Implementation of Non-Academic Programmes					
22	Availability of non-academic programmes that support the welfare of lecturers, such as training or recreational activities.				
23	Availability of adequate funding to organise non-academic activities.				
Research and Scientific Publications					
24	Obtaining open information related to research activities.				
25	Obtaining services to conduct research activities				
26	Obtaining fair and open opportunities in terms of research distribution based on field expertise and lecturer qualifications				
27	Receiving research training appropriate to their cluster.				
28	Obtaining information and opportunities in an open manner to conduct research collaboration with domestic institutions				
29	Receiving information and opportunities to collaborate on research with foreign institutions.				

No	Aspect	Rating Scale			
		1	2	3	4
30	Information regarding accredited journals as a medium for publishing scientific works is available and easily accessible				
31	Information regarding accredited journals as a medium for publishing scientific works is readily available and easily accessible				
Community Service					
32	Obtaining information about community service activities				
33	Obtaining ease of service in conducting community service activities.				
34	Obtaining fair and open opportunities in terms of equitable distribution of community service based on expertise field and lecturer qualifications				
Career Development					
35	Ease of promotion to regular rank/position				
36	Open opportunities for promotion or career advancement				
37	Availability of information regarding requirements, procedures for submission, and timelines for regular promotions/job advancements				
38	Having an open opportunity to obtain certification opportunities lecturer				
Competency Development					
39	Ease of obtaining recommendations for leave/study assignments				
40	Opportunities for self-development through training/education				
41	Open opportunities for personal development through seminars or workshops				
42	Ease of obtaining information and opportunities to join lecturer professional organisations				
43	Obtaining information and opportunities openly to participate in domestic/international benchmarking				
Welfare					
44	Ease of obtaining salary, allowances, and incentives				

No	Aspect	Rating Scale			
		1	2	3	4
45	The amount of salary and benefits received is in line with the merit system concept				
46	Performance-based incentives received through remuneration reflect the merit system				
47	Health insurance (BPJS) provided by the government has provided benefits that are in line with the basic needs of inpatient care services. hospitalisation				
48	Proportional incentives are given to lecturers for their work and achievements in implementing the three pillars of higher education				
Attendance and Assignment System					
49	Ease of attendance using the image recording system through the account sidak.walisongo.ac.id				
50	Image recording attendance results accurately reflect attendance levels				
51	Accessing information on the previous month's online image-based attendance results				
52	Ease in processing assignment letters/superior permits when carrying out tasks outside the university				
53	Ease of obtaining leave entitlement				
Campus facilities					
54	Provision of digital and non-digital literature collections by the library				
55	Provision of worship facilities				
56	Provision of health facilities/clinics				
57	Provision of sports facilities				
58	Provision of campus internet facilities				
59	Provision of toilet and water facilities				
60	Provision of land and parking facilities				
61	Provision of faculty workspaces on campus				
62	Security and road crossing services				
63	Campus environmental cleanliness				

XII. STUDENT SATISFACTION SURVEY INSTRUMENT

I IDENTITY			
	Student Name	:	
	Study Programme	:	
	Semester/Academic Year	:	
II ASSESSMENT GUIDELINES			
	a. Provide an assessment of the nine aspects of service that support educational activities b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III RATING SCALE			
	1: Poor 2: Adequate 3: Good 4: Very Good		

No	Aspect	Rating Scale			
		1	2	3	4
Academic Services and Systems					
1	Course registration/addition system (inputting KRS)				
2	Online guardianship system				
3	Online lecture system (e-learning)				
4	Course grade revision/correction system				
5	Online thesis proposal submission system				
6	Online final assignment guidance system				
7	Academic freedom on campus (Discussions, research, scientific publications)				
Non-academic services					
8	Provision of student activity units (UKM) for talent development and interests				
9	Provision of soft skills and entrepreneurship training services				
10	Career guidance and job information services (Walisongo Career Centre)				
11	Scholarship services				
12	University/Faculty efforts to improve student academic performance				
13	University/Faculty efforts to enhance student performance in non-academic fields (Community Service, sports, and arts)				
Academic Services by Lecturers					

No	Aspect	Rating Scale			
		1	2	3	4
14	Faculty members' ability to provide services				
15	Faculty willingness to assist students and providing services promptly				
16	The ability of lecturers to ensure that the services provided are in accordance with the regulations				
17	Lecturers' concern for paying attention to students				
18	Implementing services in accordance with procedures (SOP)				
19	Lecturer services in guardianship				
20	Faculty services in lectures				
21	Faculty services in thesis proposal consultations				
22	Faculty services in proposal/thesis consultation/guidance				
23	Availability of time in providing services				
24	Communication and interaction with students				
Administrative services by teaching staff					
25	The ability of educational staff to provide services				
26	The willingness of educational staff to assist students and provide services quickly and responsively				
27	The ability of educational staff to ensure that the services provided comply with regulations				
28	The willingness and concern of educational staff to pay attention to students				
29	Service times are in accordance with the schedule.				
30	Services provided in accordance with standard operating procedures (SOP)				
31	Serving without discrimination				
32	Communicating in a polite manner				
33	Possess competencies that are relevant to the field of service				
34	Behaving politely				
35	Understanding the needs of students				
36	Dressing neatly				
Administrator					
37	Managerial skills and service provision				

No	Aspect	Rating Scale			
		1	2	3	4
38	Manager's willingness to assist students and provide services promptly				
39	The ability of administrators to ensure that the services provided are in accordance with regulations				
40	The willingness and concern of administrators to pay attention to students				
Academic Ethics					
41	Clarity of academic ethics rules communicated to students.				
42	Consistency in the application of sanctions for academic ethics violations by students and lecturers.				
43	Awareness among the academic community (faculty members, students, and educational staff) of the importance of academic integrity.				
44	Campus openness in providing guidance related to academic ethics, such as plagiarism and honesty in examinations.				
Academic Freedom and Scientific Autonomy					
45	Students' freedom to express their opinions in classrooms or academic forums.				
46	Opportunities for students to develop academic creativity through relevant assignments or research.				
47	Campus support for student organisations in organising discussions or scientific activities.				
48	Ease for students to choose final assignment or research topics according to their interests and academic autonomy.				
Facilities					
49	Adequacy of facilities and infrastructure				
50	Accessibility of facilities and infrastructure				
51	Quality of facilities and infrastructure				
52	Provision of campus facilities and infrastructure in accordance with the amount of UKT				
53	Provision of literature collections by the library				
54	Provision of sports facilities				
55	Provision of health facilities/clinics				
56	Provision of religious facilities (mosques/prayer rooms)				
57	Provision of toilet facilities and availability of water				
58	Provision of land and parking systems				

No	Aspect	Rating Scale			
		1	2	3	4
59	Provision of security services and road crossing facilities				
60	Campus environmental cleanliness				
61	Provision of campus internet facilities				
62	Provision of comfortable classrooms				
Programme Level					
63	Quality of information, profile and specifications of study programmes				
64	Formulation of the programme's vision, mission, objectives and goals				
65	Curriculum update of the study programme				
66	Quality of programme lecturers				
67	Teaching and learning strategies				
68	Facilities and infrastructure in learning activities				
69	Quality of the teaching and learning process in the study programme				
70	Quality and transparency of learning outcome assessment				
71	Provision of advice and feedback by lecturers				
72	Quality of study programmes in preparing students for professional careers				
73	Relevance of the programme curriculum in individual development				
74	The relevance of the programme curriculum in academic development				
75	The relevance of the programme curriculum in professional development				
76	Relevance of the programme curriculum to developments and needs in the world of work				

XIII. SURVEY INSTRUMENT FOR EDUCATOR SATISFACTION

I	IDENTITY		
	Name of Educator	:	
	Unit	:	
	Semester/Academic Year	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the 9 (nine) aspects of service received by educational staff b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	ASSESSMENT SCALE		
	1: Poor 2: Enough 3: Good 4: Very good		

No	Aspect	Rating Scale			
		1	2	3	4
Recruitment and Selection					
1	Announcement of open recruitment for teaching staff				
2	The recruitment procedure is carried out in an organised manner (with clear stages)				
3	Recruitment considers the qualifications and competencies required by UIN Walisongo Semarang				
4	The selection method is conducted transparently and through reliable tests				
5	The recruited human resources possess the performance specifications expected by UIN Walisongo Semarang				
Employee Orientation and Placement					
6	The placement of teaching staff is in accordance with their qualifications and competencies				
7	The placement of teaching staff takes into account the organisational culture of UIN Walisongo Semarang				
8	Unit leaders provide orientation on the tasks to be carried out				
9	Unit heads provide orientation on monthly/quarterly/semesterly/annual performance targets				
Training, Study Assignments, and Development					
10	The university provides open opportunities for teaching staff to participate in				

No	Aspect	Rating Scale			
		1	2	3	4
	training and similar activities for self-development				
11	Supervisors provide guidance and direction in the workplace				
12	The university provides open opportunities for teaching staff to carry out study assignments				
13	The university provides assistance and recommendations for obtaining scholarships for both training and study assignments				
Performance Evaluation					
14	The performance evaluation method reflects the actual performance of teaching staff				
15	The assessment period is in line with the work cycle to be assessed (e.g. lecturers per semester, and educational staff every three months)				
16	The implementation mechanism is in line with the existing Standard Operating Procedures (SOPs) in place				
17	The supervision system from superiors regarding the performance of educational staff has been implemented optimally				
Career Path					
18	Teaching staff receive information about the timing of regular promotions/appointments				
19	Teaching staff are given opportunities for regular promotion/position advancement				
20	Education/training that teaching staff have participated in is useful for promotion				
21	The university provides open opportunities for teaching staff to be promoted				
Welfare					
22	The university implements a fair and adequate salary, allowance and incentive system				
23	The amount of salary and allowances provided is in line with the merit system concept (adjusted according to rank/length of service/and performance)				
24	The amount of performance incentives provided is in line with the merit system concept (adjusted according to the amount of excess performance)				

No	Aspect	Rating Scale			
		1	2	3	4
25	Health insurance (BPJS), both government and commercial, has provided benefits that are in line with basic inpatient care needs				
26	The university provides social services and death benefits				
Attendance and Assignment System					
27	Ease of attendance using the online attendance system				
28	Staff members have easy access to information on online attendance records				
29	Online attendance records accurately reflect attendance levels				
30	The mechanism for assigning educational staff is in accordance with existing SOPs				
31	Teaching staff are given assistance in obtaining assignment letters/permission from their superiors when carrying out assignments outside the university. the University				
Termination					
32	The mechanism for the termination process for academic staff is in accordance with established procedures				
33	The timeframe for the termination process for teaching staff is in accordance with the established procedures established				
34	Retired employees receive their pension rights (Taspen and state pension) in accordance with their entitlements				
Campus Facilities					
35	Provision of worship facilities				
36	Provision of health facilities/polyclinics				
37	Provision of sports facilities				
38	Provision of campus internet facilities				
39	Provision of toilet and water facilities				
40	Provision of land and parking facilities				
41	Workplace suitability for teaching staff				
42	Security services and road crossing				
43	Campus environmental cleanliness				

XIV. INSTRUMENT FOR ASSESSING STUDENT LEARNING CHARACTERISTICS

IDENTITY		
Lecturer Name	:	
Study Programme	:	
Course	:	

Assessment Guidelines

- Evaluate the performance of lecturers in assigning grades to students they teach, in accordance with the courses they teach;
- Assessment by placing a *check* mark (v) on the established assessment scale

Assessment Scale:

Score 5 = Highly Appropriate

Score 4 = Appropriate

Score 3 = Fairly Appropriate

Score 2 = Less Appropriate

Score 1 = Very Unsuitable

No	Aspect	Description of Assessment Aspects	Assessment Scale				
			1	2	3	4	5
1	Educational	The assessments given by lecturers are educational in nature, motivating students to engage <i>in self-reflection</i> in order to achieve <i>learning outcomes</i> that encompass attitudes, knowledge, and skills.					
2	Authentic	The assessments given by lecturers are authentic , meaning they are oriented towards <i>the learning process (i.e. complex thinking skills, information processing, effective communication, cooperation, collaboration, and effective reasoning)</i> and <i>learning outcomes (i.e. mastery of course material)</i> .					

3	Objective	The assessments provided by lecturers are objective , meaning they align with the assessment criteria/rubrics outlined in the learning contract communicated to students and comply with the assessment standards specified in the assessment guidelines that .					
4	Accountable	The assessments provided by lecturers are accountable , meaning they are based on clear assessment techniques, clear assessment <i>instruments</i> and rubrics, clearly stated assessment weights, and assessment procedures and criteria, which are communicated at the beginning of the course.					
5	Transparency	The assessments given by lecturers have fulfilled the principle of assessment transparency , namely the dissemination of assessment procedures at the beginning of the lecture, the documentation of assessments of the learning process and outcomes of students, the openness of assessment results to students, and the dissemination/announcement of assessment results.					
Total Assessment Score							

Semarang, _____

Student

XV. INSTRUMENT OF STUDENT LEARNING PROCESS CHARACTERISTICS

IDENTITY		
Lecturer's Name	:	
Study Programme	:	
Course	:	

Assessment Guidelines

- This assessment of the learning process characteristics is intended to ensure that graduate profiles align with learning outcomes.
- Please read carefully the following explanation of the learning process characteristic assessment matrix;
- Assessment by determining/giving scores according to **the assessment matrix**
- Scoring, simply by placing a tick (V) according to the objective conditions

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
1	<i>Interactive</i>	4	Two-way interaction between lecturers and students is clearly described in the learning plan (Syllabus/RPS) in the form of discussions or dialogues, and is fully implemented in the learning process, supported by validated lecture journals/online links and <i>feedback</i> on the learning process assessment conducted by students in the form of grade appeals.	(.....)
		3	Two-way interaction between lecturers and students is described fairly clearly in the learning plan (Syllabus/RPS) and fully implemented in the learning process, supported by one piece of evidence , namely lecture journals or <i>feedback</i> on the learning process assessment conducted by students.	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
		2	Two-way interaction between lecturers and students is described unclearly in the learning plan (Syllabus/RPS) and is not fully implemented in the learning process, as supported by one piece of evidence , namely lecture journals or the results of <i>feedback</i> on the learning process conducted by students.	
		1	Two-way interaction between lecturers and students is only described in the learning plan (Syllabus/RPS), and there is no implementation in the ongoing learning process.	
		0	There is no two-way interaction in the learning process.	
2	Holistic	4	There is a very clear explanation in the learning plan and its implementation in the learning process, supported by evidence of questions and/or other forms of assignments, which show that the learning process is directed at encouraging the formation of <i>a comprehensive and broad mindset</i> for students by internalising local and national excellence and wisdom.	(.....)
		3	There is sufficient explanation in the learning plan and its implementation in the learning process, supported by evidence of questions and/or other forms of assignments, which show that the learning process is directed at encouraging the formation of <i>a Comprehensive and broad thinking</i> for students by internalising local and national excellence and wisdom.	
		2	There is sufficient explanation in the learning plan, which shows that the learning process is directed at encouraging the formation of <i>a comprehensive and broad mindset</i> for students, by internalising local and national excellence and wisdom. However, in its implementation, it is only supported by evidence of questions and/or other forms of assignments that do not support the formation of a comprehensive and broad mindset.	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
		1	There is an explanation regarding efforts to form <i>a comprehensive and broad mindset</i> for students by internalising local and national excellence and wisdom, but the explanation is unclear , and in implementation, it is only supported by evidence of questions and/or other forms of other forms of assignments, which do not support the formation of a comprehensive and broad mindset at all.	
		0	There is no explanation at all regarding efforts to develop <i>a comprehensive and broad mindset</i> among students in the learning process.	
3	Integrative	4	There is the application of an interdisciplinary and multidisciplinary approach in the form of integrating research and community service activities into the learning process, such as additional lecture materials, case studies, chapters/sub-chapters in the textbooks used, or other relevant forms, and these are described or mentioned very clearly in the learning plan and fully implemented in every session.	(.....)
		3	There is an application of interdisciplinary and multidisciplinary approaches in the form of integrating research and community service activities into the learning process, such as additional lecture materials, case studies, chapters/sub-chapters in the textbooks used, or other relevant forms, and these are described or mentioned very clearly in the learning plan but are only implemented in a few learning sessions.	
		2	There is an application of interdisciplinary and multidisciplinary approaches in the form of integrating research and community service activities into the learning process, such as additional lecture materials, case studies, chapters/sub-chapters in the textbooks used, or other relevant forms, and these are described or mentioned quite clearly in the learning plan, but only implemented in one learning session.	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
4	<i>Scientific</i>	1	There is only a description of the application of interdisciplinary and multidisciplinary approaches in the form of integrating research and community service activities into the learning process, but there is no concrete evidence in the form of additional lecture materials, case studies, chapters/subchapters in the textbooks used, or other relevant forms, either in the learning plan or in the implementation of sessions in the learning process.	(.....)
		0	There is no application of learning integration at all.	
4	<i>Scientific</i>	4	The implementation of scientific activities such as observing, questioning, experimenting, associating, and communicating learning outcomes is well described and detailed in the lesson plan (in terms of final competencies, achievement indicators, methods, learning experiences, and assessment criteria and forms) and supported by complete/research evidence .	(.....)
		3	The implementation of scientific activities such as observing, questioning, experimenting, associating, and communicating learning outcomes is adequately described in the lesson plan (final competencies, achievement indicators, methods, learning experiences, and assessment criteria and forms assessment), and supported by sufficient evidence.	
		2	The implementation of scientific activities such as observing, questioning, experimenting, associating, and communicating learning outcomes is poorly reflected in the lesson plan (final competencies, achievement indicators, methods, learning experiences, and assessment criteria and forms) and is not sufficiently supported by evidence.	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
		1	The implementation of scientific activities such as observing, questioning, experimenting, associating, and communicating learning outcomes is very poorly reflected in the learning plan (final competencies, achievement indicators, methods, learning experiences, and assessment criteria and forms), and are very poorly supported by sufficient evidence.	
		0	There is no implementation of scientific activities in the learning process.	
5	Contextual	4	Contextual learning indicators (CTL), including <i>modelling, questioning, learning community, inquiry, constructivism, reflection, and authentic assessment</i> , are clearly reflected in the learning plan (in the form of learning experiences experienced and felt by students), and are supported by good feedback from students.	(.....)
		3	Contextual learning indicators (CTL), including <i>modelling, questioning, learning community, inquiry, constructivism, reflection, and authentic assessment</i> , are fairly clearly reflected in the learning plan (in the form of learning experiences experienced and felt by students), and are supported by fairly good feedback from students.	
		2	Contextual learning indicators (CTL), including <i>modelling, questioning, learning community, inquiry, constructivism, reflection, and authentic assessment</i> , are less clearly reflected in the learning plan (in the form of learning experiences experienced and felt by students), and supported by less favourable feedback from students.	
		1	Contextual learning indicators (CTL), including <i>modelling, questioning, learning community, inquiry, constructivism, reflection, and authentic assessment</i> , are very unclear in the lesson plans (in the form of learning experiences experienced and felt by students), and are not supported by documents containing <i>feedback</i> from students.	
		0	There is no application of contextual learning at all	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
6	<i>Thematic</i>	4	The materials (themes) studied in the learning process have been adapted to the scientific characteristics of the study programme and linked to real-world problems through a transdisciplinary approach.	(.....)
		3	The materials (themes) studied in the learning process have been adapted to the scientific characteristics of the study programme, but are not sufficiently linked to real-world problems through a transdisciplinary approach.	
		2	The materials (themes) studied in the learning process are insufficiently aligned with the academic characteristics of the programme and are insufficiently linked to real-world problems through a transdisciplinary approach.	
		1	The materials (themes) studied in the learning process are not in line with the scientific characteristics of the study programme, and are not linked to real-world problems through a transdisciplinary approach.	
		0	The learning process is not thematic	
7	<i>Effective</i>	4	There are assessment results for learning effectiveness indicators consisting of 1) management of learning implementation; 2) communicative process; 3) student response; 4) learning activities; and 5) learning outcomes, with an accumulation of excellent scores.	(.....)
		3	There are assessment results for learning effectiveness indicators consisting of 1) management of learning implementation; 2) communicative process; 3) student response; 4) learning activities; and 5) learning outcomes, with a cumulative score of good .	
		2	There are assessment results for learning effectiveness indicators consisting of 1) management of learning implementation; 2) communicative process; 3) student response; 4) learning activities; and 5) learning outcomes, with a fairly good accumulation of scores.	
		1	There are assessment results for the indicators of learning effectiveness, consisting of 1) management of learning implementation; 2) communicative process;	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
			3) student response; 4) learning activities; and 5) learning outcomes, with a less than satisfactory cumulative score.	
		0	There are assessment results for the indicators of learning effectiveness, consisting of 1) management of learning implementation; 2) communicative process; 3) student response; 4) learning activities; and 5) learning outcomes, with a very poor cumulative score.	
8	Collaborative	4	There are assessment results related to the fulfilment of collaborative learning elements (positive interdependence; individual responsibility; face-to-face interaction; application of collaborative skills, and group processes) as well as on the steps for implementing collaborative learning methods (orienting students; forming learning groups; compiling learning tasks; facilitating student collaboration; and grading and evaluating collaborative learning), with an accumulation of very good .	(.....)
		3	There are assessment results related to the fulfilment of collaborative learning elements (positive interdependence; individual responsibility; face-to-face interaction; application of collaborative skills and group processes) and the steps involved in implementing collaborative learning methods (orienting students; forming learning groups; designing learning tasks; facilitating student collaboration; and assessing and evaluating collaborative learning), with an accumulated score of .	
		2	There are assessment results related to the fulfilment of collaborative learning elements (positive interdependence; individual responsibility; face-to-face interaction; application of collaboration skills, and group processes) as well as steps in implementing collaborative learning methods (orienting students; forming study groups; designing learning tasks; facilitating student collaboration; and	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
			assessing and evaluating collaborative learning), with an accumulation of scores are quite good.	
		1	There are assessment results related to the fulfilment of collaborative learning elements (positive interdependence; individual responsibility; face-to-face interaction; application of collaborative skills, and group processes) as well as on the steps for implementing collaborative learning methods (orienting students; forming learning groups; compiling learning tasks; facilitating student collaboration; and grading and evaluating collaborative learning), with an accumulation of scores not good.	
		0	There are assessment results related to the fulfilment of collaborative learning elements (positive interdependence; individual responsibility; face-to-face interaction; application of collaborative skills, and group processes) as well as the steps in implementing collaborative learning methods (orienting students; forming study groups; compiling learning tasks; facilitating student collaboration; and grading and evaluating collaborative learning), with an accumulated score of very poor.	
9	Student-centred	4	There are assessment results on the fulfilment of all characteristics of student-centred learning (SCL), which include <i>changing one-way learning patterns to interactive ones; changing isolated learning patterns to networked ones; changing passive learning patterns to active-seeking ones; changing independent learning patterns to group or team-based learning; changing single-tool learning patterns to multimedia-based ones; a shift from mass-based learning to customer-needs-based learning with the development of the specific potential of each student; a shift from single-knowledge (monodiscipline) learning to multidisciplinary learning; and changing passive learning patterns to critical learning.</i>	(.....)

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
		3	There are assessment results on the fulfilment of most characteristics of student-centred learning (SCL), which include <i>changing the pattern of one-way learning to interactive learning; changing the pattern of isolated learning to networked learning; changing the pattern of passive learning to active-seeking learning; changing the pattern of independent learning to group or team-based learning; changing the pattern of single-tool learning to multimedia-based learning; a shift from mass-based learning to customer-needs-based learning with the development of the specific potential of each student; a shift from single-knowledge (monodiscipline) learning to multidiscipline learning; and a shift from passive learning to critical learning.</i>	
		2	There are assessment results on the fulfilment of half or less of the characteristics of student-centred learning (SCL), which include <i>changing one-way learning patterns to interactive ones; changing isolated learning patterns to networked ones; changing passive learning patterns to active-seeking ones; changing independent learning patterns to group or team-based learning; changing single-tool learning patterns to multimedia-based ones; a shift from mass-based learning to customer-needs-based learning with the development of the specific potential of each student; a shift from single-knowledge (monodiscipline) to multidiscipline; and changing passive learning patterns to critical learning.</i>	
		1	There are assessment results showing that less than half of the characteristics of student-centred learning (SCL) have been fulfilled, which include <i>changing one-way learning patterns to interactive ones; changing isolated learning patterns to networked ones; changing passive learning patterns to active-seeking ones; changing independent learning patterns to group or team-based learning; changing single-tool learning patterns to multimedia-based ones; a shift from mass-based learning to customer-needs-based learning with the development of the specific potential possessed by each student; changing the pattern of single-knowledge</i>	

No.	Characteristic Aspect	Scoring Criteria and Description of Aspect Assessment (Assessment Matrix)		Assessment Score Results
		Score Options	Description	
			<i>(monodiscipline) to multidiscipline; and changing passive learning patterns to critical learning.</i>	
		0	The characteristics of student-centred learning are not fulfilled at all.	
Total Assessment Score				

Semarang, _____

Student

XVI. FINAL ASSIGNMENT/THESIS APPROVAL FORM

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA STATE ISLAMIC UNIVERSITY WALISONGO Faculty _____ Department _____ Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java Indonesia
CERTIFICATE OF APPROVAL FOR FINAL PROJECT/THESIS	
The following thesis/final project manuscript/product:	
Title	
Author	
Student ID	
Department	

Has examined in the ***munaqosah*** by the Examination Faculty _____ UIN Walisongo Semarang and is accepted as one of the requirements for obtaining a Bachelor's degree in Science _____

Semarang, _____

EXAMINATION BOARD	
Chairperson	Secretary of the Examination
Name _____ NIP _____	Name _____ NIP _____
Chief Examiner I	Chief Examiner II
Name _____ NIP _____	Name _____ NIP _____
Supervising Lecturer	
Name _____ NIP _____	

XVII. FINAL ASSIGNMENT SUBMISSION FORM (NON-THESIS)

 WALISONGO	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA WALISONGO STATE ISLAMIC UNIVERSITY Faculty _____ Department _____ Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java Indonesia
	FINAL PROJECT PROPOSAL LETTER (NON-THESIS)
To Head of Department _____ Faculty _____ UIN Walisongo Semarang I, the undersigned: Name:..... Student ID Number :..... Semester :..... Concentration :..... Hereby submit the following non-thesis Academic Work proposal: a. Title of Work: b. Main Issues: 1 2 3 4 This letter is hereby prepared for consideration and approval. Semarang... 20... Known by, Academic Advisor _____ The Applicant _____	

XVIII. COMPREHENSIVE EXAMINATION GRADE FORM

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA STATE ISLAMIC UNIVERSITY OF WALISONGO Faculty _____ Department _____ Prof. Dr. Hamka Street, Campus II, Walisongo State Islamic University, Semarang, Central Java, Indonesia
	COMPREHENSIVE EXAM SCORE
Day: _____ Time: _____	Date: _____ Location: _____

A comprehensive examination has been conducted for the student N a
 m e :
 Student ID :
 Semester :
 Proposal Title :

PASS/FAIL	
AVERAGE GRADE: -----	
Examiner I	Examiner II
Name _____ NIP _____	Name _____ NIP _____
Examiner III	Examiner III
Name _____ NIP _____	Name _____ NIP _____
Supervising Lecturer Name _____ NIP _____	

XIX. MUNAQOSAH MINUTES FORM

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA WALISONGO STATE ISLAMIC UNIVERSITY Faculty _____ Department _____ Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java Indonesia
	MINUTES OF THE MUNAQOSAH

Faculty _____ Walisongo State Islamic University, Semarang on: Day

:

Examination Date :
has conducted the **Munaqosah SKRIPSI** examination for:

Name :

Student ID Number / Department :

Status :

with the following examiners and supervisors:

Chairperson / Examiner NIP.	Secretary of the Examination / Examiner NIP.
Grade:	Grade:
Chief Examiner I NIP.	Chief Examiner II NIP.
Score:	Score:
Cumulative Score:	
Supervisor I NIP.	Supervisor II NIP.
FAILED/PASSED	

XX. REVISED EXAMINATION RECORD FORM

	MINISTRY OF RELIGION OF THE REPUBLIC OF INDONESIA STATE ISLAMIC UNIVERSITY OF WALISONGO Faculty _____ Department _____ Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java Indonesia
	REVISION NOTES FOR THE MUNAQSAH EXAM
The following thesis/final project/dissertation:	
Title	
Student	
Student ID	
Department	

No	Chapter	Page	Revision Notes/Comments/Suggestions
1.	Chapter I		
2.	Chapter II		
3.	Chapter III		
4.	Chapter IV		
5.	Chapter V		

Semarang, _____
Chairperson of the Examination
/ Examiner,

XXI. MUNAQSAH EXAMINATION ASSESSMENT FORM

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA STATE ISLAMIC UNIVERSITY OF WALISONGO Faculty _____ Department _____ Prof. Dr. Hamka Street, Campus II, Walisongo State Islamic University, Semarang, Central Java, Indonesia
REVISION NOTES FOR THE MUNAQSAH EXAM	
The following thesis/final project/dissertation:	
Title	
Student	
Student ID	
Department	
Day/Date	

NO	ASPECT	INDICATOR	WEIGHT (%)	SCORE (1-4)	VALUE
1	Written Work	Writing Style	10		
		References	20		
		Writing System	20		
		Originality of Thought	20		
		Analysis of Discussion	30		
2	Examination	Presentation	20		
		Accuracy in answering questions	40		
		Logic in answering questions	40		
FINAL SCORE					

Semarang, _____
 Chairperson of the Examination
 Committee / Examiner,

XXII. PARTNER SATISFACTION INSTRUMENT

I	IDENTITY OF COOPERATION PARTNER	
	Unit/Institution	:
	Year	:
II	ASSESSMENT GUIDELINES	
	a. Provide an assessment of the cooperation carried out with UIN Walisongo Semarang b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale	
III	Assessment Scale	
	1: Not Appropriate 2: Fairly Suitable 3: Suitable 4: Highly Suitable	

No	Aspects and Indicators
1	Reliability Aspect
	The leadership of UIN Walisongo Semarang is capable of providing good service
	The staff of UIN Walisongo Semarang are able to provide good service
	The human resources at UIN Walisongo Semarang are in line with the required expertise
	The cooperation staff at UIN Walisongo Semarang provide the best assistance in meeting our needs
2	Responsiveness
	The leadership of UIN Walisongo Semarang is committed to assisting its partners by providing excellent services.
	The staff of UIN Walisongo Semarang are committed to assisting cooperation partners by providing excellent services
	The drafting of the Memorandum of Understanding (MoU) is swift and meets expectations
3	Certainty Aspect
	The leadership of UIN Walisongo Semarang has the ability to assure cooperation partners that the services provided
	UIN Walisongo Semarang staff have the ability to assure cooperation partners that the services provided are
4	Interconnection Aspect
	Cooperation partners' assessment of the adequacy, accessibility, and quality of facilities and infrastructure
	The cooperation staff at UIN Walisongo Semarang responded to our needs quickly, accurately, and professionally.
	UIN Walisongo Semarang provided guidance/assistance to our agency when needed

No	Aspects and Indicators
	The process of drafting the collaboration agreement was carried out efficiently and in a timely manner
5	Implementation Aspects and Benefits of Collaboration The collaboration with UIN Walisongo Semarang proceeded according to the agreement and the specified timeframe Progress reports and final reports on the results of the collaboration activities have been prepared and communicated The collaboration with UIN Walisongo Semarang is proceeding as expected The cooperation with UIN Walisongo Semarang can achieve the expected objectives The collaboration with UIN Walisongo Semarang has yielded the expected benefits The collaboration has met our expectations Based on the benefits obtained, the collaboration with UIN Walisongo Semarang will be renewed
Note:	

Semarang, _____
Collaboration Partner

XXIII. PARTNER SATISFACTION INSTRUMENT FOR RESEARCH COLLABORATION

I	IDENTITY OF COOPERATION PARTNERS		
	Unit/Institution	:	
	Year	:	
II	ASSESSMENT GUIDELINES		
	a. Assess the cooperation carried out in the field of research b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	Assessment Scale		
	1: Not Appropriate 2: Fairly Suitable 3: Suitable 4: Highly Suitable		

No	Aspects and Indicators
1	Aspects of the Cooperation Agreement
	Clarity of the cooperation agreement document covering the rights and obligations of partners.
	Transparency in the formulation of objectives, scope, and outcomes of joint research.
	Alignment of research cooperation with the needs and priorities of partners.
2	Implementation Aspects
	Quality of communication between the institution and partners during the implementation of the research.
	The institution's ability to carry out its agreed roles and responsibilities.
	Clarity of research implementation procedures, including task distribution and deadlines.
	Level of partner involvement in the research process (planning, implementation, to evaluation)
3	Research Output Aspects
	The suitability of research results with agreed objectives.
	Relevance of research outputs to partner needs (publications, practical applications, programme development).
	Timeliness in completing the research and submitting the results to partners.
4	Support Aspects Provided
	Availability of adequate facilities and resources during the implementation of research collaboration.
	The openness of the institution in providing administrative and technical support to partners.
	Provision of complete and accurate research documentation or reports.

No	Aspects and Indicators
5	Aspects of Cooperation Sustainability
	The institution's willingness to renew or extend cooperation in the future.
	Availability of discussion space to improve weaknesses in previous research cooperation.
	The willingness of institutions to build new, broader cooperation networks with partners.
Note:	

Semarang, _____
Cooperation Partner

XXIV. REVIEWER APPROVAL FORM (RESEARCH)

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA WALISONGO STATE ISLAMIC UNIVERSITY RESEARCH AND COMMUNITY SERVICE INSTITUTE Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java Indonesia
REVIEWER APPROVAL FORM	

Report on the Research _____ UIN Walisongo Semarang entitled:

by:

Name of Chairperson :

Researcher ID :

Functional Position:

Faculty :

Member Name :

Researcher ID Number :

Functional Position:

Faculty :

has undergone the research results seminar process and been presented before the reviewers, and has been revised in accordance with the reviewers' suggestions and recommendations during the research results seminar, thereby meeting the requirements for printing and processing as the final report at the Research and Community Service Institute of UIN Walisongo Semarang.

Semarang,, 2024

Reviewer,

(.....)

XXV. RESEARCH IMPLEMENTATION STATEMENT FORM

 WALISONGO	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA WALISONGO STATE ISLAMIC UNIVERSITY RESEARCH AND COMMUNITY SERVICE INSTITUTE Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java Indonesia
CERTIFICATE Number: _____	

The Head of the Research and Community Service Institute (LP2M) UIN Walisongo Semarang hereby states that the research funded by

_____ with the title:

is indeed the result of (name of research cluster_____) and was carried out by:

Name of Chairperson :
Researcher ID Number :
Functional Position :
Faculty :

Member Name :
Researcher ID Number :
Functional Position :
Faculty :

Member Name :
Student ID :
Position :
Faculty :

We hereby issue this certificate for its intended use.

Semarang. _____
Chairman of LPPM

XXVI. RESEARCH PROPOSAL EVALUATION TOOL

I	RESEARCHER IDENTITY		
	Full Name	:	
	Research Title	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the research proposal prepared by the researcher b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	ASSESSMENT SCALE		
	1: 20% 2: 40% 3: 60% 4: 80% 5: 100%		

No	Field	Indicator	Assessm ent Scale				
			1	2	3	4	5
1	Preliminary Research	There is consistency between the research content and <i>the road map</i> .					
		There is consistency between the research content and the research guidelines determined by LP2M					
		There is consistency between the research content and the development of lecturers' scientific capacity					
		There is consistency between the research content and the academic discipline of the lecturer					
2	Basic Research	There is consistency between the research content and the institution's Research Master Plan (road map)					
		There is consistency between the research content and the research guidelines determined by LP2M, as well as with the scientific principles and ethics in their respective fields					
		There is consistency between the content of the material that explains or anticipates a new phenomenon, rule, model, and postulate					

No	Field	Indicator	Assessment Scale				
			1	2	3	4	5
		There is consistency in the content of the material oriented towards discovering new theories and/or developing scientific studies on phenomena occurring in society and higher education institutions using a multidisciplinary/interdisciplinary approach					
3	Applied Research	There is consistency between the research content and the institution's Research Master Plan (road map)					
		There is consistency between the research content and the research guidelines determined by LP2M, as well as compliance with scientific principles and ethics in their respective fields.					
		There is consistency in the content of the material oriented towards outputs that produce prototypes, research and development, or policy recommendations, concepts, models, and indices that are industry-ready and/or usable by end users.					
		There is a suitability of content in the form of innovation and development of science and technology that is beneficial to the community, the business world, and/or industry.					
4	Development Research	There is consistency between the research content and the institution's Research Master Plan (road map)					
		There is consistency between the research content and the research guidelines established by LP2M, as well as compliance with the principles of scientific principles and ethics in their respective fields.					
		There is consistency between the content of the material, which consists of models/products that have been tested in a real-world environment and are beneficial to society, the business world, and/or industry					

No	Field	Indicator	Assessment Scale				
			1	2	3	4	5
		There is consistency between the content of the material that is oriented towards discovering new theories or developing existing theories					
		existing theories to address issues faced by society, industry groups, and the nation in accordance with the respective scientific disciplines of each field					
5	National Strategic Current Issues Research	There is consistency between the research content and the institution's Research Master Plan (road map)					
		There is consistency between the research content and the research guidelines established by LP2M, as well as adherence to the scientific principles and ethical standards within their respective fields.					
		There is consistency between the content of the research, which is oriented towards discovering new theories and/or developing existing theories to improve the quality of government policy and scientific knowledge within the national scope.					
		There is a similarity in the content of research oriented towards discovering or evaluating the implementation of national strategic policies or obtaining new postulates or products related to solving national problems through policy recommendations					
6	International Research	There is consistency between the research content and the institution's Research Roadmap					
		There is consistency between the research content and the research guidelines determined by LP2M and in accordance with the scientific and ethical principles scientific principles and ethics in their respective fields					

No	Field	Indicator	Assessment Scale				
			1	2	3	4	5
		There is consistency in the content of the material, which is oriented towards discovering new theories and/or developing scientific studies related to phenomena, cases or strategic issues that developing at the regional and global levels					
		There is consistency in the content of the material oriented towards producing new findings and/or new products that can be applied in industry, higher education, or the state to address phenomena developing at the regional and global levels.					
7	UIN Walisongo Semarang Special Research	There is consistency between the research content and the institution's Research Master Plan (road map)					
		There is consistency between the research content and the research guidelines established by LP2M, as well as adherence to scientific principles and ethical standards in their respective fields.					
		There is consistency in the content of the research material, which is oriented towards developing ideas of religious moderation as developed by Walisongo.					
		The content of the research material must reflect the ideas of unity of science and/or green and smart campus.					

Acknowledged
Head of LPPM

Semarang. _____

Reviewer

XXVII. INSTRUMENT FOR SATISFACTION OF COOPERATION PARTNERS IN THE FIELD OF PkM

I	IDENTITY OF COOPERATION PARTNERS		
	Unit/Institution	:	
	Year	:	
II	ASSESSMENT GUIDELINES		
	a. Provide an assessment of the cooperation carried out in the field of community service (PkM) b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	Assessment Scale		
	1: Not Appropriate 2: Fairly Appropriate 3: Suitable 4: Highly Suitable		

No	Aspects and Indicators
1	Cooperation Agreement Aspect
	Clarity of the cooperation agreement document covering the rights and obligations of partners.
	Transparency in the formulation of objectives, scope, and outcomes of joint research.
	The suitability of PkM cooperation with the needs and priorities of partners.
2	Implementation Aspects
	Quality of communication between the institution and partners during the implementation of PkM.
	The institution's ability to carry out its agreed roles and responsibilities.
	Clarity of PkM implementation procedures, including task distribution and deadlines.
	Level of partner involvement in the PkM process (planning, implementation, to evaluation)
3	PkM Output Aspects
	The alignment of PkM outcomes with agreed-upon objectives.
	The relevance of PkM outputs to partner needs (publications, practical applications, programme development).
	Timeliness in completing PkM and submitting the results to partners.
4	Aspects of Support Provided
	Availability of adequate facilities and resources during the implementation of PkM cooperation.
	Openness of the institution in providing administrative and technical support to partners.
	Provision of complete and accurate PkM documentation or reports.

No	Aspects and Indicators
5	Sustainability of Cooperation Aspect
	The institution's willingness to renew or extend cooperation in the future.
	Availability of discussion space to improve weaknesses in previous PkM cooperation.
	The willingness of institutions to build new, broader cooperation networks with partners.
Note:	

Semarang, _____
Cooperation Partner

XXVIII. REVIEWER APPROVAL FORM (PkM)

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA WALISONGO STATE ISLAMIC UNIVERSITY RESEARCH AND COMMUNITY SERVICE INSTITUTE Prof. Dr. Hamka Street, Campus II, Walisongo State Islamic University, Semarang, Central Java, Indonesia
REVIEWER APPROVAL SHEET	

Report on "Community Service _____ UIN Walisongo
Semarang with the title:

by:

Name of Chairperson :
Researcher ID Number :
Functional Position:
Faculty :

Member Name :
Researcher ID Number :
Functional Position:
Faculty :

has undergone the seminar process and been presented before reviewers, and has been revised in accordance with the reviewers' suggestions and recommendations during the Community Service seminar, thereby meeting the requirements for printing and processing as a final report at the Research and Community Service Institute of UIN Walisongo Semarang.

Semarang,,..... 2024
Reviewer,

(.....)

XXIX. FORM FOR STATEMENT OF IMPLEMENTATION OF PkM

	MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA WALISONGO STATE ISLAMIC UNIVERSITY RESEARCH AND COMMUNITY SERVICE INSTITUTE Prof. Dr. Hamka Street, Campus II, Walisongo State Islamic University, Semarang, Central Java, Indonesia
CERTIFICATE Number: _____	

The Head of the Research and Community Service Institute (LP2M) UIN Walisongo Semarang hereby certifies that the Community Service funded by _____ with the title:

is indeed the result (name of the PkM cluster\ _____)
and was carried out by:

Name of Chairperson :
Researcher ID :
Functional Position :
Faculty :

Member Name :
Researcher ID Number :
Functional Position :
Faculty :

Member Name :
Student ID :
Position :
Faculty :

This certificate is issued for its intended purpose.

Semarang, _____
Chairperson of LPPM

XXX. PROPOSAL EVALUATION TOOL for Community Service Program

I EXECUTOR IDENTITY		
	Full Name	:
	PkM Title	:
II ASSESSMENT GUIDELINES		
	a. Provide an assessment of the community service proposal prepared by the proposer b. Assess by placing a <i>check</i> mark (v) on the predetermined assessment scale	
III EVALUATION SCALE		
	1: 20% 2: 40% 3: 60% 4: 80% 5: 100%	

No	Field	Indicator	Assessm ent Scale				
			1	2	3	4	5
1	Capacity Building Community Service	There is a correlation between the community service theme and the road map of the institution					
		There is consistency between the content of service and the guidelines of service determined by LP2M					
2	Program-Based Service between	There is a suitability between the community service theme and the programme road map of the programme's community service					
		There is consistency between the content of service with the guidelines of service that has been determined by LP2M					
3	Stimulus Assistance Community Assistance Inter-institutional Collaboration	There is a suitability between the service theme with the road map of institutional community service					
		There is consistency between the content of					

No	Field	Indicator	Assessment Scale				
			1	2	3	4	5
		community service and the guidelines of service that have been by LP2M					
4	Empowerment/Mentoring Community-Based Institutions Religious	There is a suitability between the theme of service with the road map of institutional service					
		There is consistency between the content of service and the guidelines of service that has been by LP2M					

Known by
Chairperson of LPPM

Semarang, _____

Reviewer

XXXI. MONEY INSTRUMENT FOR STUDENT SERVICES

	Ministry of Religious Affairs of the Republic of Indonesia WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG Jl. Prof. Dr. Hamka Campus II UIN Walisongo Semarang, Central Java, Indonesia
MONITORING AND EVALUATION OF STUDENT SERVICES PERFORMANCE	
Evaluating Officer	
Day/Date	

Instructions for Completion

1. Provide an assessment of the achievement of student services performance in providing services to students
2. Complete by placing a *check* mark (v) on the established assessment scale

UKM Services				
Field	Aspects Assessed	Documentary Evidence	Document	
			Available	Not available
Student Services Roadmap	UKM has SOP documents for member admission	SOP documents		
	There is valid evidence of UKM management documents	UKM Management Decree		
	The UKM has a <i>timeline</i> for member recruitment	Membership recruitment flyer or similar		
	There is a membership registration form	Registration form		
Implementation of student services	The implementation of student activities can be accessed by the academic community on the available website	Online website for the implementation of student affairs programmes		

UKM Services				
Field	Aspects Assessed	Documentary Evidence	Document	
			Avail able	Not avail able
	Student services assistance includes various student service quality manuals	Student Services Report Documents (Programme Activity Reports)		
	Activity reports, both monthly and semester	Activity report documents		
	UKM has evidence of cooperation with other parties	Collaboration documents		
	SMEs have an inventory	Archive documents Inventory list		
Note:				

Academic Guidance Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Avail able	Not avail able
Academic Guidance	Faculty/Study Program has a policy document on academic guidance.	Academic guidance manual		
	There is valid evidence (SK) regarding student guardianship	Rector/Dean's Decision on Policy Regarding Student Mentorship		
	Faculty/Programme has detailed documents regulating the procedures for academic advising (which support learning and provide motivation, so that students can complete their studies well and on time)	Guidance on Student Mentorship /Academic Guidelines		
	There is a mentoring system (walisiadik. Walisongo. ac.id)	https://walisiadik.ac.id		
	There is valid evidence that the guardianship process is conducted online and/or face-to-face face-to-face	https://walisiadik.ac.id		

Academic Guidance Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Avail able	Not avail able
	Faculties/programmes conduct evaluations and follow-up actions regarding the implementation of guardianship	Minutes of the Meeting on Evaluation and Follow-up of the Implementation of Guardianship		
	There is valid evidence of evaluation and follow-up on the implementation of guardianship	Monitoring and Evaluation Report and Follow-up on the Implementation of Guardianship		
Academic Guidance	The university/faculty/study programme has policy documents on Academic Guidance	Academic Guidance Manual		
	There is valid evidence (Decree) regarding Academic Guidance	Rector's and/or Dean's Decree Academic Guidance		
	Documents detailing the implementation mechanism for Academic Guidance	Student Academic Guidelines		
	Academic guidance is conducted online and/or face-to-face	https://walisiadik.ac.id and/or similar		
	There is valid evidence The role of the academic advisor	https://.walisiadik.ac.id and/or similar		
	There is valid evidence of the guidance period, with the guidance process conducted at least three times in each semester	https://.walisiadik.ac.id and/or similar		
	The faculty/programme has valid evidence that an evaluation of the implementation of academic guidance has been carried out	Monitoring and Evaluation Report on the implementation of academic guidance		
Note:				

Counselling Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Available	Not available
Individual Counselling Services	The university/faculty/study programme has a policy document on Individual Counselling Services	Individual Counselling Guidelines Book		
	There is valid evidence (SK) regarding Individual Counselling Services	Rector's Decree/Dean's Decree on Individual Counselling Services		
	There are documents regulating the procedures for counselling services individual	Counselling Guidelines		
	Individual counselling services are conducted online and/or in person	https://walisiadik.ac.id		
	Evaluation and follow-up Individual counselling service implementation	https://walisiadik.ac.id		
Group Counselling Services	The university/faculty/study programme has a policy document on Group Counselling Services	Guidelines for Group Counselling Services (Academic Guidelines of UIN Walisongo)		
	There is valid evidence (SK) regarding Group Counselling Services	Rector/Dean's Decision on Group Counselling Services		
	There are guidelines and/or regulations governing the procedures for group counselling services	Academic Guidelines of UIN Walisongo		
	Group counselling services are conducted online and/or in person	Walisiadik.walisongo.ac.id		
	There are documents evaluating and following up on the implementation of group counselling services	Monitoring and Evaluation Reports and Follow-up Services Group Counselling		

Note:

Talent and Interest Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Available	Not available
Development Talent and Interest	University/Faculty/Study Programme has policy documents on Talent and Interest Development	Talent guidelines UIN interests Walisongo		
	There is valid evidence (SK) regarding the Development Talent and Interest	Rector's Decree / Dean regarding Development Talent and Interests		
	There are policy documents that governs the procedures for the development of talents and interests	Talent Guidelines Interest		
	This document regulates Consultation Process Talent and Interest Development conducted online and/or face-to-face	Process Report Consultation Development Talent and Interest		
	Faculty/programme organises various workshops that support talents and interests students	Report Implementation Activities Workshops		
	There is valid evidence Evaluation and follow-up service implementation of talent and interests	Monitoring and evaluation reports and Action Continuation of services Talent implementation and interests		
Development Soft Skills	University/Faculty/Study Programme has policy documents on Soft Skill Development	Guidelines Soft Skills		
	There is valid evidence (SK) on Soft Skills Development Skills	Rector's Decree / Dean regarding Development Soft Skills		
	There are documents regulating procedures for developing soft Skills	Guidelines Development Soft Skills		

Talent and Interest Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Available	Not available
	Progress of Soft Skills Development skills is carried out in a online and/or face-to-face	Report Development Soft Skills		
	Faculty/Study Programme Organising workshops/training that supporting soft skills students	Report Implementation Activities Workshops/ Training		
	There is an evaluation and follow-up on the implementation of soft skills development	Monitoring and Evaluation Report and Follow-up Soft Skills Development		
Mentoring Achievements	Universities/faculties have policy documents Achievement Support Students	Guidelines Academic		
	There is valid evidence of the Dean's document Achievement Mentor of Students	Rector's Decree / Dean regarding the Appointment Mentor Achievement Student		
	Achievement mentoring of students is carried out Before and during the championship took place	Report Implementation Activities Mentoring Achievements		
	Student achievements achieved thanks to guidance coaches, officials and accompaniment	Report Implementation Activities Support Achievements		
	University/faculty sends accompanying for each competition	Reports Implementation activity Support Achievement		
Organisation Student Affairs	The university has a document policies on Accreditation Student Organisation	Guidelines Policies Accreditation Institutions Students		
	There is valid evidence regarding	Rector's Decree/		

Talent and Interest Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Avail able	Not avail able
	Institutional Accreditation Guidelines Students	Dean's Guidelines Accreditation Institutions Students		
	There is a Guide Implementation of Accreditation	Document Guidelines Implementation Accreditation		
	There is information and socialisation related to Implementation of Accreditation Student Organisation	website		
	There is an Institution of accredited students	Certificate accreditation		
	There is an organisational structure Students	Documents Structure Organisation Students		
	Proof of Work Plan	Documentation Evidence Work Programme UKM		
	There is a UKM Collaboration	Documentary Evidence SME Collaboration		
	External contributions exist and alumni towards SMEs	Reports Implementation SME Activities		
	There is a contribution from SMEs to UIN Walisongo	Report Implementation SME Activities		
Note:				

Scholarship Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Avail able	Not avail able
Scholarship	The university has documents Scholarship policy	Guidelines Academic		
	There is valid evidence (SK) regarding scholarships	Rector's Decree and Funding SK		
	University/faculty providing official information about scholarships for all students	Website, Flyer		
	Information and registration Scholarships are awarded within a predetermined time period	Website, Flyer		
	Scholarship selection process for students is conducted in an open and transparent manner	Website, Flyer		
	Scholarship registration is conducted through an online system that provided by the university	Website, Flyer, electronic mail regarding technical guidelines for submitting scholarships		
Note:				

Health Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Present	Not available
Health	The polyclinic has a Health Service policy document	Health Service Guidelines		
	There is valid evidence (SK) regarding the Health Services document	Rector/Dean's SK regarding Health Services Health		
	There is transparent health service information for students transparent	Implementation Report on Health Services Health		
	Registration and health examination services are carried out in accordance with health service standards	Report on the Implementation of Health Services at the UIN Polyclinic Walisongo		
	Medicines/prescriptions provided in accordance with health service standards	Monitoring and evaluation of medications/prescriptions provided		
	Healthcare facilities and infrastructure are in accordance with healthcare service standards	Health facilities and infrastructure (disabled services, chairs, etc.)		
Note:				

Work Information Services				
Field	Aspects Assessed	Documentary Evidence	Documents	
			Available	Not available
Employment Information Services	The university has a document outlining its Employment Information Service policy.	Job vacancy information service guidelines		
	There is valid evidence regarding the Job Information Service document	Rector/Dean's Decree on Job Information Services		
	The university/faculty has a work unit/PIC that assists graduates in finding employment	Faculty Job Search Unit, WCC (Walisongo Career Centre)		
	Job vacancy information is updated regularly, informative, and tailored to needs	Website, Flyers, Infographics, Banners		
	The university provides guidance and support for specific tests for job-seeking alumni	Career Guidance Implementation Report		
	The university/faculty has partner organisations willing to hire graduates	Cooperation Report		
Note:				

Acknowledged
Vice Rector III

Semarang. _____

Evaluator

XXXII. TRACER STUDY INSTRUMENT (ALUMNI SATISFACTION)

I	ALUMNI IDENTITY		
	Full Name	:	
	Student ID	:	
II	ASSESSMENT GUIDELINES		
	Assessment by placing a <i>check</i> mark (v) on the predetermined assessment scale		
III	ASSESSMENT SCALE		
	1: Not Good 2: Fair 3: Good 4: Very Good		

No	Statement	Rating Scale			
		1	2	3	4
1	In your opinion, how much emphasis is placed on the following aspects of learning in your study programme?				
	Lectures				
	Competency Development				
	Participation in Research and Community Service Projects				
	Internships				
	Practical Training/Fieldwork				
	Discussions				
2	How would you rate the following aspects of learning?				
	General Teaching and Learning Conditions				
	Academic Guidance				
	Opportunities to Participate in Research and Community Service Projects				
	Opportunities to Interact with Lecturers Outside of Class Hours				
	Opportunities to Join and Become Part of Professional Scientific Networks				
3	How would you rate the learning facilities below?				
	Library				
	Information and Communication Technology				
	Study Room				
	Laboratory				
	Variety of Courses Offered				
	Student Activity Centre and Facilities				
	Mosque				
	Health Services Facilities				
4	How would you rate your learning experience below?				
	Classroom Learning				
	Internship/Fieldwork/Practicum				
	Community Service				

No	Statement	Rating Scale			
		1	2	3	4
	Research Implementation/Final Project Writing				
	Student Organisations				
	Extracurricular Activities				
	Recreation, Sports, and Arts				
5	To what extent does the programme/university contribute to foreign language proficiency?				
	English Language Proficiency				
	Arabic Language Proficiency				
6	To what extent has your learning experience in the programme been beneficial for the following?				
	Starting a Job				
	Continuing Education in the Workplace				
	Performance in Carrying Out Tasks				
	Future Career				
	Personal Development				
	Enhancing Entrepreneurial Skills				
7	At the time of graduation, at what level do you master the following competencies?				
	Ethics				
	Subject-specific skills				
	English				
	Use of Information Technology				
	Communication				
	Teamwork				
	Personal Development				
8	At PRESENT, to what extent are the following competencies required in your work or further studies?				
	Ethics				
	Subject-specific skills				
	English				
	Use of Information Technology				
	Communication				
	Teamwork				
	Personal Development				
9	Which course do you think is beneficial and needs to be developed?				
	Answer:				
10	Which courses do you think should be discontinued?				
	Answer:				
11	Which courses should be offered in your programme of study?				
	Answer:				