



# **ASIIN Seal Accreditation Report**

***Bachelor's Degree***  
**Agribusiness**

***Master's Degree***  
**Agribusiness**

Provided by  
**Universitas Islam Negeri Syarif Hidayatullah Jakarta**

Version: 27 March 2026

## Table of Content

<b>A About the Accreditation Process.....</b>	<b>3</b>
<b>B Characteristics of the Degree Programmes .....</b>	<b>5</b>
<b>C Expert Report for the ASIIN Seal .....</b>	<b>8</b>
1. The Degree Programme: Concept, content & implementation .....	8
2. Exams: System, concept and organisation.....	28
3. Resources .....	33
4. Transparency and documentation.....	41
5. Quality management: quality assessment and development .....	43
<b>D Additional Documents .....</b>	<b>47</b>
<b>E Comment of the Higher Education Institution (30.12.2024) .....</b>	<b>48</b>
<b>F Summary: Expert recommendations (16.01.2025) .....</b>	<b>59</b>
<b>G Comment of the Technical Committee 08 – Agriculture, Forestry and Food Sciences (17.03.2025) .....</b>	<b>61</b>
<b>H Decision of the Accreditation Commission (25.03.2025) .....</b>	<b>62</b>
<b>I Fulfilment of Requirements (27.03.2026).....</b>	<b>64</b>
Analysis of the experts and the Technical Committee (04.03.2026).....	64
Decision of the Accreditation Commission (27.03.2026) .....	66
<b>Appendix: Programme Learning Outcomes and Curricula .....</b>	<b>67</b>

## A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for <sup>1</sup>	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) <sup>2</sup>
Sarjana Agribisnis	Bachelor of Agribusiness	ASIIN	-	08
Magister Agribisnis	Master of Agribusiness	ASIIN	-	08
<p><b>Date of the contract:</b> 13.10.2022</p> <p><b>Submission of the final version of the self-assessment report:</b> 12.12.2023</p> <p><b>Date of the audit:</b> 22.-23.10.2024</p>				
<p><b>Expert panel:</b></p> <p>Prof. Dr. Jürgen Braun, Nürtingen-Geislingen University</p> <p>Prof. Dr. Alexander Stoy, University of Applied Sciences Kiel</p> <p>Almansyah Sinatrya, Universal PT Tempu Rejo</p> <p>Mohammad Nafi Izzuddin, student at Universitas Islam Malang</p>				
<p><b>Representative of the ASIIN headquarter:</b></p> <p>Johann Jakob Winter, M.Sc.</p>				
<p><b>Responsible decision-making committee:</b></p> <p>Accreditation Commission</p>				
<p><b>Criteria used:</b></p> <p>European Standards and Guidelines as of May 05, 2015</p> <p>ASIIN General Criteria, as of March 28, 2023</p>				

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<sup>1</sup> ASIIN Seal for degree programmes;

<sup>2</sup> TC: Technical Committee for the following subject areas: TC 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture

**A About the Accreditation Process**

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Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015	
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## B Characteristics of the Degree Programmes

a) Name	Final degree (original)	b) Areas of Specialization	c) Corresponding level of the EQF <sup>3</sup>	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Agribusiness	S.P (Sarjana Pertanian/Bachelor of Agriculture)	-	6	Full time	-	8 semesters	221,97 ECTS/147 CP	Annual intake, since 2002
Master of Agribusiness	M.P (Master Pertanian/Master of Agriculture)	-	7	Full time	-	4 semesters	107.9 ECTS/43 CP	Intake each semester, since 2011

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<sup>3</sup> EQF = The European Qualifications Framework for lifelong learning

Universitas Islam Negeri Syarif Hidayatullah Jakarta (UIN) is a public university in the Indonesian district of Banten, located within the capital metropole Jakarta. As a public Islamic university, the institution is under the administration and financial government of the Indonesian Ministry of Religious Affairs. The curriculum nevertheless also follows the rules and guidelines of the Ministry of Higher Education, Culture, Research, and Technology. The university was initially founded as the State Academy of Islamic Sciences in 1957 and received its current name in 2002. Today, it consists of 13 faculties offering 56 undergraduate and 23 graduate programmes and hosts a total number of about 32,000 students. The two programmes under review are offered by the Faculty of Science and Technology and are subject to international programme accreditation by ASIIN for the first time.

For the Bachelor of Agribusiness programme, UIN has presented the following profile on its website:

**Vision:**

“Become a nationally superior and internationally recognized study program in the field of urban agribusiness through Islamic and Indonesian foundations by 2025.”

**Missions:**

1. “Carrying out education and teaching in the field of urban agribusiness to produce graduates who meet global excellence and competitiveness.
2. Providing a moral and spiritual foundation for the development of science and engineering in the field of urban agribusiness.
3. Carrying out research in the field of urban agribusiness which is beneficial for improving the welfare of the people.
4. Contribute to improving the quality of life and development of the people, especially agribusiness actors, through community service patterns.”

For the Master of Agribusiness programme, UIN has presented the following profile on its website:

**Vision:**

“The realisation of leading agribusiness Masters Study Programme at the national level, which is integrated with Islamic and Indonesian values.”

**Missions:**

1. “Organizing further education and teaching in the field of Agribusiness to produce masters (S2) who have excellence and competitiveness.

## **B Characteristics of the Degree Programmes**

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2. Carrying out research in the field of agricultural social economics which is beneficial for the development of agribusiness, solving various problems related to agricultural social economics in order to realize community welfare.
3. Publish research results in reputable national and international journals to increase the competitiveness of the Agribusiness Masters Study Program.
4. Carry out community development and empowerment in the field of Agribusiness in accordance with scientific principles.”

## C Expert Report for the ASIIN Seal

### 1. The Degree Programme: Concept, content & implementation

<b>Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)</b>
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**Evidence:**

- Self-Assessment Report
- Academic handbooks for both study programmes
- Curriculum handbooks for both study programmes
- Strategic plan of UIN
- Relationship matrices of PEOs and ILOs
- Website of the Faculty of Science and Technology: <https://www.fst.uinjkt.ac.id/en>
- Websites of all study programmes
  - Bachelor of Agribusiness: <https://fst.uinjkt.ac.id/en/bachelor-of-agribusiness>
  - Master of Agribusiness: <https://www.fst.uinjkt.ac.id/en/master-of-agribusiness>
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

The experts base their assessment of the learning outcomes on the information provided on the websites and in the Self-Assessment Report of both programmes under review.

For both programmes, UIN has described and published an intended qualification profile (“competence profile”) which includes Programme Educational Objectives (PEOs), Intended Learning Outcomes (ILOs), and Graduate Profiles, as listed in the appendix. The PEOs refer more generally to the graduate profiles of the faculty which are prepared according to the needs of internal and external stakeholders including the four groups attitude, general skills, knowledge and specific skills. On the other hand, ILOs specify the intended development and improvement of the students’ specific work skills and competencies which are developed based on the Indonesian National Qualifications Framework level

6 for the Bachelor's programme (equivalent to EQF level 6) and level 8 (equivalent to EQF level 7) for the Master's programme. A "relationship matrix" links the PEOs and ILOs for each study programme.

As the representatives of the Rector's office explain in the on-site discussion, the basis for all ILOs are the scientific vision of UIN as a whole and of the Faculty of Science and Technology, as well as the above-mentioned visions and missions of the individual study programmes. Other input factors for the development of the programmes' profiles are an analysis of the current industry needs, national and international quality frameworks, as well as governmental higher education policies. The current set of ILOs was developed in 2020 through an extensive process including internal stakeholders such as the Dean and Vice Dean of the faculty, Bachelor's and Master's degree lecturers, and student representatives from both programmes. External stakeholders comprise alumni, as well as representatives of agribusiness companies, agricultural entrepreneurs, the Ministry of Agriculture, the association of agricultural colleges, and the heads of the association of agribusiness study programmes in Indonesia, which is confirmed by some of the present stakeholders. This new set of ILOs was verified for its achievement by the same stakeholders in 2023. However, based on the partly contradictory answers of the agribusiness stakeholders in the interview session, the experts gain the impression that the process of stakeholder involvement is not institutionalized to facilitate a structured review of the programme on a regular basis (see also section 5). Therefore, they require UIN to strengthen the ties with local industrial partners and establish a structured process of stakeholder involvement.

While the experts are satisfied with the concise formulation and transparent publication of the programmes' profiles, they enquire about the role of Islamic religion, which is an apparent factor in the profiles as well as the university's and faculty's vision and missions. It is explained that UIN is a pioneering institution in the establishment and development of public Islamic universities, which seek to integrate science and Islamic values. While religious principles are mandatorily incorporated at all universities in Indonesia, public Islamic universities go beyond the national mandatory subjects and include a deeper focus on Islamic values. The university stresses that this integration focuses on Islamic views on the scientific programmes, but not Islamic law, which guarantees the compatibility of both principles. The university states that the Muslim community, and therefore the (labour) market, is on the rise both in Indonesia and internationally. Therefore, graduates with this specific affiliation will be increasingly sought for in the future. The industrial stakeholders, lecturers, and students confirm that the Islamic affiliation is or was an important factor for their choice to enrol at UIN or collaborate with the university. The experts acknowledge UIN's vision and development of the concept of Islamic integration into science.

With respect to the graduate profile, the experts enquire about the tracer study mentioned in the Self-Assessment Report of UIN which, however, was not presented with its results. During the on-site discussions, the university therefore presents multiple statistics derived from the tracer study. The data indicates that about 85% of the programmes' graduates work in jobs as "staff and managers", while about 10% become entrepreneurs in the field of agribusiness ("agripreneurs") and only around 2% continue their careers in academia. These statistics confirm the experts' critical mentioning of the role as "research experts", which is part of the Bachelor of Agribusiness programme's graduate profile. The experts opine that, as a Bachelor's programme only introduces students to the principles, methodology and application of scientific work, graduates can never be considered "experts" in this regard at this stage. Therefore, the experts require UIN to review and verify this graduate profile.

Moreover, the presented statistics also indicate that more than 50% of the respondents of the tracer study state that their jobs are not or only partially in line with their field of study. The experts wonder whether one reason for this might be that the urban area of Jakarta is not an agricultural region in which the particular focus of agriculture in business is sought. The programme coordinators explain that, at the time the programmes were established, UIN's students came from Islamic colleges all over Indonesia, including many rural areas where the agribusiness knowledge was highly needed. However, as multiple state Islamic universities have been founded all over the country since then, the majority of UIN's students nowadays come from the city Jakarta itself and look for jobs in the same area. Therefore, graduates now oftentimes work in businesses or public institutions outside the agricultural field, which the programmes nevertheless qualify them for. Measures like the university-wide "Career festival" and the "Business incubator" which was recently established by the Faculty of Science and Technology", help to align business and students' needs and interests and to promote their later job opportunities. Judging from the attending industry representatives which confirm their engagement with interns and graduates of the programmes, important job opportunities for graduates lie in regulatory authorities like the Ministry of Agriculture, halal certification companies, plant breeding companies, and food stations. Even though the stakeholder's comments were moderate and reserved, there appears to be no general problem with the employability of the graduates, the experts are satisfied with this explanation.

In summary, the experts confirm that the objectives and learning outcomes of the degree programmes are described briefly and concisely. They are transparently published on the faculty's website and in the official study documents, and are thus available to students, lecturers and interested third parties. Besides the explained inaccuracy of the profile as "research expert", the objectives and learning outcomes reflect the targeted academic

qualification and ensure a professional qualification on the level EQF 6 (for the Bachelor's programme) and EQF 7 (for the Master's programme). The objectives and learning outcomes are feasible to produce graduates with good job perspectives and are in line with the Subject-Specific Criteria of ASIIN's Technical Committee 08 – Agriculture, Forestry and Food Sciences. Although there appears to be a review process of their relevance for both the labour market and society, the experts note that the structured stakeholder involvement process needs improvement.

<b>Criterion 1.2 Name of the degree programme</b>
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**Evidence:**

- Self-Assessment Report
- Module handbooks of all study programmes
- Examples of Diploma Certificates and Transcripts of Records
- Decree of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 163/E/Kpt/2022
- Websites of all study programmes
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

According to a regulation of the Indonesian Ministry of Education, Culture, Research, and Technology, the name of a study programme must reflect its ILOs and contents. Moreover, the naming of both programmes under review is closely related to the terminology used by subject-specific organisations at both international and national levels, including the International Food and Agribusiness Management Association the Indonesian Agribusiness Association, the Indonesian Society of Agricultural Economics, the Association of Indonesian Agribusiness Study Programmes, and the Association of Indonesian Agricultural Scholars. For the Bachelor of Agribusiness programme, UIN awards the degree title of Bachelor of Agriculture (Sarjana Pertanian, S.P.) and the degree title of the Master of Agriculture programme is Master of Agriculture (Magister Pertanian, M.P).

The experts confirm that the programmes' names appropriately reflect the respective contents and ILOs of the qualification levels, and that the original titles and English translations are consistently used in all official documents.

<b>Criterion 1.3 Curriculum</b>
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**Evidence:**

- Self-Assessment Report
- Curricular overviews of both study programmes
- Module handbooks of both study programmes
- Objectives-module matrices for both study programmes
- Websites of both study programmes
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

*Structure and content*

Both programmes under review are designed as fulltime study programmes with a regular duration of 8 semesters (4 years) for the Bachelor of Agribusiness programme, respectively 4 semesters (2 years) for the Master of Agribusiness programme. The minimum credit load is 147 credits (221.98 ECTS) for the Bachelor's degree and 43 credits (107.9 ECTS) for the Master's degree (see also section 1.5). Each semester is equivalent to 14 weeks of structured learning activities. In addition, there is one week for midterm exams and one week for final exams.

As explained in the Self-Assessment Report, the curricula of programmes at UIN are structured in a modular way. As each module consists in only one self-contained course, the term "course" and "module" are used interchangeably in the following. Each course contributes to the achievement of predefined learning outcomes, as the objectives-module matrices for both programmes show. In general, modules that build fundamental competencies and support the attainment of learning objectives in other modules are placed in the early semesters. Meanwhile, modules that develop specialized skills and require support from other modules are positioned in the later semesters.

The Bachelor of Agribusiness programme comprises 59 course items, with 81% dedicated to specific content related to agribusiness core competencies and specific skills, and 19% focusing on general content related to general competencies. The general courses include the compulsory national courses that are mandatory in all undergraduate higher education curricula in Indonesia, which are "Pancasila" (Indonesian state philosophy), "Civic education", and "Bahasa Indonesia" (Indonesian language). Furthermore, there are compulsory university courses that characterize UIN's profile in the curricula and must be taken by all

undergraduate students. Examples of these courses are “Islamic studies”, “Worship practicum”, “Islam and science”, and “Arabic language”. The majority of these courses are arranged in the first two semesters of the programme.

Therefore, the first year contains only few subject-specific courses which provide a basic introduction into the field of agribusiness, including the courses “Introduction to economics”, “Introduction to agricultural science”, and “Fundamentals of management”, and “Introduction to Information and Communication Technologies”. The more specialized modules are contained in the later semesters. In this regard, the concept of “agribusiness” combines core contents of economics and business administration with agricultural topics. Agriculture-related modules are e.g. “Plant protection”, “Agricultural development”, “Seed production”, and “Agroclimatology”, while the economics-related modules range from “International trade” and “Value chain management” to “Marketing management”. The seventh semester of the curriculum includes an internship (“Field practices”) and the “Community service programme”, a compulsory component of undergraduate studies in Indonesia that aims at strengthening the bonds between research and community development through interdisciplinary work of students mostly in more remote areas of the country.

The curriculum contains also components that cover the technical training of students with respect to scientific work. Besides the “Undergraduate thesis”, which is the final and only component in the concluding semester of the programme, there are the courses “Elementary statistics”, as well as “Research methodology” and “Scientific writing technique”.

The experts are generally satisfied with the structure and content of the curriculum, which is in line with the PEOs and ILOs of the programme. The structure of national and university level compulsory modules taught in the first semesters is considered adequate, even though the subject-specific share of contents in the first year of study is very small. In this regard, the experts raise the question, whether the comparatively high number of not directly subject-related courses leaves enough time for teaching the core content of the programme, which, however, is affirmed by all the lecturers.

Nonetheless, with respect to the structure of the programme, the experts wonder why there is so little room for individual specialization, for example in the form of elective courses. In the curricular overview, there appears to be one elective course slot in the sixth semester. However, students report that these courses have been combined into one module in the curriculum newly introduced in 2020, while, as graduates confirm, there the previous curriculum included the choice of one “focus topic”. The experts wonder why this elective choice has been eliminated and notice that the provided module handbook does not contain any information or description of the current situation which is unclear due to the contrasting information (see also section 4.1). The programme coordinators also point

out that the application of the Kampus Merdeka programme offers the students opportunities for individual specialization. Kampus Merdeka (independent learning campus) is a national initiative that promotes the opportunity for students to obtain parts of their credit points from learning activities outside their university campus, such as internships, courses at different universities, and student exchanges. However, also in this regard, no information or official documentation was provided by the university. The experts therefore ask for clarification of these rules in form of official documentation. They deem it necessary to have clear and transparent regulations to ensure the alignment of learning outcomes, the assessment of the outside-campus programme, the directive which modules can be replaced by the mobility activity, as well as the prerequisites for the recognition of outside-campus learning programmes. A suggestion in that regard would be the establishment of a “learning agreement” between the university, the partner institution and the respective student which regulates all these issues before starting the mobility activity. Moreover, as they consider elective modules as crucial to the individual profiles of students according to their interests and strengths, they recommend reinstalling and expanding the elective course offer.

The same problem of the incomplete module handbook concerns also the internship. While the experts appreciate the incorporation of an internship, which, according to the programme coordinators, often paves the way for the students’ undergraduate theses and first employments, they cannot find any information or data on their organization and implementation. The programme coordinators explain that the students usually do the internship in farming companies, which, however, seems odd to the experts given the business focus of the programme and the above-mentioned tracer study results. Multiple of the attending industry representatives confirm that they welcome interns at their institutions and sometimes also hire graduates of the programmes. Important partners in that regard are the Ministry of Agriculture, halal certification companies and food stations. Nevertheless, to allow the experts to give a realistic assessment, the regulations and concise statistics need to be provided by UIN.

On the other hand, the Master of Agribusiness programme provides 14 modules of almost exclusively specialized subject-specific content, as explained in the Self-Assessment Report. Examples of modules are “Agribusiness Economics”, “Agribusiness Management”, “Agricultural Development in Islam”, and “Agribusiness Financing Management”. The programme contains also two additional research-focused modules to deepen the students’ understanding and enhance their research skills needed for the preparation of the Master’s thesis. For this programme, the experts also confirm the adequacy of structure and content. However, noting that a Master’s programme should give the students the opportunity to concentrate on specific skills and knowledge for certain job fields, the experts criticize

the lack of elective modules, which they consider an integral part of this kind of programme.

For both programmes, the experts notice that the Self-Assessment report indicates that the average graduation time is one year above the designated period of study. They see one possible reason for that in the uneven workload distribution throughout the Bachelor's programme (see also section 1.5): While the credit load in the first three years of study is between 21 and 24 credits per semester, the last two semesters contain only 8 respectively 7 credits. When raising this issue during the audit, the programme coordinators explain to have already noted this problem and tried to address it with different measures, such as establishing additional options to repeat courses and exams (see also section 2) and the flexibilization of the topic choice for the undergraduate thesis. However, these measures have apparently not established a notable improvement of the situation yet. The students, however, do not mention any problem in that regard. For the Master of Agribusiness, the experts learn that almost all students work besides studying (see also section 1.4). Although the students and teaching staff explain that classes are arranged flexibly to allow students the combination of work and study, the experts suppose this to be the primary reason for the delay in graduation in the Master's programme. Mainly, they wonder how it is possible to organize multiple classes per week for an average of 15 students with probably different full time job agendas. To better understand this, the experts therefore ask UIN to provide an exemplary semester class schedule of the programme. Moreover, they suggest considering whether a different structure of this programme, e.g. as a part time programme, might facilitate this matter. This could better align the concept of the programme with the students' need for a reduced and more flexible daily study load and eliminate the discrepancy between the designated and realistic graduation time. Overall, the experts stress once more the need for UIN to deliver data on graduation times and drop-out rates in form of cohort statistics, as well as information and evaluations of the measures already implemented to address this problem. They consider it as crucial that the programmes can be completed within the designated study period.

In summary, the experts confirm that the curricula of both programmes enable the students to achieve the ILOs. Each module represents a well-matched unit of teaching and learning, which can be completed in one semester. The order of the modules is well-organized to allow a structure learning experience. However, the problem of exceeded graduation times needs to be addressed for both programmes, and the described ambiguities regarding internships, elective modules, and the incorporation of MBKM have to be clarified.

*Internationalization and student mobility*

The representatives of the Rector's office explain that internationalization and recognition of the university is one of UIN's most important strategic goals. Allegedly, the university has 93 partner universities all over the world by now and 197 students took part in exchange programmes in 2023. The university seeks to increase its cooperation opportunities through its membership in the Asian Islamic University Association, e.g. with countries like Thailand, Cambodia and Afghanistan. However, specific information on the nature of these programmes, cooperation partners, as well as the number of both incoming and outgoing participants is missing in the report. Even on inquiry the experts do not get very specific information about the extent and quality of international cooperation. Also, the institutional framework which regulates the organization, implementation, and recognition of mobility activities, is missing in the documentation. The experts therefore ask for more detailed documentation and statistics, both in general and for the agribusiness programmes.

In terms of student mobility specifically in the Agribusiness programmes, as described in the Self-Assessment Report and mentioned before in this report, the most recent curriculum adaptation of the Bachelor of Agribusiness programme in 2020 introduced the Kampus Merdeka programme. Through this programme various national mobility programmes were established, especially for the purpose of the mandatory internship in the programme. These internships can be conducted nationally but also internationally. The Self-Assessment Report states that many students chose internship companies in Japan (e.g. 12 students in the odd term 2023/24) and Germany (e.g. 8 students from October to December 2023). The experts learn that the cooperation with Japanese companies is fostered through an intermediary agency. Also, they are satisfied to hear from the students, that they are willing and facilitated to do the internships abroad and to take part in student exchanges. One student confirmed that he recently completed an exchange in the USA. However, the bottleneck in that regard is apparently the availability of funds and the number of programmes, which the experts recognize as a common challenge. Moreover, the incoming mobility into the agribusiness programme currently seems to be inexistent. The experts compliment UIN on its efforts to foster internationalization but recommend to continue and increase the focus on the expansion of both outgoing and incoming mobility programmes, as this is crucial to achieving the objective of international recognition.

As another aspect of internationalization, the experts mention the topic of English language skills. According to the module handbook and explanations of the lecturers, there is an English language module which should prepare students for a compulsory, TOEFL-like English language test. Also, the module descriptions indicate that multiple modules use English as teaching language, which the experts consider very useful. However, judging from the interview sessions with lecturers and students, the experts gain the impression that this is rarely implemented in practice, as apparently it refers only to the teaching materials but

not the instruction language used. In the ASIIN student survey, more than 80 % of the students state that they would like a better incorporation of English language into their programmes. It is specifically mentioned in an open answer that the programmes “need more implementation in English for the lesson in order to improve its lecturers’ and students’ speaking and writing skills in English”. Therefore, the experts strongly recommend to strengthen the role of English language in the programmes, e.g. by offering additional English courses for students and lecturers, promoting English as instruction language and the practical use of English in classes as well as extracurricular learning offers.

This better incorporation of the English language would also be a factor to attract and facilitate incoming mobility for the programmes. Apparently, there is no incoming mobility into the programmes at the moment, which the experts consider a shortcoming in light of UIN’s strategic goal of internationalization. This is also related to the lack of clear regulations for student mobility and the experts highly recommend targeting the attraction of incoming mobility in the future.

In summary, the experts confirm that UIN promotes (international) student mobility. However, the mobility opportunities for students should be further improved through the provision of additional funds and the establishment of exchange programmes. In this regard, also the facilitation of incoming mobility should be encouraged. Also, the institutional framework, including regulations for credit recognition, needs to be clarified.

#### *Curriculum review*

UIN explains in the Self-Assessment Report that the undergraduate programme has undergone four curriculum reviews since 2002, while the postgraduate programme was reviewed twice since 2011. These reviews, conducted in form of workshops in which the most relevant internal and external stakeholders of the programmes participate, are designed to assess the achievement of ILOs and ensure their alignment with environmental changes such as industry and government regulations.

Major documented changes were the introduction of an outcome-based curriculum in 2015 in both programmes and its follow-up review in 2020 which resulted in the following exemplary adaptations that are to be found in the current curricula:

No	Course of 2015 Curriculum	Course of 2020 Curriculum	Status	Degree
1	Microeconomics	-	Delete	BSc Degree Programme in Agribusiness
2	Macroeconomics	-		
3	Managerial Economics	-		
4	Operation Research	-		
5	-	Agricultural Economic	Add	
6	-	The Basics of Economic		
7	-	Technopreneurship		
8		CIT (Computer and Information Technology)	Modify	
9	-	Supply Chain Management		
10	Statistics	Elementary Statistic		
11	Financial Accounting	The Basics of Accounting		
12	Financing	Sharia Financing		
13	Agroentrepreneurship	-	Remove	MSc Degree Programme in Agribusiness
14	Qualitative Research Method	-	Add	
15	Science Philosophy	Philosophy	Modify	
16	Agribusiness Financing	Agribusiness Financing Management	Modify	

While the experts acknowledge the documentation of the curricular changes, they gain the impression that a structured involvement of the industry partners (compare section 1.1) as well as of the students is missing. Students are allegedly involved via focus group discussions; however, no active student confirmed to have participated in such a discussion in recent years. This might be due to the curriculum review interval, as the latest review was conducted in 2020; however, the awareness and knowledge of the students in that regard appeared to be missing. Since also no documentation was provided regarding the curriculum review process, the experts require UIN to establish and document a process which includes both industrial stakeholders as well as students in a structured way.

In summary, the experts confirm that the curricula are periodically reviewed with regard to the implementation of the programme objectives. However, the process and the involvement of all relevant parties needs to be formalized.

<b>Criterion 1.4 Admission requirements</b>
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**Evidence:**

- Self-Assessment Report
- Admission regulation
- Academic guidelines
- Academic handbook for all programmes
- UIN admission website: <https://admisi.uinjkt.ac.id/>
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

As stipulated in the Self-Assessment Report, UIN's main instrument for student admission is its admission website, which contains all the information about admission schedules, requirements and pathways. The admission regulations are contained in the academic guidelines of the university. According to this document, there are six different admission pathways for the undergraduate programmes. All admission pathways require a high school academic transcript or the results of a science-related selection test. They shall ensure that prospective students are recruited from various regions in Indonesia and have diverse educational backgrounds from both public and private high schools.

However, the Department of Agribusiness makes use only of three of the six admission pathways, namely:

1. National achievement-based admission based on based on students' academic records and achievements.
2. National achievement-based admission based on based on students' academic records and achievements.
3. UIN's Independent New Student Admission through an electronic selection system. The schemes and criteria for this admission pathway are:
  - a. regular registration through participation in entrance examination
  - b. selection based on non-academic achievements in sports, arts, or Quran recitation
  - c. talent scouting in high schools that cooperate with UIN
  - d. equal learning opportunities pathway for students from lower-developed and minority-Muslim areas
  - e. admission of UIN scholarship recipient
  - f. foreign students with scholarships

The entrance test material for the Bachelor of Agribusiness programme comprises academic potential tests (20%), religious education (10%), Indonesian language (10%), English language (20%), mathematics and science (20%), as well as integrated science (20%). This is supposed to ensure the selection of candidates with the highest ranking and subject-specific interest among all the admission pathways. For the Master of Agribusiness programme, only the independent student admission pathway is applied, which focuses on a selection of students based on academic potential, research planning skills, as well as their proficiency in English and Arabic language. Applicants for the Master's programme need to hold a Bachelor's degree in a related field with a GPA not lower than 2.75 out of 4. The experts are pleased to learn in this regard, that it is no prerequisite to have completed the Bachelor's degree at an Islamic university.

In addition to these regular national admission pathways, also international students can apply at UIN. According to the academic handbook this admission is organized through separate cooperation agreements regarding procedures and financing, with both domestic and overseas' partners. However, this appears to be not relevant for the agribusiness programmes at the moment (see also section 1.3).

The experts are generally satisfied with UIN's admission policy and pathways. They are pleased to see that UIN commits to non-discrimination and inclusion. In terms of UIN's Islamic affiliation, they additionally raise the question whether being a Muslim is an admission criterion of the university. It is explained that the admission at UIN is not exclusive to Muslim students, although the number of students with other religious affiliations is low.

In terms of admission numbers, UIN has a capacity of 120 students per annual intake in the Bachelor of Agribusiness programme, which is well used with an average number of 115 students per cohort. For the Master of Agribusiness programme, students can enrol every semester with a maximum cohort size of 40. However, in this programme the average cohort size is only 15 which is way below the capacity. Therefore, the experts enquire about the reasons for this lack of students in the postgraduate education. It is explained that the transfer between the two programmes is very low because Bachelor students usually start working directly after their graduation. The reason for that is that many companies in which students complete their internships hire them directly as employees, which is reflected by the responses in the tracer study that 75 % state to have been hired even before their graduation. Instead, the majority of Master's students takes the programme for further qualification besides full-time employment. Therefore, as mentioned in section 1.3 of this report, the offer of a part-time track of the programme could make it more attractive for workers to apply and therefore raise the student numbers.

Given the low student numbers in the Master's programme, the experts also wonder about a maximum age cap which is settled in the university's admission regulation: 25 years for Bachelor, 30 for Master and 35 for a Doctoral Degree. Especially for the Master's programme, this restriction excludes many potential candidates from taking the programme. Besides this self-limiting factor the experts see also no reason why older people should be excluded from the programmes and consider this regulation as discriminatory. Therefore, they require UIN to abandon the restrictions for all programmes.

With respect to the student admission, the experts also consider the topic of tuition fees which the students have to pay each semester. They learn from the students that the tuition fees for the programmes are very competitive in the Indonesian university market and that they are comparatively low especially for the Master's programme. Students consider the fees adequate and are satisfied with the discounts and scholarships offered by UIN. The university's tuition fees are divided into 7 groups according to students' economic capacity. Moreover, the university offers different kinds of scholarships, some for a whole programme and some only for one semester. The students also report that it is possible to have industrial sponsorships. Moreover, the representatives of the Rector's office claim that UIN is very tolerant and open for individual arrangements for active students with financial needs who might not be able to pay their tuition fee in one semester. The experts are satisfied to learn that individual financial boundaries are no obstacle to study at UIN.

In summary, the experts confirm that the admission requirements and procedures are binding, transparent, and ensure the necessary prior qualification of students. Rules for the recognition of qualifications achieved externally are clearly defined and facilitate the transition between higher education institutions. However, the experts require UIN to cancel the discriminatory age cap for the admission of students.

<b>Criterion 1.5 Workload and credits</b>
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**Evidence:**

- Self-Assessment Report
- Curricular overviews of both programmes
- Module handbooks of both programmes
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

Based on the National Standards for Higher Education of Indonesia, all programmes under review use a credit point system called SKS (equivalent to "credit hours" that are displayed

in the documentation of UIN). The Bachelor of Agribusiness programme has a total of 147 SKS credits, equivalent to 221.97 ECTS credits, to be completed in a regular duration of 8 semesters (4 years). The Master of Agribusiness programme is concluded after the successful completion of 43 SKS credits, equivalent to 107.9 ECTS credits. The programmes therefore fulfil the minimum workload requirements of 180 ECTS for a Bachelor's degree and 300 ECTS for a Master's degree.

For regular classes 1 SKS of academic load for the programmes is equivalent to 16 semester weeks (including the exam weeks) with 3 academic workload hours each, which equals 170 minutes per week. These include:

- 50 minutes of scheduled contact with the teaching staff in learning activities,
- 60 minutes of structured activities related to lectures, such as doing the assignments, writing papers, or studying literature,
- 60 minutes of independent activities outside the classroom to obtain a better understanding of the subject matters and to prepare academic assignments such as reading references.

In the Self-Assessment report UIN describes that the applied credit conversion system of SKS into ECTS credits is based on the working hours. The workload of a course is influenced by two factors: (1) The role of the course in achieving the desired knowledge and skills of the learning outcome, and (2) the scope of scientific and technological content in the course. The corresponding conversion rates for the Bachelor's and Master's programme are displayed in the following two tables:

Bachelor:

Number of Credits	Conversion Calculation	Description
	= 170 minutes/ weeks/ semester = 170 minutes x 16 weeks = 2720 minutes = 45.33 hours	One credit in the learning process takes the form of lectures, discussions, or tutorials, and comprises: <ol style="list-style-type: none"> <li>Learning activities 50 minutes per week per semester.</li> <li>Structured assignment activities lasting 60 minutes per week per semester.</li> <li>Independent activities of 60 minutes per week per semester</li> </ol> This structure is based on the Regulation of the Minister of Education and Culture of Indonesia Number 3 of 2020, concerning National Higher Education Standards, which defines a semester as a unit of time for effective learning lasting at least 16 weeks, including midterm and final semester exams.  1 semester = 16 weeks including 2 weeks for midterm and final semester exams
<b>1 Credit</b>	= 45.33 hours/30 hours = 1.51 ECT	1 ECTS = 25 - 30 hours, so 1 ECTS = 30 hour is set as the maximum standard

Master:

Course credit	Conversion calculation	Description
<b>1 Course credit</b>	$= 170 \text{ minutes/week/semester}$ $= 170 \text{ minutes} \times 16 \text{ weeks}$ $= 2720 \text{ minutes}$ $= 45.33 \text{ hours}$ Plus 30 hours project or case study $= 75.33 \text{ hours}$	1 semester = 16 weeks including 2 weeks for Mid Term and Final Term test
	$= 75.33 \text{ hours}/30 \text{ hours}$ $= 2,51 \text{ ECTS}$	1 ECTS = 25 - 30 hours, therefore, 1 ECTS = 30 hours as the maximum standard
<b>43 Course credit</b>	$= 43 \times 2.51 \text{ ECTS}$ $= 107.9 \text{ ECTS}$	The Magister programme has at least 36 course credits and at most 44 course credits

In this regard, the experts are surprised to find different definitions of the workload per credit in the Bachelor's and Master's programmes. The workload per credit should, per definition of a credit point, be the same in all programmes to ensure the comparability of the allocated points. Moreover, judging from the credit numbers displayed in the module handbooks of both programmes, the experts find inconsistencies and deviations from this system. These need to be clarified to ensure the integrity and transparency of the programme.

Bachelor students typically carry a workload of 21 to 24 SKS from the first to the third year and 7 to 8 SKS per semester in the fourth year. The seventh semester comprises internship and community service, while the eighth semester is dedicated to final projects, including seminars and thesis exams. For the Master programme, the standard study duration is two years, with students taking 12 to 18 SKS per semester, as noted in the curricular overview. In this regard, the experts wonder about the Master thesis, which is nowhere to be found in the curricular overview or module handbook. As examples of Master's theses are provided to the experts during the on-site visit, it is clearly an integral part of the programme, as demanded by the ASIIN criteria (see also sections 2 and 4.1). However, as it is not listed in any official document, also no credits are allocated to it. Since all compulsory components of the curriculum must be appropriately credited, the experts require UIN to include

the thesis in the curriculum and to allocate an appropriate number of credits which accurately reflects the student workload. They consider whether the “30 hours of project case or case study” included in every Master’s credit constitute the accounting basis for the thesis. However, the system remains incomprehensible and non-transparent.

Given this major fault in the documentation of the programme, the experts wonder about the integrity of the workload allocation in all the other courses, as well as the verification mechanism of the workload. As explained in the Self-Assessment Report, the workload is evaluated every semester based on the students’ feedback in course surveys, which the students confirm. However, the questionnaire apparently asks only for an assessment of the adequacy of the allocated credits in comparison to the actual workload, but not a verification of the workload in terms of working hours. Therefore, the basis of credit allocation is not appropriately accounted for. This miscalculation of working hours could also be another reason and indicator why students are not able of completing the programme in time and exceed the designated graduation time. Thus, the experts require UIN to review its credit allocation system, harmonize the definition of a credit hour, allocate and verify the workload appropriately, and document this in all official documents.

In summary, the experts confirm that a workload-based credit system is used. However, it appears that there are major shortcomings in the documentation and verification of this system which urgently need to be corrected.

#### **Criterion 1.6 Didactic and Teaching Methodology**

##### **Evidence:**

- Self-Assessment Report
- Module handbooks of both study programmes
- Discussions during the audit

##### **Preliminary assessment and analysis of the experts:**

According to the Self-Assessment Report, the teaching method adopts a student-centred learning approach, focusing on problem-solving through case studies. Students work independently or in groups and are guided to read multiple chapters from textbooks, journals and other scientific works, which may be in English language or Bahasa Indonesia. The students are subsequently asked to write summaries and discussion papers and actively participate by posing questions based on keywords. Several courses have also adopted blended learning as a combination of face-to-face and e-learning to promote active student

engagement. Besides regular face-to-face lectures, students work in groups to present topics online using materials available on the UIN's academic information system and other online resources. Lecturers also facilitate communication through channels like Email, Zoom, Google Meet and social media, as group sizes of up to 40 students in seminars limit the opportunities for discussions in class.

Complementing the theoretical teaching components, practical work is an essential part of the teaching methodology. Work practice is mostly conducted in the laboratories or through field studies, focussing on active learning and problem-solving approaches. Moreover, one-day field visits to farms, ranches, and agribusiness enterprises additionally enhance the practice-related understanding of the course contents for the students. During the semester breaks students can also voluntarily participate in extracurricular field trips to broaden their knowledge.

The teaching methodology and formats which are applied in the individual courses are fixed in so-called semester learning plans that document all the course-related practical information after it is discussed with the students in the first meeting of each class. These are evaluated in the middle of each semester by the head of study programme. Additionally, comprehensive evaluations of the teaching methodologies are conducted at the end of each semester.

During the on-site visit the experts discuss different aspects of the teaching methodology with both the teaching staff and the students. They gain a positive insight into the variety of applied teaching methods and the students confirm their overall satisfaction with the lecturers' performances. They especially appreciate the responsiveness of the lecturers to adapt their teaching according to the students' demands and feedback. According to the students' feedback can be given informally at any time directly to the lecturers, through their student union (see also section 3.2), and formally through the course questionnaires, which have to be filled out mandatorily by each student at the end of each semester.

The experts are also pleased to hear that the lecturers include different modern, remote teaching methods like blended learning or flipped classroom. However, they learn that up to 40 % of the teaching activities of each course can be held online. The development of online courses is a strategic objective of UIN. However, as the times of the necessity of online teaching during the period of the Covid 19 pandemic are past, the experts opine that the teaching should centre again around the campus since they consider direct interactions in person as the key to successful academic learning and personal development. Therefore, although they acknowledge UIN's efforts for digitalization and also consider digital teaching elements a useful add-on to the on-site teaching, they consider a share of 40 % online teaching activities too high.

Nevertheless, they acknowledge that, especially in the Master's programme, online teaching is used as a measure to facilitate the organization of classes and the participation of all students. However, given that the programme is offered and promoted as an on-site study programme, other suitable measures than a shift to online teaching have to be used to ensure the feasibility of the programme implementation, as described in various sections of this report.

In summary, the experts confirm that a variety of teaching methods and didactic means are used to promote achieving the learning outcomes and support student-centred learning and teaching. Digital teaching is integrated into the compound of teaching methodology to an extent which supports students in their learning process; however, the experts opine that a limit of 40 % online teaching is too high, and the programmes should focus on face-to-face teaching to a higher extent. The degree programmes contain an adequate balance of contact hours and self-study time. Through the "Research methodology" and "Scientific writing" courses in the Bachelor of Agribusiness programme, as well as two more research-related courses in the Master of Agribusiness programme, the students receive a thorough introduction into independent scientific work. Also, it is regularly reviewed whether the utilised learning and teaching methods support the achievement of the programme objectives.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:**

Criterion 1.1/ 1.3/ 2

The experts acknowledge that UIN has already implemented measures in the past to address the problem that students need significantly more than the designated graduation time. Although improvements have been made, the problem has not been resolved and the experts require UIN to prepare a concept and implement respective measures to ensure that students can graduate within the designated time frame.

Criterion 1.3

The experts are satisfied with UIN's explanation regarding elective courses for the Bachelor's programme. However, they find the availability of options for individual specialization even more important for the Master's programme, so they underline the respective recommendation.

Also, the experts are satisfied to see UIN's progress regarding student mobility. However, they notice that most of the mobility programmes work on the national level. Therefore, they specify their recommendation to foster international student mobility.

Criterion 1.3/ 4.1

Regarding the integration of MBKM activities and achievements in the programme, the experts are satisfied with the provided MBKA guidelines that clearly regulate their organization and recognition.

Criterion 1.3/ 5

The experts are satisfied to learn that the process of stakeholder involvement into the curriculum is formalized, as shown by the presented Dean's Decree and standard operating procedures.

Criterion 1.4

UIN does not comment on the discriminatory age cap for student admission, so the experts renew the requirement to abandon this restriction.

Criterion 1.5/ 4.1

Regarding the credit allocation and conversion system, the experts appreciate the well-structured documentation provided by UIN. However, they still find multiple inconsistencies in the tables like different ECTS numbers for modules with the same number of SKS credits and a higher conversion rate for practical modules. Also, the experts doubt that the number of credits allocated to the Master's thesis (6 SKS/ 11 ECTS) cannot realistically represent the workload of the students for this kind of scientific work.

Criterion 1.6

The experts welcome UIN's revised regulation to reduce online teaching to a maximum of 20 %.

Overall, the experts consider this criterion as **partly fulfilled**.

## 2. Exams: System, concept and organisation

**Evidence:**

- Self-Assessment Report
- Module descriptions
- UIN Academic Guidelines
- Example of UIN exam schedule and regulations
- Standard operating procedure for remedial exams

- Examples of exams, final theses, and internship reports
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

According to the Self-Assessment Report, the general exam regulations at UIN are based on a Rector's decree which proclaims five examination principles:

1. Education: motivate the students achieving their learning outcomes
2. Authenticity: assessment of the learning process and learning outcomes
3. Objectivity: exam organization based on agreement between the lecturer and the students
4. Accountability: clear and understandable exam criteria
5. Transparency: procedure and result of the exam are accessible to all university's stakeholders

The third principle refers to the organization of courses and examinations which is regulated in a semester learning plan. This plan is prepared for each course individually by the respective teacher, agreed upon with the teaching team and finally presented to the students in the first course meeting. Students can give input on problems they see in this plan and the exam methods and assessment criteria, as well as applicable rules and provisions for make-up exams, as specified in the academic handbooks of all study programmes, are discussed. The final agreement is fixed in a course contract, as the programme coordinators explain, and the students confirm. Following UIN's academic calendar which is announced always in the beginning of every new semester, each course usually has a midterm exam in the middle of each semester and a final exam which is conducted after the completion of each course. Between the last learning activity and the final exam week, there is always a week of study time for students to prepare for the exams, which the experts welcome.

The forms of assessment are displayed in the module handbook for each course. The following table lists the assessment formats that are used for the assessment of the different types of courses and learning objectives:

Types of Exams	Elements of Exams
Exams for Bachelor and Master programme students	a. Mid-test and final test written exams b. Assignments c. Quiz 1
Exams outside the classroom/Field	a. Field assignments/quizzes b. Field practice reports c. Field/laboratory activities: <ul style="list-style-type: none"> <li>- Collaboration (Teamwork)</li> <li>- Discipline</li> <li>- Punctuality of lecturer</li> </ul>
Seminar for Bachelor and Master programme students	a. Presentation b. Time management c. Ability to respond to questions from lecturer d. Writing/Paper
Bachelor and Master Thesis exams	a. Supervision b. Research report c. Ability to maintain research results by argumentation d. Comprehension oral test

The mid-term and final exams can include essay questions and case studies. Besides these main examination formats, mini quizzes as well as individual or group assignments are an integral part of the learning process and are assigned during lectures to facilitate the effective achievement of ILOs. These assignments can take the form of fieldwork, written papers, and presentations. Evaluation of the assignments is based on the accuracy, completeness, writing quality and presentation of the report. Quizzes as a short exam format consist of several questions that evaluate whether students have comprehended of previous topics discussed in class to assess the readiness for upcoming course material. In the Self-Assessment Report UIN explains that a so-called “scientific consortium” bears the responsibility of checking the exam questions that lecturers propose to ensure their appropriateness and integrity.

Also, the community service programme and internships are graded, although they do not contain on-campus examinations. Internships are evaluated based on an internship report which has to be presented by the students after the completion of the activity, as well as through a feedback report written by the internship supervisor of the host company. The experts are pleased to learn that UIN provides a feedback form and guidelines to the internship hosts to ensure the integrity and comparability of the assessment. The assessment

of the community service includes an evaluation of the work proposals, fieldwork performance and final reports in the form of e-books and videos.

Students who are unable to take the written mid or end-of-semester exams for valid reasons (e.g. illness, accident, assignment from the chair), supported by valid documents, are permitted to take make-up exams. Also, to be eligible for the mid or final tests in the first place, students need to attend at least 80 % of the lecture sessions. Additionally, for practical courses, 100 % attendance is required. The experts wonder about the practical application of these regulations and the high probability of problems for students in case they miss one practical class and are therefore not permitted to take an exam. Given the apparent problem with graduation times, the experts consider a working remedial exam system as crucial to addressing this issue. In that regard the representatives of the Rector's office explain that they are seeking to establish the opportunity for a "short semester", which allows the students to take additional classes and make-up exams during the semester breaks, which appears to be a common concept in Indonesia. However, UIN has not been able to implement this plan due to bottlenecks to finance the additionally needed staff and resources. The students confirm that in some cases missed exams can be repeated only in the following semester or year, when a course is offered again, which is likely to also be a reason for the prolonged study durations. However, they also explain that, in case of the mentioned valid absence reasons, the lecturers are open to make individual arrangements such as giving assignments to recover the missed class contents. The experts are pleased to hear that and appreciate UIN's effort to provide more options for remedial exams by means of the short semester. However, they remind UIN that the programmes' structure and organization needs to generally enable the students to successfully complete the modules and graduate in time without extracurricular additional workload.

In terms of grading, the assessment scheme of course exam results and scientific paper writing consists in numerical grades which are then converted into letter grades with assigned weights. The grade A to D pass the exam while grade E means failure. The grades are converted to a scale of 0 to 100 as follows:  $80 \leq A \leq 100$ ;  $70 \leq B < 80$ ;  $60 \leq C < 70$ ;  $60 \leq D < 50$ ;  $E < 50$ . Students who obtained the grades C and D have the option to take remedial exams based on the consideration of the respective course lecturers, as documented in the exam regulation.

The overall grade of the students is formed as a Grade Point Average (GPA) which sums up all grades of assignment, quizzes, and activeness scores according to their respective weights. The university regulates the weight of the mid-test and final test scores through the Academic Information System (AIS) application, which offers various options. The lecturers propose the weight of each score in the final course grade, considering the impact on the learning process. According to the Self-Assessment Report, this weighting is agreed

upon by lecturers and students in the semester learning plan; however, an apparently fixed distribution of the weights is already contained in the module descriptions, as the experts note. Overall, the experts are satisfied with the variety of exams per course and the distribution of the grading components. Though in this regard, the experts enquire about the grading criterion of “attitude” which is part of the “formative assessment” grades in almost all modules and can take a share of up to 15% of the entire mark in some modules. Neither the programme coordinators nor the lecturers can explain, what is meant by “attitude”, which objective criteria are used for the assessment and how this assessment is quantified. However, objectivity and transparency are crucial for the integrity of examinations and their evaluation. Therefore the experts ask UIN for clarification in that regard and the provision of an official regulation which sets the framework for this assessment component.

The final exam component in both the Bachelor’s programme as well as the Master’s programme is a final thesis, which consists in the preparation of an independent research work. This project is usually supervised by two supervisors of the university. The theses are to be presented twice; first in the thesis proposal seminar and the research results seminar before the final assignment exam. The theses are evaluated by both supervisors as well as two examiners whose vote is taken into account with equal proportions. During the on-site visitation the experts are presented with multiple examples of both Bachelor’s and Master’s theses and confirm their adequate quality in terms of scientific approach, methodology, content, and formalities. They positively stress the availability of a handbook with guidelines for the preparation of the theses. However, they despise, as mentioned before, that the thesis modules are not included in the module handbooks and, in case of the Master of Agribusiness programme, not even in the curricular overview (see also sections 1.3, 4.1).

In summary, the experts confirm that the programmes use module-specific exams which assess the extent to which the defined learning objectives have been achieved. The types of exams are specified for each module and students are informed about the conditions for completing the module through the module handbooks and in the opening sessions of each course. The study programmes include a final thesis each in which the students have to demonstrate that they are able to work independently on a task at the intended level of the degree programme. On the basis of provided final assignments the experts get an adequate impression about the thesis’ quality.

The experts further confirm that there are transparent rules for remedial exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs. With the exception of the grading component “attitude” that needs clarification, the examinations are marked according to transparent criteria.

Students have the opportunity to consult their lecturers about the results of their exams. It is regularly reviewed whether the exams can adequately determine the achievement of the learning objectives and whether the requirements are appropriate to the level of the degree programme.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:**

The experts thank UIN for the clarification of the examination criterion of “attitude” in the examination guidelines and the codes of ethics for both teachers and students.

The experts’ criticism regarding the contribution of the exam system towards the problem of prolonged study duration was addressed under criterion 1.

Overall, the experts consider this criterion as **almost fulfilled**.

### 3. Resources

<b>Criterion 3.1 Staff and Development</b>
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**Evidence:**

- Self-Assessment Report
- Module handbooks for both study programmes
- Staff handbook of the Department of Agribusiness
- Rector’s decree about guidelines for the recruitment of lecturers
- List of journal publications
- UIN staff website: <https://staff.uinjkt.ac.id/>
- Assistance programme guideline for students with special needs
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

As outlined in the staff handbook and the Self-Assessment Report, the total number of lecturers in the Department of Agribusiness is 28, out of which 12 hold doctoral degrees and 16 hold Master’s degrees. Only the lecturers holding doctoral degrees are allowed to teach Master level courses, while the minimum requirement to teach Bachelor’s courses is a Master’s degree. 23 lecturers are responsible for teaching core courses, while 5 teach Islamic, Indonesian, and scientific integration courses. In terms of academic ranks there are 1 pro-

fessor, 8 associate professors and 19 assistant professors. 3 lecturers are currently undergoing assessment for promotion to the professorial rank, while 1 is a non-permanent lecturer in the food technology course. All are officially registered as lecturers via the national lecturer identification number, 17 have already received educator certificates, and 5 have completed an instructional technique basic skills improvement seminar. Compared to the total number of about 700 students, the overall staff to student ratio in the Department of Agribusiness is 1:25.

The workload of lecturers is between 12 and 16 SKS credits per semester, depending on their academic rank. Their duties are distributed over the “Tri Dharma” activities, the “three pillars of Indonesian higher education”, which are teaching, research, and community service. This includes also the guidance of students to complete their final projects, seminars, and colloquiums, and the roles as academic supervisors for the students.

During the interview sessions it becomes very clear to the experts that the current number of teaching staff is too low to adequately ensure the teaching load besides the other duties of the lecturers. The teachers report a very high, “tiring” workload, and that during the lecturing periods, there is almost no time at all to spend on research. Instead, the staffs’ research and community service activities are centred only in the lecture-free periods, which the experts consider an unfeasible arrangement for conducting research on an international level. While the experts appreciate the staffs’ dedication, motivation, and flexibility to arrange all their duties as well as possible, they wonder how this current situation allows the staff to conduct and participate in research projects on an international level, which UIN seeks in its strive for internationalization. Also, they see no chance to handle potential contingencies, which would endanger also the teaching of the students. Therefore, the experts require UIN to increase the programmes’ staff numbers in order to ensure the coverage of all teaching hours and enable the staff to spend a reasonable share of their work time on research without work overload. As research plays a critical role in the academic development of the staff (see also section “Staff Development”), the adequate prerequisites for conducting this research need to be given.

Moreover, the experts are interested in the possibility for agribusiness professionals to enter the university as lecturers. Because of the practical and business-oriented concept of the programme the experts would deem it useful for at least some lecturers to have industrial backgrounds. They learn that the lecturers at UIN usually pursue exclusively academic careers and that the hiring strategy of the university is not directed at (former) business professionals. However, the lecturers explain that they are given the opportunity to invite guest lecturers from the industrial practice to enhance the practical relevance of their courses. The university commonly grants the funding for these guest lectures once per course per semester. The experts are satisfied to hear that guest lecturers are incorporated

into the programmes and suggest that this practice should be maintained and even strengthened.

Besides the academic staff the faculty disposes of 54 supporting staff, including 21 education laboratory officers, 3 librarians, 16 administrative staff members, and 14 others. The educational qualifications are outlined in the Self-Assessment Report. Both the academic staff as well as the students confirm their satisfaction with the support facilities. Thus, the experts conclude and confirm that the support staff members contribute to the success of the educational, research, and community service processes at UIN.

### *Staff Development*

As the experts learn, it is common in Indonesia for academic staff to spend most of their academic career in one institution. After entering a lecturer position, which requires at least a Master's degree, the staff needs to take a nationally mandatory teaching methodology training, which is the first step of development and ensures a higher salary. Afterwards, as elaborated below, UIN offers various options for continuous education. The prerequisite for promotions to the higher academic ranks as assistant professor, associate professor, and full professor are linked to certain requirements in terms of teaching hours, research output, and community service activities. In their review of UIN's documentation the experts wondered about a regulation of a minimum age of 70 for full professors, which however turns out to be a matter of incorrect translation, as it is a maximum age cap.

For the further development of its staff UIN has established a strategic plan including the following provisions and goals:

- Permission grants for junior lecturers to pursue doctoral degrees both nationally and internationally.
- Improve the quality of lecturers and education staff through soft skills seminars and the development of functional advancements through regular training programmes.
- Providing lecturers with the opportunity to participate in certification programme organised by the Indonesian Ministry of Education each year.
- Rewards for lecturers both for academic and teaching achievements and performance.
- The development of research competencies by supporting lecturers to secure competitive research grants at the university level through the Center for Research and Publishing. This goes along with assistance in publishing textbooks, supporting community service projects, and organising national seminars and international conferences.

UIN encourages and supports the development of its staff in terms of further studies, research activities, international networking, as well as didactical training. For these purposes, UIN provides funding, travel/ housing grants, and scholarships e.g. for the participation in scientific conferences, symposia, and seminar. For the purpose of further studies, the university grants study permits to the teaching staff which means a reduction in teaching hours or a complete leave permit for a certain period of time.

During the on-site visit, the experts learn that there are currently several lecturers who pursue a PhD degree besides their teaching obligations. The experts welcome this strive for further education and acknowledge the support given by the university to these staff members, such as a reduction in their teaching load. However, at the same time, they point out that this additionally increases the before mentioned problem of staff shortage to cover the teaching duties. Nevertheless, they encourage UIN to further pursue the higher qualification of their staff members.

In this regard, UIN also explains in the Self-Assessment Report that lecturers of both programmes are actively engaged in research activities, securing funding from various sources such as the Indonesian Ministry of Religious Affairs, university-level grants, funds handed out by the Indonesian university network, as well as foreign funding sources (e.g., from Japan, Malaysia, and the Netherlands). These efforts have yielded a total of 44 research projects and 97 journal publications over the last three years. Furthermore, as the teaching staff members confirm, UIN offers a financial incentive system for successful publications, supports the registration of patents, conference and workshop participations, and offers the theoretical opportunity for research sabbaticals. Also, the experts are satisfied to hear that students are actively involved in the lecturers' ongoing research activities and that the research projects and results becomes also part of the teaching.

In terms of research funding, the experts enquire about the competitiveness of the funding schemes. The lecturers explain that, as the funds are limited, the application for funds is a competitive process in which usually the more senior academic staff are granted the funds for their research initiatives. Given this information, the experts question how junior lecturers are able to fulfil their research duties needed to obtain higher ranks. The lecturers explain in that regard, that, in case of the denial of their application, they form part of the funded research projects as team members. Although the lecturers show no dissatisfaction with this system, the experts suggest that the funding scheme should enable equal chances for all academic staff members to obtain funding for their own research projects.

The staff performance is monitored at the faculty level by each study programme coordinator and overseen by university-level quality assurance office appointed by the Rector. These monitoring activities include the performance assessment on the academic level as

well as the structured staff evaluations of the students done every semester. These evaluations are conducted via online surveys that consider the teaching performance of lecturers in the categories of pedagogic skills, professionalism, personality, and social conduct (see also section 5). The students confirm their overall satisfaction with the teaching and supervision by their teaching staff and especially stress their openness to being approached also outside the classes and responsiveness to criticism. However, the students evaluate that there is room for improvement regarding the staffs' English skills, which adds to the overall picture that English should be strengthened in all regards of the programme.

### *Student support*

The adequate support of students is ensured through assignment of the teaching staff as academic advisors. These advisors are the first reference people for students to be addressed in case of problems. Every student is assigned to one staff member as academic supervisor, who monitors and supports students throughout their entire academic career at UIN, which the experts consider a good approach. Besides this, student services like mentoring and career counselling are offered on the university level. Moreover, the experts positively highlight UIN's commitment towards the inclusion of students with special needs. The university has established a guideline for the support of students with disabilities and special needs in terms of administration and special facilitations. Different student organizations exist and are used by the students. Physical supporting facilities are described in section 3.2.

The experts notice the generally good and trustful relationship between the students and the teaching staff. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully. The students are well informed about the services available to them.

In summary, the experts confirm that the professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programmes. The research and development of the teaching staff contributes to the desired level of education. Lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. However, in terms of quantity, more staff is needed to ensure that all duties of the academic staff can be adequately covered. Moreover, the experts confirm that it is regularly reviewed that the subject-specific and didactic qualifications of the lecturers adequately contribute to the delivery of the degree programmes. Both the academic as well as non-academic staff ensure an adequate student support.

<b>Criterion 3.2 Funds and equipment</b>
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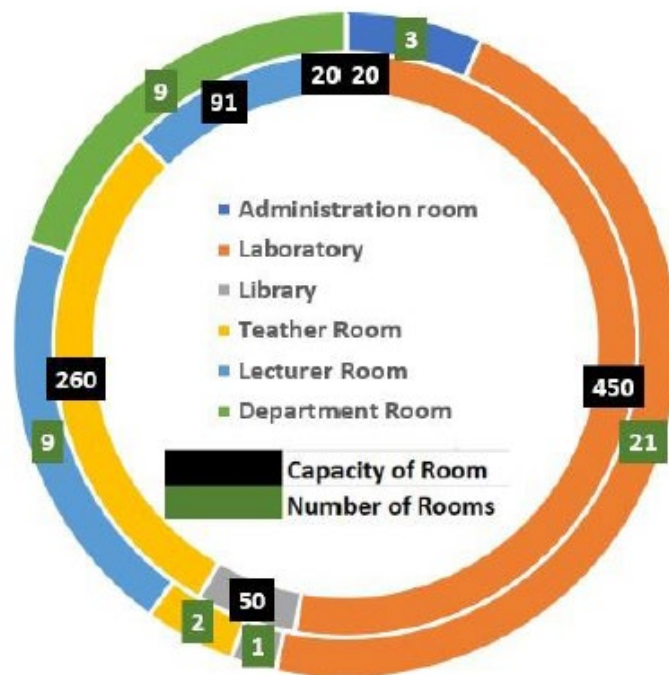
**Evidence:**

- Self-Assessment Report
- Visitation of the facilities
- Lists of lab facilities and equipment for both study programmes
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

In terms of funds, UIN's main sources of income are government funding by the Ministry of Religious Affairs and tuition fees, each contributing about 45% to the total budget. The remainder stems from cooperation projects and external grants. The representatives of the Rector's office explain that UIN also seeks to establish its own business such as a campus hotel and a service infrastructure (e.g. medical services in the hospitals, commissioned research services) to generate more independent income. This strategy is part of the university's medium-term goal to be recognized as "autonomous" university by the Indonesian government, which would allow the university a more independent allocation of financial resources, open new funding options, and reduce bureaucracy. It is further explained that the funds are administered on the university level and the faculties and departments have to prepare budget plans and claim their funding which is done in the course of annual budget planning meetings. While the programme coordinators state that more financial resources would be welcome for developing their programmes, they are nevertheless satisfied with the overall process of budget allocation. In this regard, the experts point out that the requested expansion of the staffing needs to be supported and backed by additional financial resources for this purpose (see section 3.1).

In terms of facilities, the Faculty of Science and Technology disposes of a seven-storey building which hosts classrooms, teaching laboratories, and support facilities like teaching multimedia studios, office spaces, administration rooms, meeting rooms, and prayer rooms. The lecture rooms are equipped with chairs, desks, air conditioners, lighting, LCDs, whiteboards, glass whiteboards, and smart TVs. An additional integrated laboratory centre hosts facilities for both teaching and research work, a laboratory experimental garden including a greenhouse and open spaces, as well as a computer studio. Examples of laboratories include multiple physics labs, a biochemistry lab, a microbiology lab and an environment lab. The following figure taken from the SAR illustrates the availability and capacity of facilities of the Faculty of Science and Technology:



During the on-site visitation the experts visit different rooms in the integrated lab building, including a food processing lab, botanics lab, and a multimedia lab. Furthermore, they gain insights via video film into a new laboratory building which is currently under construction outside of the campus. However, especially the outdoor facilities such as experimental fields are already in use to allow students to get to know the basic agricultural processes. While the experts assess the lab equipment to be very limited, they are surprised to learn that technical lab work is part of the agribusiness programmes. However, given the explanations of teaching staff and lab technicians that students usually have no practical experience at all when entering the programmes, as it is the regular case in Germany, they deem it useful for the students to gain an understanding of the technical and practical agricultural components as well. For this purpose, the available facilities are confirmed to be sufficient.

As the new lab building is not located on campus, the experts enquire about the organization of the classes and transfers in between the faculty and the experimental lab. It is explained that the lessons should be organised in one place on one day so that there is no need to switch between classes. Nevertheless, the students mention that the new building is comparatively far away from their regular study location and not so well connected by public transport. Since all the other student facilities are located on campus, the experts consider this an important issue and recommend to establish a campus bus to facilitate the transfer of students between the two locations.

The experts also visit and acknowledge a business lab, where students of the programmes practically apply their business-related knowledge by, e.g., preparing business plans for

their own products. Products which were developed by students with the support of the programmes are, e.g., halal shampoos/ soaps, and seeds. Moreover, only two months prior to the audit a new business incubator office space, called “innovation impact hub” has been established in the faculty building in collaboration with multiple network partners. This should additionally boost the students’ entrepreneurial activities by connecting them to relevant businesspeople and potential investors, which the experts deem a valuable institution of the university.

In terms of the digital infrastructure UIN’s most important facility for the management of teaching and learning processes is the Academic Information System, which is used for the provision of teaching materials, e-learning activities, and the exchange of information and documents between the course lecturers and students. Further software in this regard includes video conferencing applications like zoom and team collaboration software like MS teams. Important for the students is also the digital library catalogue which offers online access to scientific literature in the field. The experts confirm that UIN provides subscriptions to the most relevant databases in the academic field and the students also affirm their overall satisfaction with the provided access to software, literature, and digital teaching resources. During the on-site visit the experts visit the physical library and are satisfied with the facility as well as the concept of combining physical and digital books and teaching materials. Multiple other platforms and applications are used for the administration of the university. To access all digital resources, reliable internet access is provided all over the campus, as confirmed by the students.

Other support facilities on campus include student rooms, different cafeterias, hospitals, a mosque, student dormitories, parking areas and various sports facilities. All facilities are available during working hours and the students are satisfied with them.

In summary, the experts confirm that the financial resources and the available equipment constitute a sustainable basis for delivering the degree programme. This includes secure funding and reliable financial planning and the provision of sufficient infrastructure and equipment in terms of both quantity and quality.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:**

Criterion 3.1

The experts acknowledge that UIN has already recognized the problem of a shortage of personnel and has already initiated recruiting processes. Nevertheless, they sustain the requirement to follow up the progress made by UIN.

Criterion 3.3

The experts welcome UIN's awareness for difficulty for students to organize transfers between the different teaching sites and are satisfied that this shall be facilitated by means of the campus bus.

Overall, the experts consider this criterion as **partly fulfilled**.

## 4. Transparency and documentation

### Criterion 4.1 Module descriptions

**Evidence:**

- Self-Assessment Report
- Module handbooks of both study programmes
- Websites of all study programmes

**Preliminary assessment and analysis of the experts:**

There are well-structured and transparent module handbooks which complement the curricular overviews for both study programmes and contain all the necessary content-related and practical information for the courses. This includes the course name, semester (course study time), name of the course coordinator, language of instruction, curriculum alignment, teaching methods, workload, credit points, course type, course credits, required and recommended prerequisites for module enrolment, module objectives/intended learning outcomes, course content, examination formats, study and examination requirements and a reading list. However, as noted earlier in this report, multiple module descriptions are missing in the handbook, including the internship, community service and the final theses. As these integral parts of the programmes are incorporated in the modular structure, they also need to be formalized in the handbooks.

Further, the experts note that the curricula and module handbooks are not included on the websites of all programmes. Therefore, they recommend that the curricular overviews and handbooks are made available on the programmes' webpages to increase transparency and accessibility for the students, as well all other stakeholders.

### Criterion 4.2 Diploma and Diploma Supplement

**Evidence:**

- Self-Assessment Report

- Sample of Diploma Certificates, Transcript of Records, and Diploma Supplements for both study programmes

**Preliminary assessment and analysis of the experts:**

In the documentation UIN provides samples of Diploma Certificates, Transcripts of Records and Diploma Supplements for both study programmes. The documents are generally provided in Bahasa but contain certain English translations. The official English versions of all documents are provided on request.

After reviewing the document samples, the experts confirm that the Transcript of Records list all the completed courses including module titles, achieved grades, cumulative GPA and thesis title. However, they note that the number of achieved credits is listed only in the SKS unit. To make the transcript more informative also internationally, the experts recommend the university to also display the ECTS credit number on the Transcript of Records and provide respective explanations regarding the nature of both credit allocation systems and the respective credit conversion in the Diploma Supplement. Moreover, the Diploma Supplement has to be reworked to contain background information and statistical data (e.g., cohort GPA average) to allow the recipients of the document to comparatively assess the performance of the student. Lastly, the experts wonder that in the exemplary Diploma Supplement of the Bachelor of Agribusiness programme, the regular study period is said to be 14 semesters, which is apparently wrong. This fault needs to be addressed.

<b>Criterion 4.3 Relevant rules</b>
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**Evidence:**

- Self-Assessment Report
- All relevant regulations as published on the university's websites
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

According to the Self-Assessment Report, all the general study regulations are founded in Rector's decrees, which are publicly available. Also, the university regulations which have been formulated in independent documents, like e.g. the academic handbook, are published on the university's, respectively the faculty's websites. However, as already mentioned in section 4.1, the experts do not find the curriculum documents on the study programmes' websites which is important for the transparency of the delivered programmes. Apart from this shortcoming the students confirm that they can access all the regulations via the Academic Information System.

The experts discuss the topic of applicable rules and regulations with both students and lecturers on site and confirm that the rights and duties of both UIN and the students are clearly defined and binding. Except the module handbooks, the programme-specific rules and regulations are published in form of the handbooks on the programmes' websites and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in the language of the degree programme at the beginning of each semester. The academic calendar enables a structure planning of the academic year for both students and lecturers.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:**

Criterion 4.1

The experts acknowledge that UIN has published the module handbooks on the programmes' websites. However, the notice that the version available online does not coincide with the updated version presented to them, so they require UIN to upload the updated versions of the documents.

Criterion 4.2

The experts acknowledge the new versions of the Diploma Supplement provided by UIN which fulfils their demands.

The experts nevertheless sustain their recommendation to display the ECTS credits on the Transcript of Records.

Criterion 4.3

In the process of monitoring UIN's progress described in the statement, the experts note changes in the university's website structure. The multiple different websites on the university, the faculty and the programme level make it difficult to find information. Therefore, the experts recommend UIN to restructure the websites in a more user-friendly way.

Overall, the experts consider this criterion as **almost fulfilled**.

## **5. Quality management: quality assessment and development**

**Evidence:**

- Self-Assessment Report
- Academic handbook

- Dean's decision about the internal quality assurance system of the Faculty of Health Sciences
- UIN quality assurance guidelines and criteria
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

UIN, the Faculty of Science and Technology, as well as the Department of Agribusiness have implemented a quality assurance system on three levels. It includes both an internal quality assurance component as well as external quality assurance measures in accordance with the Indonesian national standards for quality assurance in higher education and UIN's own statute regarding quality assurance.

Internal quality assurance at the university level is carried out by the Quality Assurance Institute through structured Internal Quality Audits. The university-level quality standards are adapted to more subject-specific quality standards on the faculty levels by the Quality Assurance Faculty. Overall, the quality of the programmes and university services is regularly evaluated based on 160 criteria, as listed in UIN's quality assurance handbook and explained during the on-site interviews. To check the progress in terms of these criteria, the coordinators have to prepare a self-report for the programmes on a regular basis.

As explained in the Self-Assessment Report, the principles of quality assurance at the Faculty of Science and Technology are determination, implementation, evaluation, control, and continuous improvement. The process of determining a programme or work plan is carried out through collaborative deliberations in official meetings with lecturers and faculty forums to assess the Activity Plan and Budget Expenditures Plan. The implementation of programmes and plans is carried out with the support of all parties. If needed, special ad-hoc committees can be established to address specific issues such as for national and international seminars.

The core instruments of the internal quality assurance systems are different surveys which collect the feedback of all relevant stakeholders of the programmes, as already addressed in previous sections of this report: Satisfaction surveys of students and lecturers are also conducted regularly to obtain feedback on the provision of educational, research, and community service activities. Student satisfaction surveys measure students' satisfaction with faculty management services, lecturer services, educational support facilities, research, community services and academic advisors. In addition there is a graduate satisfaction survey to measure satisfaction with faculty management services, undergraduate thesis advisors, teaching staff services, and educational support facilities related to the three main functions. Lecturer satisfaction surveys are also conducted to measure lecturers' satisfaction with faculty and study program management services and educational

support facilities related to the three main functions. With respect to the involvement of external stakeholders, the experts once more stress their recommendation for a closer and more formalized incorporation of their feedback.

Besides the formal surveys, the students explain that they have a student union through which they can voice their concerns to higher university levels. The experts are pleased to hear this but wonder why it was not included in the university's documentation. A second evaluation instrument is the official hearing forum, to which students as well as other stakeholders are invited to discuss their critique and feedback. Both students and lecturers confirm these quality assurance measures and explain that they feel that their concerns are taken seriously. In this regard, the students mention the example that additional new projectors have been installed in response to their critique and request.

However, the experts note that the structured feedback process does not contain an official feedback loop back to the students. As it is crucial to the feedback cycle, the experts require UIN to establish a process by which students are formally and systematically informed about their feedback, the results, and the respectively takes measures.

External quality assurance for both study programmes under review is conducted in the first place through programme accreditation by the national accreditation bodies under the supervision of the Indonesian National Higher Education Board every five years. The last national accreditation procedures have been conducted in 2019 for the Bachelor's programme and in 2022 for the Master's programme. In addition, UIN is increasingly pursuing the accreditation of its study programmes by international accreditation agencies for the purpose of international recognition, enhancement of quality standards, and increase of reputation. Both study programmes under review are subject to international programme accreditation by ASIIN for the first time.

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. In this regard, the formal relationships with external stakeholders should be strengthened. The results of these processes are incorporated into the continuous development of the programmes. However, the results and any measures derived from the various quality assurance instruments are apparently not communicated back to the students, so the experts require UIN to establish a policy closing the official feedback cycle. The experts are generally satisfied with UIN's quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programmes' quality.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:**

UIN does not comment on the experts' requirement to lose the formal feedback loop and inform students about the results of their evaluation results, so they sustain this requirement.

Overall, the experts consider this criterion as **partly fulfilled**.

## D Additional Documents

Before preparing their final assessment, the panel asks that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- Clarification of “attitude” as examination component
- Cohort statistics on graduation times, drop-out rates, information on measures and results
- Exemplary semester schedule for a Master’s student
- Regulation for the incorporation of the MBKM programme and other (international) exchange or mobility programmes
- Data on international collaborations (partners, nature of programmes, number of projects)

## E Comment of the Higher Education Institution (30.12.2024)

UIN Jakarta provides the following statement:

### **1. The Degree Program: Concept, content & Implementation**

**Criterion 1.1 Objectives and learning outcomes of a degree program (intended qualifications profile)**

#### **1. Peer Review Preliminary Report:**

*The process of stakeholder involvement is not institutionalized to facilitate a structured review of the program regularly*

#### **UIN Jakarta Response:**

The stakeholder's engagement process has been institutionalized, referring to the standard operating procedure (SOP) on the evaluation and revision of curriculum design and development, Number doc FST-AKM-SOP-001 (details can be found in **Evidence 1.1.A**). The stages of the engagement process are specifically described in the SOP number FST-AKM-SOP-008 (details can be found in **Evidence 1.1.B**).

#### **2. Peer Review Preliminary Report:**

*Besides the explained inaccuracy of the profile as "research expert",*

#### **UIN Jakarta Response:**

Thank you very much for this valuable correction, we wrote an inappropriate choice of diction "research expert" should be "research assistant". We have revised it in Table 1 of the Self-Assessment Report or SAR (details can be found in **Evidence 1.1.C**) and Appendix 1.4 (details can be found in **Evidence 1.1.D**).

### **Criterion 1.2 Name of the degree programs**

No comment.

### **Criterion 1.3 Curriculum**

#### **1. Peer Review Preliminary Report:**

*There is so little room for individual specialization, for example in the form of elective courses. Students report that these courses have been combined into one module in the curriculum newly introduced in 2020.*

#### **UIN Jakarta Response:**

The agribusiness study program at UIN Syarif Hidayatullah Jakarta has several elective courses that are grouped into internal and external elective courses. Internal elective courses consist of halal food management, halal food economics, halal food management and halal agrotourism courses. All of these elective courses are available with complete module handbooks as shown in this link **evidence 1.3.A** . Until now, students have only chosen the halal food management course because they consider this course to be more relevant to agribusiness studies than other elective courses. External elective courses can be taken by students through the MBKM program, students choose to take certain courses at other universities that are in accordance with the LOs achievements of the agribusiness study program, UIN Syarif Hidayatullah Jakarta.

In the 2025 curriculum revision, the agribusiness study program, UIN Syarif Hidayatullah Jakarta will provide more internal elective courses.

#### **2. Peer Review Preliminary Report:**

*The experts therefore ask for clarification of these rules in form of official documentation. It necessary to have clear and transparent regulations to ensure the alignment of learning outcomes, the assessment of the outside-campus programme, the directive which modules can be re-placed by the mobility activity, as well as the prerequisites for the recognition of outside-campus learning programmes. A suggestion in that regard would be the establishment of a “learning agreement” between the university, the partner institution and the respective student which regulates all these issues before starting the mobility activity.*

#### **UIN Jakarta Response:**

We have provided regulations related to MBKM in **D additional document (Evidence D.4)** and external elective course matrices that are in line with learning achievements (**evidence 1.3.B**).

**3. Peer Review Preliminary Report:**

*The same problem of the incomplete module handbook concerns also the internship.*

**UIN Jakarta Response:**

We had provided a module handbook of bachelor's programs for community services, internship, seminar, and thesis (**evidence 1.3.A**).

**4. Peer Review Preliminary Report:**

*The programme coordinators explain that the students usually do the internship in farming companies, which, however, seems odd to the experts given the business focus of the programme and the above-mentioned tracer study results. To allow the experts to give a realistic assessment, the regulations and concise statistics need to be provided by UIN.*

**UIN Jakarta Response:**

Agribusiness students can intern in farming companies. In these companies, our students must learn the business aspects of farming companies such as risk management, human resource management, marketing management, supply chain management and quality management. This regulation is explained in the internship guidelines, specifically in page 3 (**evidence 1.3.C**). At the time of reporting, students are required to make mandatory reports focusing on these management aspects. We have provided statistics of agribusiness student internship report topics as shown in the **evidence 1.3.D**.

**5. Peer Review Preliminary Report:**

*Master's programme should give the students the opportunity to concentrate on specific skills and knowledge for certain job fields, the experts criticize the lack of elective modules, which they consider an integral part of this kind of programme.*

**UIN Jakarta Response:**

We also had provided a module handbook of master's program for elective course, seminar, and thesis as shown in **evidence 1.3.E**.

**6. Peer Review Preliminary Report:**

*For both programmes, the experts notice that the Self-Assessment report indicates that the average graduation time is one year above the designated period of study. They see one*

*possible reason for that in the uneven workload distribution throughout the Bachelor's programme (see also section 1.5): While the credit load in the first three years of study is between 21 and 24 credits per semester, the last two semesters contain only 8 respectively 7 credits.*

**UIN Jakarta Response:**

We have implemented various strategies, especially for the 2020 batch of students, such as establishing additional options to repeat courses and exams and the flexibility of the topic choice for the undergraduate thesis. These actions have had a significant impact in increasing the graduation time from the previous 7% of students graduating in the fourth year to 52% of the 2020 batch graduating in the fourth year (**evidence 1.3.F**). In addition, the university has issued regulations regarding the structure of courses in the first year of students, specifically in chapter five in article 2 a and b (**evidence 1.3.G**)

**7. Peer Review Preliminary Report:**

*How it is possible to organize multiple classes per week for an average of 15 students with probably different full time job agendas. To better understand this, the experts therefore ask UIN to provide an exemplary semester class schedule of the programme. Moreover, they suggest considering whether a different structure of this programme, e.g. as a part time programme, might facilitate this matter.*

**UIN Jakarta Response:**

We had provided an exemplary semester class schedule of the programme in **D additional document (Evidence D.3)**. Moreover, we would like to thank for your valuable suggestion. We will implement the programme e.g. as a part time programme, might facilitate this matter in 2025 academic year.

**8. Peer Review Preliminary Report:**

*Overall, the experts stress once more the need for UIN to deliver data on graduation times and drop-out rates in form of cohort statistics, as well as information and evaluations of the measures already implemented to address this problem.*

**UIN Jakarta Response:**

We had provided the data in **D additional document (Evidence D.2)**

**9. Peer Review Preliminary Report:**

*Specific information on the nature of these programmes, cooperation partners, as well as the number of both incoming and outgoing participants is missing in the report. The experts therefore ask for more detailed documentation and statistics, both in general and for the agribusiness programmes. Moreover, the incoming mobility into the agribusiness programme currently seems to be inexistent.*

**UIN Jakarta Response:**

We had provided the data **in the additional document (evidence D.5 and evidence 1.3.J)**. Moreover, 28 students from other universities followed the inbound and outbound MBKM in our department as shown in page 3 in the **evidence 1.3.H**.

**10. Peer Review Preliminary Report:**

*The experts strongly recommend to strengthen the role of English language in the programmes, e.g. by offering additional English courses for students and lecturers, promoting English as instruction language and the practical use of English in classes well as extracurricular learning offers.*

**UIN Jakarta Response:**

We would like to thank for experts valuable recommendation. We will implement the all recommendation from 2025 academic year.

**11. Peer Review Preliminary Report:**

*The experts confirm that the curricula are periodically reviewed with regard to the implementation of the programme objectives. However, the process and the involvement of all relevant parties needs to be formalized.*

**UIN Jakarta Response:**

The stakeholders engagement process has been institutionalized (**evidence 1.3.I**), referring to the standard operating procedure (SOP) on the evaluation and revision of curriculum design and development, Number doc FST-AKM-SOP-001 (details can be found in **Evidence 1.1.A**). The stages of the engagement process are specifically described in the SOP number FST-AKM-SOP-008 (details can be found in **Evidence 1.1.B**).

#### **Criterion 1.4 Admission requirements**

##### **1. Peer Review Preliminary Report:**

*The experts emphasize that with modern tools and technology, color vision is no longer an important ability even in laboratories.*

##### **UIN Jakarta Response:**

We have revised the admission regulation as shown in the **evidence 1.4.A** and our website <https://pmb.uinjkt.ac.id/en/international-student> and

<https://admisi.uinjkt.ac.id/>.

#### **Criterion 1.5 Workload and Credits**

##### **1. Peer Review Preliminary Report:**

*In this regard, the experts are surprised to find different definitions of the workload per credit in the Bachelor's and Master's programmes. The workload per credit should, per definition of a credit point, be the same in all programmes to ensure the comparability of the allocated points. Moreover, judging from the credit numbers displayed in the module handbooks of both programmes, the experts find inconsistencies and deviation from this system. These need to be clarified to ensure the integrity and transparency of the programme. The experts require UIN to include the thesis in the curriculum and to allocate an appropriate number of credits that accurately reflects the student workload.*

##### **UIN Jakarta Response:**

Agribusiness Program Study of Bachelor and Master have recalculated the conversion of SKS to ECTS in accordance with ASIIN's recommendation. The results of these calculations, including thesis in **Evidence 1.5.A** for Bachelor and **Evidence 1.5.B** for master programme, which includes the ECTS conversion table. In addition, we have integrated these results into our module handbook (**Evidence 1.3.A**).

#### **Criterion 1.6 Didactic and Teaching Methodology**

##### **Peer Review Preliminary Report:**

The experts opine that a limit of 40 % online teaching is too high, and the programmes should focus on face-to-face teaching to a higher extent.

##### **UIN Jakarta Response:**

We have revised the teaching regulations to be a full offline course as **evidence 1.6.A**.

## **2. Exams: System, concept and organisation**

### **Criterion 2 Exams: System, concept and organisation**

#### ***Peer Review Preliminary Report:***

*The experts enquire about the grading criterion of “attitude” which is part of the “formative assessment” grades in almost all modules and can take a share of up to 15% of the entire mark in some modules. What is meant by “attitude”, which objective criteria are used for the assessment and how this assessment is quantified.*

#### **UIN Jakarta Response:**

UIN has clearly established a code of ethics for lecturers (**evidence 2.1**) and for students (**evidence 2.2**). Implementation of the code of ethics in the curriculum in the form of attitude assessment as stated in Attitude Assessment Guidelines (**evidence D.1**).

## **3. Resources**

### **Criterion 3.1 Staff and Staff Development**

#### ***1. Peer Review Preliminary Report:***

*Guest lecturers are incorporated into the programmes and suggest that this practice should be maintained and even strengthened.*

#### **UIN Jakarta Response:**

In the last 2 years, it has successfully brought in 16 guest lecturers who are practitioners from the industrial and business worlds, both in the form of seminars, public lectures and regular lectures. The Study Program will take insight from the material presented to be used as material for the next curriculum evaluation. The guest lecturer data can be seen at **evidence 3.1**.

#### ***2. Peer Review Preliminary Report:***

*3 lecturers are currently undergoing assessment for promotion to the professorial rank.*

#### **UIN Jakarta Response:**

Of the 3 lecturers promoted to the rank of professor, 2 lecturers were inaugurated as governors for agribusiness management and agricultural economics in December 2023. There is one more lecturer still in the process of becoming a professor.

**3. Peer Review Preliminary Report:**

*They wonder how this current situation allows the staff to conduct and participate in research projects on an international level, which UIN seeks in its strive for internationalization.*

**UIN Jakarta Response:**

There is already an MoU that allows international research collaboration with 9 international institutions and 21 projects (**Evidence D.5**).

**4. Peer Review Preliminary Report:**

*The experts suggest that the funding scheme should enable equal chances for all academic staff members to obtain funding for their own research projects.*

**UIN Jakarta Response:**

Each lecturer has the same opportunity, submit a research proposal through: <https://siapp.uinjkt.ac.id/> dan <https://litapdimas.kemenag.go.id/> But approved research funding is obtained competitively according to the cluster.

**5. Peer Review Preliminary Report:**

*The students evaluate that there is room for improvement regarding the staffs' English skills.*

**UIN Jakarta Response:**

Improving English language skills for lecturers is our concern to go to the international level. The Agribusiness Study Program collaborates with the Central Institute for Language Development through a business English training program for educators and lecturers as shown in Figure 2.

**6. Peer Review Preliminary Report:**

*However, in terms of quantity, more staff is needed to ensure that all duties of the academic staff can be adequately covered.*

**UIN Jakarta Response:**

Over the last 2 years, there has been a change in the number of lecturers, namely 2 fewer lecturers who have retired, while those who have studied in the Netherlands have not completed their education, so that the number of Agribusiness lecturers has become 25 people, on the other hand, the number of accepted students has increased, causing the ratio of student lecturers to be 1:29. Therefore, the Agribusiness Study Program has proposed an additional 11 lecturers with the required competencies.

The additional core lecturers needed are expected to have the following expertise :

- a. Accounting and Finance Agribusiness = 3 lecturers
- b. Digital Marketing and Data Science = 2 lecturers
- c. Halal industry management = 1 lecturer
- d. Econometrics = 2 lecturers
- e. International Business/International Trade = 2 lecturers
- f. Agricultural Business = 1 lecturer

**Criterion 3.2 Funds and equipment**

**1. Peer Review Preliminary Report:**

*The experts consider this an important issue and recommend to establish a campus bus to facilitate the transfer of students between the two locations, the faculty and the experimental lab.*

**UIN Jakarta Response:**

In order to avoid high mobility between two places, the implementation of the schedule of theory and practicum courses is carried out for a full day because classrooms are available. For the future because UIN already has a campus bus, it is considered to be able to propose the use of campus bus facilities to transport students to experimental labs on a regular basis.

**4. Transparency and documentation**

#### **Criterion 4.1 Module descriptions**

##### **1. Peer Review Preliminary Report:**

*However, as noted earlier in this report, multiple module descriptions are missing in the handbook, including the internship, community service and the final theses. As these integral parts of the programmes are incorporated in the modular structure, they also need to be formalized in the handbooks. The experts note that the curricula and module handbooks are not included on the websites of all programmes.*

##### **UIN Jakarta Response:**

Modul descriptions had been completed and included on websites of all programmes. Modul Handbook for internship, community service and final theses can further be accessed in **evidence 1.3.A** and available in the website : <https://agribisnis-uinjkt.id/>. Likewise, the handbook module of elective courses in semester 6 has been completed. External elective courses: Sustainable Agriculture Development, Ethics Prof, Financial Management. and Internal elective courses : Halal Food management, Halal Agrotourism, Halal Food economics, Halal Food and Practical Halal Food.

#### **Criterion 4.2 Diploma and Diploma Supplement**

##### **1. Peer Review Preliminary Report:**

*To make the transcript more informative internationally, the experts recommend the university to also display the ECTS credit number on the Transcript of Records and provide respective explanations regarding the nature of both credit allocation systems and the respective credit conversion in the Diploma Supplement.*

##### **UIN Jakarta Response:**

The ECTS credit number will be displayed in the Transcript of Records provided with explanations regarding the nature of both credit allocation systems and the respective credit conversion in the Diploma Supplement, which are available on **Evidence 4.1**.

#### **Criterion 4.3 Relevant rules**

No Comment

#### **5. Quality management: quality assessment and development**

## **Criterion 5. Quality management: quality assessment and development**

### **1. Peer Review Preliminary Report:**

*As it is crucial to the feedback cycle, the experts require UIN to establish a process by which students are formally and systematically informed about their feedback, the results, and the respectively takes measures*

### **UIN Jakarta Response:**

UIN already has clear regulations for the implementation of evaluation and feedback through these documents: **evidence 5.1**; **evidence 5.2**; and **evidence 5.3**. The quality assurance institution sends a Quality Assurance Group to each faculty to carry out the quality process and provide feedback to related parties. More about the duties and functions of the Quality Assurance Institution (LPM) can be seen on the following site: <https://lpm.uinjkt.ac.id/id>.

## F Summary: Expert recommendations (16.01.2025)

Taking into account the additional information and the comments given by UNAND, the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Agribusiness	With requirements for one year	-	30.09.2030
Ma Agribusiness	With requirements for one year	-	30.09.2030

### Requirements

#### For both programmes

- A 1. (ASIIN 1.3/ 1.5/ 2) Submit a concept and implement concrete measures to ensure that students can graduate the programme within the designated study period.
- A 2. (ASIIN 1.4) Abandon the discriminatory age cap for the admission to the programmes.
- A 3. (ASIIN 1.5, 4.1) Verify the student's workload per course, allocate the credit points accordingly, include all compulsory components of the curriculum in the credit system, and harmonize the ECTS conversion. The designated workload per semester needs to allow students to realistically complete all assignments.
- A 4. (ASIIN 3.1) The staff numbers need to be increased to ensure that the staff can cover all Tridharma duties adequately without excessive workload.
- A 5. (ASIIN 4.1) The current versions of the module handbooks need to be published on the programmes websites.
- A 6. (ASIIN 5) Close the formal feedback loop and inform students about their evaluation results.

## **Recommendations**

### **For both programmes**

- E 1. (ASIIN 1.3) It is recommended to further support both outbound and also inbound international student mobility.
- E 2. (ASIIN 1.3/ 1.6/ 3.1) It is recommended to strengthen the role of English within the programmes, e.g. as curricular content, teaching method, and extracurricular offers.
- E 3. (ASIIN 4.2) It is recommended to include the ECTS points in the Transcript of Records and provide information on the credit conversion in the Diploma Supplements.
- E 4. (ASIIN 4.3) It is recommended to restructure the programmes' websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

### **For the Master of Agribusiness programme**

- E 5. (ASIIN 1.3) It is recommended to introduce a part-time study option to better accommodate the needs of the working students.
- E 6. (ASIIN 1.3) It is recommended to include options for individual specialization in the curriculum.

## **G Comment of the Technical Committee 08 – Agriculture, Forestry and Food Sciences (17.03.2025)**

*Assessment and analysis for the award of the ASIIN seal:*

The Technical Committee discusses the procedure and follows the assessment of the experts.

The Technical Committee 08 – Agriculture, Forestry and Food Sciences recommends the award of the seals as follows:

<b>Degree Programme</b>	<b>ASIIN-seal</b>	<b>Subject-specific label</b>	<b>Maximum duration of accreditation</b>
Ba Agribusiness	With requirements for one year	-	30.09.2030
Ma Agribusiness	With requirements for one year	-	30.09.2030

## H Decision of the Accreditation Commission (25.03.2025)

*Assessment and analysis for the award of the subject-specific ASIIN seal:*

The Accreditation Commission discusses the procedure and, besides a reformulation of A4, agrees with the experts and the Technical Committee.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Agribusiness	With requirements for one year	-	30.09.2030
Ma Agribusiness	With requirements for one year	-	30.09.2030

### Requirements

#### For both programmes

- A 1. (ASIIN 1.3/ 1.5/ 2) Submit a concept and implement concrete measures to ensure that students can graduate the programme within the designated study period.
- A 2. (ASIIN 1.4) Abandon the discriminatory age cap for the admission to the programmes.
- A 3. (ASIIN 1.5, 4.1) Verify the student's workload per course, allocate the credit points accordingly, include all compulsory components of the curriculum in the credit system, and harmonize the ECTS conversion. The designated workload per semester needs to allow students to realistically complete all assignments.
- A 4. (ASIIN 3.1) Provide and implement a concept of how the curriculum can be covered without any structural overload of the staff, including a timeline for the realization of concrete measures and respective financial planning.
- A 5. (ASIIN 4.1) The current versions of the module handbooks need to be published on the programmes websites.
- A 6. (ASIIN 5) Close the formal feedback loop and inform students about their evaluation results.

## **Recommendations**

### **For both programmes**

- E 1. (ASIIN 1.3) It is recommended to further support both outbound and also inbound international student mobility.
- E 2. (ASIIN 1.3/ 1.6/ 3.1) It is recommended to strengthen the role of English within the programmes, e.g. as curricular content, teaching method, and extracurricular offers.
- E 3. (ASIIN 4.2) It is recommended to include the ECTS points in the Transcript of Records and provide information on the credit conversion in the Diploma Supplements.
- E 4. (ASIIN 4.3) It is recommended to restructure the programmes' websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

### **For the Master of Agribusiness programme**

- E 5. (ASIIN 1.3) It is recommended to introduce a part-time study option to better accommodate the needs of the working students.
- E 6. (ASIIN 1.3) It is recommended to include options for individual specialization in the curriculum.

# I Fulfilment of Requirements (27.03.2026)

## Analysis of the experts and the Technical Committee (04.03.2026)

### Requirements

A 1. (ASIIN 1.3/ 1.5/ 2) Submit a concept and implement concrete measures to ensure that students can graduate the programme within the designated study period.

Initial Treatment	
experts	Fulfilled Vote: per majority Justification: The measures described to support students in their self-organisation and planning their course of study are comprehensible and appear well suited to counteract the long duration of study, as shown by the data presented on the duration of study for graduates. The evidence shows a significant increase in on-time graduation rates for both bachelor's (from 29% to 54%) and master's students (from 14% to 50%). The structural adjustment (additional modules in semesters 7 and 8, more elective modules) and the planned revision of the curriculum from 2025 onwards in the modules have eliminated the previous discrepancy between the actual workload and the credits allocated.
TC 08	Fulfilled Vote: unanimous Justification: The TC confirms the vote of the experts.

A 2. (ASIIN 1.4) Abandon the discriminatory age cap for the admission to the programmes.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: The maximum age cap was taken out of the admission requirements.
TC 08	Fulfilled Vote: unanimous Justification: The TC confirms the vote of the experts.

- A 3. (ASIIN 1.5, 4.1) Verify the student’s workload per course, allocate the credit points accordingly, include all compulsory components of the curriculum in the credit system, and harmonize the ECTS conversion. The designated workload per semester needs to allow students to realistically complete all assignments.

<b>Initial Treatment</b>	
experts	Fulfilled Vote: per majority Justification: The revised handbook integrates updated ECTS conversions and adds modules such as community service, field work, seminars, and thesis requirements, while also introducing MBKM and elective courses to strengthen flexibility. In preparation for the 2025 curriculum, credits are being converted fully to ECTS, semester workloads are capped at realistic levels (fewer than 20 credits or 30 ECTS).
TC 08	Fulfilled Vote: unanimous Justification: The TC confirms the vote of the experts.

- A 4. (ASIIN 3.1) Provide and implement a concept of how the curriculum can be covered without any structural overload of the staff, including a timeline for the realization of concrete measures and respective financial planning.

<b>Initial Treatment</b>	
experts	Fulfilled Vote: per majority Justification: The steps outlined for better coordination of teaching staff, such as a systematic plan for appointing teachers at CPNS and PPPK, the development of a management data document for monitoring credits and teaching loads, and the appointment of a lecturer from the CPNS, are understandable and suitable for improving the situation. The financial planning for 2024–2026 also indicates a significant contribution to this, so that implementation appears to be guaranteed. The workload regulation systems cap lecturer assignments at 12–16 credits per semester, monitored through the BKD system on the SISTER platform, and guided by national regulations. Overall, the experts find the requirement addressed to their satisfaction, although long-term planning should be focused in that regard.
TC 08	Fulfilled Vote: unanimous Justification: The TC confirms the vote of the experts.

A 5. (ASIIN 4.1) The current versions of the module handbooks need to be published on the programmes' websites.

<b>Initial Treatment</b>	
experts	Fulfilled Vote: unanimous Justification: The module handbooks are available on the website and can be read in its latest version.
TC 08	Fulfilled Vote: unanimous Justification: The TC confirms the vote of the experts.

A 6. (ASIIN 5) Close the formal feedback loop and inform students about their evaluation results.

<b>Initial Treatment</b>	
experts	Fulfilled Vote: unanimous Justification: The establishment of a step-by-step evaluation and corresponding feedback, including its publication, indicates systematic and results-oriented information for students about their assessment of teachers and content complies with the scope of this requirement. The semester meetings with the Agribusiness Student Association through the AKSARA forum are also to be welcomed.
TC 08	Fulfilled Vote: unanimous Justification: The TC confirms the vote of the experts.

## **Decision of the Accreditation Commission (27.03.2026)**

<b>Degree Programme</b>	<b>ASIIN Seal</b>	<b>Maximum duration of accreditation</b>
Ba Agribusiness	All requirements fulfilled	30.09.2030
Ma Agribusiness	All requirements fulfilled	30.09.2030

## Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report and the programme's website, the following **Programme Educational Objectives (PEOs), Intended Learning Outcomes (ILOs), and Graduate Profiles (intended qualification profile)** shall be achieved by the Bachelor of Agribusiness programme:

### PEOs:

1. Knowledge and mastery in the field of Sharia-based urban agribusiness
2. The ability to think critically, analytically, creatively, and innovatively in solving socioeconomic and agricultural problems
3. Proficiency in designing and managing Sharia-based urban agribusiness
4. The ability to integrate knowledge professionally in work and sensitivity to agribusiness issues
5. Effective communication skills based on in-depth information and data analysis decision-making from various alternative solutions
6. Ability to adapt to a rapidly changing socio-economic environment and building awareness toward lifelong learning
7. Leadership spirit and ability to work in cross-disciplinary teams to build sharia-based urban agribusiness
8. Entrepreneurial ability that is competitive and able to manage risk uncertainty in the field of Sharia-based urban agribusiness

### ILOs:

1. Ability to apply religious, nationalistic, and ethical values.
2. Possession of professional leadership.
3. Knowledge of agribusiness management, agricultural socio-economics, and related subjects.
4. Capacity to design research in the agribusiness sector.
5. Familiarity with standards of agribusiness and food products.
6. Ability to identify and analyse problems, potentials, and prospects, as well as recommend alternative decision-making in agribusiness development using both quantitative and qualitative methods.
7. Proficiency in designing innovative agribusiness ventures.
8. Capability to identify, process, analyse, and utilise agribusiness data.
9. Demonstration of intellectual independence in planning and solving agribusiness problems.

**Graduate Profile:**

1. Agripreneurs (agricultural entrepreneurs), managers, consultants
2. Policymakers, bureaucrats in the government
3. Community empowerment facilitators
4. Research or academic experts

The following **curriculum** is presented:

No	Code	Course Name (module)	Credit	Semester
1	NAS6112201	Pancasila and Civic Education	3 (3-0)	1
2	UIN6032201	Islamic Studies	4 (4-0)	1
3	UIN6033205	Practicum of Qiroah and Worship	2 (0-2)	1
4	UIN6032202	Islam and Science	3 (3-0)	1
5	FEB6083201	Introduction to Economics	3 (3-0)	1
6	FST6092002	Introduction to Agribusiness	2 (2-0)	1
7	FEB6081213	Fundamental of Management	2 (2-0)	1
8	FST6092023	Introduction to Agricultural Science	2 (2-0)	1
			<b>21</b>	
1	UIN6014203	English	3 (2-1)	2
2	NAS6013203	Indonesian Language	3 (2-1)	2
3	FEB6082201	Introduction to Accounting	3 (2-1)	2
4	FST6092024	Plant Science	2 (2-0)	2
5	FST6092025	Practicum of Plant Science	1 (0-1)	2
6	FST6092035	Technopreneurship	2 (2-0)	2
7	FST6091101	Introduction to Information and Communication Technologies	2 (2-0)	2
8	FST6092004	Agricultural Sociology	3 (2-1)	2
9	FST6092022	Introduction to Agro-industrial Material	2 (2-0)	2
10	FST6094106	Elementery Statistics	3 (2-1)	2
			<b>24</b>	
1	FEB6083204	Economics and Business Mathematics	3 (2-1)	3
2	FST6092006	Agricultural Economics	3 (2-1)	3
3	FST6092007	Agricultural Communication	3 (2-1)	3
4	FST6092124	Fundamental of Agronomy	2 (2-0)	3
5	FST6092125	Practicum of Fundamental of Agronomy	1 (0-1)	3
6	FST6092026	Seed Production	2 (2-0)	3
7	FEB6081332	Production Management	3 (2-1)	3
8	FST6092011	Agricultural Trading System	3 (2-1)	3
9	FST6092014	Agribusiness Management	3 (2-1)	3

No	Code	Course Name (module)	Credit	Semester
1	FEB6085008	Sharia Financing and Investment	3 (2-1)	4
2	FST6092027	Plant Protection	2 (2-0)	4
3	FST6092127	Practicum of Plant Protection	1 (0-1)	4
4	FEB6081333	Value Chain Management	3 (2-1)	4
5	FST6092009	Farm Management	3 (2-1)	4
6	FEB6081336	Quality Control Management	3 (2-1)	4
7	FST6095233	Industrial Microbiology	2 (2-0)	4
8	FST6096330	Basic Chemistry	2 (2-0)	4
9	FST6092031	Agroclimatology	2 (2-0)	4
10	FST6092131	Practicum of Agroclimatology	1 (0-1)	4
			<b>22</b>	
1	FST6092010	Agricultural Development	3 (2-1)	5
2	FST6092032	Agro-product Processing Technologies	2 (2-0)	5
3	FST6092132	Practicum of Agro-product Processing Technologies	1 (0-1)	5
4	FST6098261	Innovation Engineering	2 (2-0)	5
5	FEB6081104	Marketing Management	3 (2-1)	5
6	FST6092037	Scientific Writing Technique	1 (0-1)	5
7	UIN6000209	Research Methodology	3 (2-1)	5
8	FEB6081106	Strategic Management	3 (2-1)	5
9	FEB6081306	Risk Management	3 (2-1)	5
			<b>21</b>	
1	FEB6081202	Entrepreneurship	3 (2-1)	6
2	FST6092018	Agribusiness Information System	3 (2-1)	6
3	UIN6021204	Arabic	3 (2-1)	6
4	FST6092020	International Trade	3 (2-1)	6
5a	FST6092038	Halal Food Management *	3 (2-1)	6
5b	FST6092040	Halal Food Economics**	3 (2-1)	6
5c	FST6092044	Halal Agrotourism ***	3 (2-1)	6
5d	FST6092042	Halal Food****	2 (2-0)	6
5d	FST6092043	Prakcticum of Halal Food*****	1 (0-1)	6
7	FEB6081103	Human Resource management	3 (2-1)	6
8	FST6092034	Urban Farming	2 (2-0)	6
9	FST6092036	Prakcticum of Urban Farming	1 (0-1)	6
			<b>21</b>	
1	UIN6000207	Field Practices	4 (0-4)	7
2	UIN6000206	Community Service Program	4 (0-4)	7
			<b>8</b>	
1	UIN6000313	Seminar	1 (0-1)	8
2	UIN6000312	Undergraduate Thesis	6 (0-6)	8
			<b>7</b>	
			<b>147</b>	

According to the Self-Assessment Report and the programme's website, the following **Programme Educational Objectives (PEOs), Intended Learning Outcomes (ILOs) , and Graduate Profiles (intended qualification profile)** shall be achieved by the Master of Agribusiness programme:

**PEOs:**

1. Improving education and teaching performance through improving the quality of management of the education and teaching system, as well as increasing teaching competency.
2. Improving educational and teaching performance through the provision of quality facilities and infrastructure.
3. Improving the research performance of scientific publications, by encouraging lecturers to conduct research and publish the results of the research.
4. Improving community service performance through coaching, counselling and outreach.
5. Producing Masters of Agribusiness Science who are competent, have integrity and have an Islamic and Indonesian perspective that suits your needs.
6. Providing excellent service to students starting from admission, graduation and alumni development.

**ILOs:**

1. Upholding academic ethical values, including honesty, academic freedom, and autonomy.
2. Conducting research, problem-solving, as well as knowledge and technology development in agribusiness.
3. Producing innovative and tested works in agribusiness.
4. Competing globally in agribusiness.
5. Understanding the principles of designing various agribusiness development programmes, formulating policies, crafting strategies, and applying economic principles in agribusiness.
6. Showing the ability to write excellent and accurate scientific papers following applicable rules.
7. Mastering the latest principles and issues in the Agribusiness system.
8. Being academically accountable, working independently, and collaborating in small groups in Agribusiness with communicative, aesthetic, ethical, appreciative, and participatory guidance.
9. Formulating alternative solutions for integrated systems to address Agribusiness problems, considering economic factors, sharia business, industry, and government.
10. Having the ability to obtain, process, control, and analyse data to support decision-making in the context of problem-solving in the field of Agribusiness.

**Graduate Profile:**

1. Graduates with academic and research-oriented qualifications: to pursue the profession of teaching staff in agribusiness at various universities, work as consultants (analysts), and actively engage in agribusiness research.
2. Graduates with qualifications for the agricultural business field: graduates equipped with professional skills, and agricultural entrepreneurs prepared for higher positions in agribusiness-related companies.
3. Graduates with qualifications as planners and policymakers: to participate as bureaucrats in various government agencies and private institutions.

The following **curriculum** is presented:

<b>No</b>	<b>Code</b>	<b>Course Name</b>	<b>Credit</b>	<b>Semester</b>
1	FST8099202	Philosophy of Science	3	1
2	FST8099101	Agribusiness Management	3	1
3	FST8099102	Applied Mathematics and Statistics	3	1
4	FST8099201	Agribusiness in Islam	3	1
5	FST8099104	Agribusiness Economics	3	2
6	FST8099103	Agribusiness Marketing	3	2
7	FST8099105	Agribusiness strategy and policy	3	2
8	FST8099203	Agribusiness E-commerce	3	2
9	FST8099204	Agricultural Development in Islam	3	2
10	FST8099109	International Business	3	2
11	FST8099107	Research Methodology	3	3
12	FST8099108	Agribusiness Financing Management	3	3
13	FST8099205	Reformulation of Agricultural Land Use	3	3
14	FST8099206	Qualitative Research Methodology	3	3