



ASIIN Seal & Eurobachelor®

Accreditation Report

Bachelor's Degree Programmes

Chemistry

Biology

Provided by

Universitas Islam Negeri Sunan Kalijaga, Indonesia

Version: 27 June 2025

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Sarjana Kimia	Bachelor's program in Chemistry	ASIIN, Eurobachelor®	LAMSAMA, valid until 05.06.28	09
Sarjana Biologi	Bachelor's program in Biology	ASIIN	BAN-PT, valid until 15.11.27	10
Date of the contract: 12.04.2024 Submission of the final version of the self-assessment report: 30.07.2024 Date of the audit: 26.02. – 27.02.2025				
Expert panel: PD Dr. Alois Palmetshofer, University of Würzburg Dr. Dietrich Scherzer, ehemals BASF SE Prof. Dr. Erlia Narulita, Universitas Jember Ms D' April Sabriantje Mulus, Universitas Padjadjaran, student				
Representative of the ASIIN headquarter: Dr. Emeline Jerez				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of 15.05.2015				

¹ ASIIN Seal for degree programmes;

² TC: Technical Committee for the following subject areas: TC 09 – Chemistry; TC 10 – Life Sciences.

ASIIN General Criteria as of 28.03.2014 Subject-Specific Criteria of Technical Committee 09 - Chemistry, Pharmacy as of 29.03.2019 Subject-Specific Criteria of Technical Committee 10 – Life Sciences as of 28.06.2019	
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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 ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Sarjana Sains Kimia	Bachelor of Science	-	6	Full time	no	8 Semester	225 ECTS / 150 CP	Fall Semester, 2005
Sarjana Sains Biologi	Bachelor of Science	-	6	Full time	no	8 Semester	222 ECTS / 148 CP	Fall Semester, 2005

³ EQF = The European Qualifications Framework for lifelong learning

The ASIIN experts acknowledged and considered the contextual framework within which the Bachelor's programmes under review are offered:

Universitas Islam Negeri Sunan Kalijaga (UIN Sunan Kalijaga) is a state Islamic university situated in Yogyakarta, Indonesia. It originated as the Islamic High School in Yogyakarta during the 1940s. Over the years, it has evolved and expanded, officially gaining recognition as a state Islamic university in 2004.

The university consists of nine faculties and schools that cover a range of fields, including cultural studies, communication, teacher training, law, social sciences, humanities, business, and science and technology. It offers both undergraduate and postgraduate programmes, including master's and doctoral degrees.

UIN Sunan Kalijaga's vision is to become a university that is "superior and leading in the blending and development of Islam and science for civilization."

The Faculty of Science and Technology⁴

Fakultas Sains dan Teknologi (SAINTEK) offers seven bachelor's degree programmes and two master's degree programmes.

SAINTEK's vision is to become "Outstanding and prominent in the development and integration of science and technology with Islamic insights and values for civilization". In realising this vision, the faculty's mission is:

1. "Combining and developing science-technology with an Islamic perspective, Indonesian identity and local wisdom in the *Tridharma* of Higher Education.
2. Organizing education and teaching with the insight of interconnection integration in Islamic studies and science-technology.
3. Conducting superior, innovative and sustainable research.
4. Organizing community service that supports the sustainable development goals (SDGs).
5. Developing cooperation with stakeholders at the national and global levels in order to improve the quality of the implementation of the *Tridharma* of Higher Education."

⁴ <https://saintek.uin-suka.ac.id/>

The Faculty of Science and Technology is seeking ASIIN accreditation for its Bachelor's degree programme in Chemistry and Bachelor's degree programme in Biology. The programmes are presented with the following profile in the respective websites:

i. Bachelor's degree programme Chemistry

"Scientific Vision

Excellent and prominent in developing and integrating chemistry based on Islamic insights and values as an innovative and adaptive graduate competence.

Program Educational Objectives

1. Graduates of the Chemistry study program is successful in having professional careers as chemists in various fields, especially as scientists/academics, industrial professionals, and Muslim entrepreneurs.
2. Graduates of the Chemistry Study Program can develop their knowledge and skills in chemistry through a lifelong learning process.
3. Graduates of the Chemistry Study Program contribute positively to the social development of community life."

ii. Bachelor's degree programme Biology

"Scientific Vision

Excellence and leading in the development and integration of biology for biodiversity and conservation based on local wisdom with Islamic insights and values at the global level by 2039

Mission

Organizing education and teaching, research and scientific publications, as well as community service in the field of biology for biodiversity and conservation based on local wisdom, which is integrated with Islamic and Indonesian insights and values to educate life and support the nation's competitive advantage, and contribute to the progress of human civilization.

Program Educational Objectives

1. Graduates of the Biology Study can become professionals in the field of biological research and testing.
2. Graduates of the Biology Study can take and complete further education

3. Graduates of the Biology Study can participate in providing creative and innovative alternative solutions based on biology as their contribution to problems in society and the environment.”

Following discussions with representatives from the Rector's Office, the expert team learned that UIN Sunan Kalijaga is currently in the early stages of its internationalisation process. In this context, ASIIN accreditation will serve as a strong foundation for enhancing the university's quality and international reputation. This is an important step in the efforts to improve the programmes and gain international recognition.

C Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

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

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- UIN Sunan Kalijaga Website: <https://uin-suka.ac.id/>
- Faculty of Science and Technology website: <https://saintek.uin-suka.ac.id/>
- Bachelor of Chemistry website: <https://kimia.uin-suka.ac.id/en>
- Bachelor of Biology website: <https://biologi.uin-suka.ac.id/en>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts evaluate the objectives and learning outcomes based on the information provided on the programme websites and the Self-Assessment Report.

For both undergraduate programmes, UIN Sunan Kalijaga outlines the vision, mission, objectives, graduate profile, and Programme Learning Outcomes (PLOs). The vision, mission, objectives, and graduate profile are broader statements that align with the overall vision and mission of the Faculty of Science and Technology and the university. The Programme Learning Outcomes (PLOs), presented in the [Appendix](#), outline the specific competencies that students are expected to develop in their respective degree programmes.

The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committee 09 - Chemistry, Pharmacy as the basis for judging whether the intended learning outcomes of the Bachelor's degree programme in Chemistry, as defined by UIN Sunan Kalijaga, correspond with the competences as outlined by the SSC. They come to the following conclusions:

Chemistry graduates should possess a foundational understanding of the natural sciences and develop both methodological and scientific competencies in various areas of chemistry, including analytical chemistry, organic chemistry, inorganic chemistry, physical chemistry, food chemistry, and biochemistry. This knowledge will help them explore the structure, dynamics, and properties of chemicals while also grasping the theoretical principles and practical solutions related to the identification, analysis, isolation, transformation, and synthesis of chemicals.

Furthermore, graduates should also be able to carry out practical work in laboratories, design and perform experiments, and know how to operate common chemical devices. They also should be familiar with modern experimental methods of chemistry and the safe handling of chemicals, have a sound knowledge of safety and environmental and health issues and the underlying legal framework, and be able to interpret, critically assess, present, and communicate relevant information and new research results, and to discuss them with specialist colleagues. Moreover, the graduates should be capable of using the acquired knowledge and skills to find solutions to practical chemical problems and conduct scientific work. Finally, they should be familiar with chemical hazards and issues relevant to the community and be able to apply appropriate means to solve these problems to improve the quality of people's lives.

Graduates of the chemistry programme have several job opportunities. They are equipped to pursue various career paths, including roles as researchers or academics in the field of chemistry, where they can further their studies or contribute to academic advancements. Graduates are also prepared to take on professional roles in industries, performing analytical or technical tasks such as laboratory analysis, research and development, quality control, and environmental assessments. Additionally, these graduates can leverage their chemistry expertise to engage in entrepreneurial activities that promote community economic growth while adhering to Islamic values.

Based on the Self-Assessment Report and the discussions during the audit, the experts see that the graduates of the Bachelor's degree programme in Chemistry acquire the subject-specific competences defined in the SSC of the Technical Committee 09 – Chemistry, Pharmacy. The programme teaches basic mathematical and scientific knowledge relevant to chemistry as well as in-depth knowledge of the core chemical subjects of inorganic, organic, physical, and analytical chemistry. Finally, students are given the opportunity to carry out practical chemical work and learn how to work independently and safely with chemicals in laboratory classes.

Thus, the Bachelor's degree programme in Chemistry meets the criteria necessary for the award of the European Chemistry Label (Eurobachelor®), which has also been

applied for by the university. The experts believe that the qualifications provided by this programme will adequately prepare graduates for careers that align with their qualifications. The programme's objectives and intended learning outcomes are well-defined and justified.

The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committee 10 – Life Sciences as a basis for judging whether the intended learning outcomes of the Bachelor's degree programme in Biology, as defined by UIN Sunan Kalijaga, correspond with the competences as outlined by the SSC. They come to the following conclusions:

Graduates of the Bachelor's degree programme in Biology should understand the basic biological processes and be capable of applying the scientific methods of the biological sciences. In addition, graduates should acquire relevant scientific knowledge in the different biological areas such as botany, zoology, biotechnology, microbiology, ecology, cell biology, molecular biology and related natural sciences (chemistry, physics) and mathematics.

Students should master the principles and concepts of assessing biological resources and be able to design, execute, and evaluate independent laboratory experiments and fieldwork in biology. Additionally, they should learn how to collect, analyse, and interpret data to address biological issues. Finally, students should be prepared for lifelong learning and be able to work effectively both individually and as part of a team. They should also demonstrate a scientific, critical, and innovative attitude in their biology studies, laboratory work, and environmental care.

The programme's educational objectives and learning outcomes are expected to equip the graduates with the skills required to develop and adapt to diverse career opportunities. These include roles as scientists, professionals, and bioentrepreneurs. As scientists, they design and conduct research under supervision while applying relevant methodologies and ethical frameworks. In professional roles, they utilise biological principles and laboratory skills to develop programmes for biodiversity and conservation, ensuring effective communication of their knowledge. Additionally, they can verify the halal status of production processes in line with Islamic law. As bioentrepreneurs, they innovate and create products and services based on biological principles to benefit society.

In addition to the subject-related qualification objectives, students of both programmes should have adequate competences in oral and written communication skills, be capable of working autonomously as well as in a group, and be able to conduct research activities. Furthermore, they should have trained their analytical and logical abilities, acquired communicative and language skills, and developed a strategy for life-long learning.

During the audit, the experts observed that UIN Sunan Kalijaga operates as an open university where Islamic values form the foundation of its educational approach. They noted that the university promotes tolerance among diverse groups. While the majority of students are Muslims, the institution welcomes students from all faiths. The discussion with representatives from the Rector's office revealed that non-Muslim students are eager to study and understand Islam as part of their academic experience. Additionally, values such as honesty and integrity are applicable across all areas of academic education, including the undergraduate programmes that are the focus of this report.

In summary, the experts attest that the intended qualification profiles of both undergraduate programmes under review allow students to take up an occupation that corresponds to their qualifications. The degree programmes are designed in such a way that they meet the goals set for them.

The objectives of the programmes are well established and are coherent with the intended learning outcomes. They adequately reflect the intended level of academic qualification and correspond sufficiently with the ASIIN Subject-Specific-Criteria (SSC) of the respective Technical Committees.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- Study plans
- Sample Diploma Certificate

Preliminary assessment and analysis of the experts:

UIN Sunan Kalijaga awards a Bachelor of Science (Sarjana Sains, S.Si.) to the graduates of both undergraduate programmes.

The experts confirm that the names of both Bachelor's degree programmes appropriately reflect the focus and content of the respective programmes. Moreover, the programmes' English translation and original Indonesian names correspond with the intended aims and learning outcomes.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Academic Guideline
- UIN Sunan Kalijaga website : <https://uin-suka.ac.id/>
- Faculty of Science and Technology website : <https://saintek.uin-suka.ac.id/>
- Bachelor of Chemistry website : <https://kimia.uin-suka.ac.id/en>
- Bachelor of Biology website : <https://biologi.uin-suka.ac.id/en>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The undergraduate programmes under review are full-time programmes to be completed in eight semesters or four academic years, with a maximum duration of 14 semesters or seven academic years, according to academic regulations. The academic year officially runs from September to August, and each year comprises two semesters: an odd semester, from September to January, and an even semester, from February to August. Each semester is equivalent to 16 weeks of learning activities. Besides these learning activities, there is one week for midterm exams and one week for final exams. A short interim semester opens from July to August.

The curriculum structure of both programmes is similar, although the required credit points slightly differ. The Bachelor's degree programme in Chemistry encompasses 150 credit points (225 ECTS), while the Bachelor's degree programme in Biology requires 148 credit points (222 ECTS). Both programmes fall within the required range of 144 to 160 credit points for undergraduate programmes according to the Minister of Education and Culture's regulation No.3/2020.

The curriculum of both programmes consists of university mandatory courses, study programme mandatory courses and elective courses. University mandatory comprises courses attended by all undergraduate students at UIN Sunan Kalijaga. In addition to English (2 CP), there are ten university mandatory courses with 20 CP:

Pancasila (2CP), Indonesian (2CP), Introduction to Islamic Studies (4 CP), Ulumul Qur'an (2 CP), Citizenship (2 CP), Ulumul Hadith (2 CP), Islam and Natural Sciences (2 CP), Islam and Social Humanities (2 CP) and Islamic Civilization (2 CP)

These courses are offered in the first three semesters of studies alongside courses conveying basic knowledge of natural sciences and mathematics.

Courses on the different subject-specific disciplines are offered from the third to the eighth semester. Students can select elective courses starting from the fifth semester, typically choosing those that align with their thesis topics or personal interests. In the seventh semester, students participate in community service activities known as KKN (4 CP), where they apply their academic knowledge to address challenges in rural or remote communities. In the eighth semester, students are required to complete their final project (2 CP).

Upon reviewing the modules in the curriculum for both programmes, as well as the feedback gathered from stakeholders during the audit process, the experts identified that computational chemistry within the Bachelor's degree programme in Chemistry and computational biology within the Bachelor's degree programme in Biology are currently offered as elective courses. This structure appears to limit the opportunities for students to acquire knowledge in these areas. A key recommendation is to ensure that the computational aspects in Chemistry/Biology, including data science, are adequately addressed and incorporated into the curricula.

During the meeting with the programme coordinators, the experts inquired about which modules provide foundational knowledge of legal aspects. The coordinators clarified that several courses support halal principles, including an environmental assessment course focused on environmental regulations, Islamic values and regulations, and a food quality control course related to QA in food production. The experts appreciate that students are exposed to this knowledge. However, they note that students should be informed about additional legal aspects (e.g., genetic modification), as these are relevant to their programmes. It is recommended that the university ensure the integration of general regulatory aspects related to Biology/Chemistry within the curriculum.

Curriculum reviews are conducted regularly, and major changes can be implemented every four years. Curriculum development is conducted collaboratively, involving the Quality Assurance Unit, alumni, alumni users, and government regulators from the Ministry of Research, Technology, and Higher Education. Experts and representatives from various relevant professional associations also contribute to the process.

Aside from the previously mentioned comments, the expert team concludes that the discipline-specific curricular content is appropriate for the level and objectives of both programmes. The courses are aligned with the intended learning outcomes outlined in the curriculum documents. The students and alumni interviewed during the audit emphasised that the curricular content and learning outcomes have met their expectations for their

professional careers. Furthermore, during the discussion with the experts, the employers expressed satisfaction regarding the knowledge and technical skills of the graduates.

Given that UIN Sunan Kalijaga aims to enhance its international visibility and the internationalisation of its degree programmes, the experts engaged in discussions with both the programme coordinators and students to assess whether any courses within the Faculty of Science and Technology are taught in English. The coordinators explained that the teaching staff generally use English-language materials, such as textbooks and slides, to support students in improving their English skills. This was corroborated by students, who indicated that while some content is presented in English, courses are not fully taught in English. Additionally, students noted that there are no international classes offered within the programmes. The experts believe there is an opportunity for the university to further enhance the English proficiency of both students and teaching staff.

While the students expressed general satisfaction with the organisation and content of the degree programs during discussions with the experts, they also suggested some improvements. They provided feedback that the university could expand the number of elective courses available in both programmes, citing options like Cosmetic Chemistry and Soil Biology. The experts concur with this suggestion, noting that additional elective courses would enhance the curriculum and accommodate a broader range of student interests.

Overall, several lines of evidence indicate that students are well prepared to enter the labour market and have good prospects for finding adequate jobs in Indonesia.

International Mobility

The experts discussed with the representatives from the Rector's office whether there are mobility windows for the students. They noted that only three students from the Chemistry programme participated in international study mobility for one semester, while no Biology students participated. The representatives highlighted the university's commitment to supporting mobility programmes and providing opportunities for students to participate in internships and exchange programmes abroad. This includes scholarships such as the KISMA programme from UIN Sunan Kalijaga and the International Students Mobility Awards (IISMA), sponsored by the Ministry of Education and Culture. Additionally, lecturers are encouraged to conduct joint research activities with international partners and to involve students in these projects.

The Indonesian government's policy actively supports activities outside of the university by implementing the Merdeka Belajar-Kampus Merdeka (MBKM) regulation. This regulation encourages students to complete part of their bachelor's programmes outside the

university. The courses students undertake outside the university are recognised based on the comparability of the intended learning outcomes. The Ministry of Religious Affairs also provides funds for academic mobility programmes.

The UIN Sunan Kalijaga's Centre for Developing Cooperation and International Affairs (CDCIA) is responsible for managing and coordinating international activities such as student mobility programmes. It develops and maintains relationships with partner institutions and organisations around the world, recruiting and admitting international students. The centre also provides support and assistance to international students during their time at the university, such as helping with housing, visa issues, and other practical matters. Inbound students mostly come from Malaysia and Thailand.

During the discussion with the experts, the students confirmed that opportunities for international academic mobility are available and that credits earned abroad are recognised by the university. One student shared their experience of completing an internship programme in Thailand, where they received financial support and preparation for the opportunity. The university maintains several MOUs with international institutions and announces these opportunities. Students then apply through a competitive selection process. Another student highlighted receiving financial support to participate in a competition programme at an institution in Malaysia. The selection process for this programme included interviews, and the students chosen for the opportunity were announced. Three students were selected to attend the programme in Malaysia.

However, the students also pointed out that they wish for more places and better-endowed scholarships for long- and short-term stays abroad. The number of places available in the exchange programmes is still limited, and there are restrictions due to insufficient financial support. UIN Sunan Kalijaga can provide limited travel grants while student demand is rising. The lack of financial support hinders students from joining the outbound programmes. The national scholarships available are highly competitive, so only a few students receive them.

During the meeting with the representatives from the Rector's office, the experts learned about recent budget cuts affecting Indonesian universities. Specifically, there has been a 25% reduction in government funding, affecting the implementation of several programmes. In light of this situation, the university is exploring the possibility of creating new programmes with the assistance of third parties. They aim to develop cooperation and partnerships to adapt to these challenges.

The experts understand these restrictions; however, they recommend increasing the effort to further internationalise UIN Sunan Kalijaga by offering more places in international exchange programmes and more scholarships. It is also possible for

students and teaching staff to apply to international organisations like ERASMUS or the German Academic Exchange Council (DAAD) to receive funds for stays abroad.

The experts emphasise that it is very useful for students to spend time abroad during their bachelor's studies to improve their English proficiency, get to know other educational systems, and enhance their job opportunities.

In summary, the experts appreciate the effort to foster international mobility and support the Faculty of Science and Technology to further pursuing this path.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Academic Guideline
- UIN Sunan Kalijaga website : <https://uin-suka.ac.id/>
- Admission website: <https://admisi.uin-suka.ac.id/>
- Faculty of Science and Technology website: <https://saintek.uin-suka.ac.id/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, admission procedures and policies for new students follow the national regulations in Indonesia. The requirements, schedule, registration venue, and selection test are announced on the UIN Sunan Kalijaga admission website and thus accessible for all stakeholders.

There are different pathways by which students are admitted to the Bachelor's programmes under review:

1. National general admission:

- **National Entrance Selection of State Universities** (Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN): A national admission system based on the academic performance during high school.
- **Joint Entrance Selection of State Universities** (Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN): A national computer-based selection test held every year covering several subjects (i.e., mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography).

2. Ministry of Religious Affairs

- **National Academic Achievement Selection of State Islamic Religious Universities** (Seleksi Prestasi Akademik Nasional Perguruan Tinggi Keagamaan Islam Negeri, SPAN-PTKIN)
 - **State Islamic Religious College Entrance Examination** (Ujian Masuk Perguruan Tinggi Keagamaan Islam Negeri, UM-PTKIN)
3. Independent admissions
- UIN Sunan Kalijaga Independent Selection (Mandiri): Students are selected based on specific criteria (computer-based test, achievement or portfolio) defined for prospective students that haven't been accepted through SNMPTN or SBMPTN.

For the national general admission, the entrance requirements are prepared by the universities and then forwarded to the National Testing Agency for State Universities to be accessible to all SNMPTN and SBMPTN applicants.

The number of available study places is 90 students per year in the Bachelor's degree programme Chemistry and the Bachelor's degree programme Biology. The quotas are based on the number of lecturers and the capacity of the teaching facilities.

The following charts display the number of applications, as well as accepted and registered applicants.

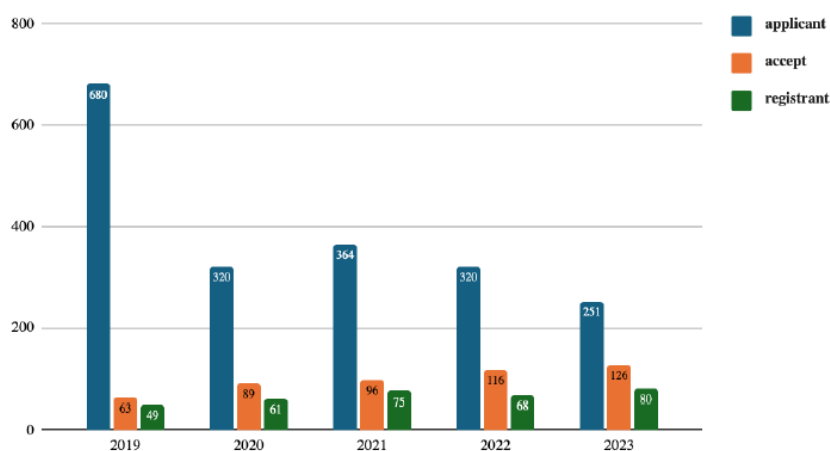


Figure 1: Enrolment statistics for the Bachelor's degree programme Chemistry

In the period 2019 – 2023, the average number of new registrants in the Bachelor's degree programme Chemistry was 67, which is below the maximum capacity. However, the number of applications exceeded the number of available study places. The Chemistry programme had an acceptance quota of 50% in 2023.

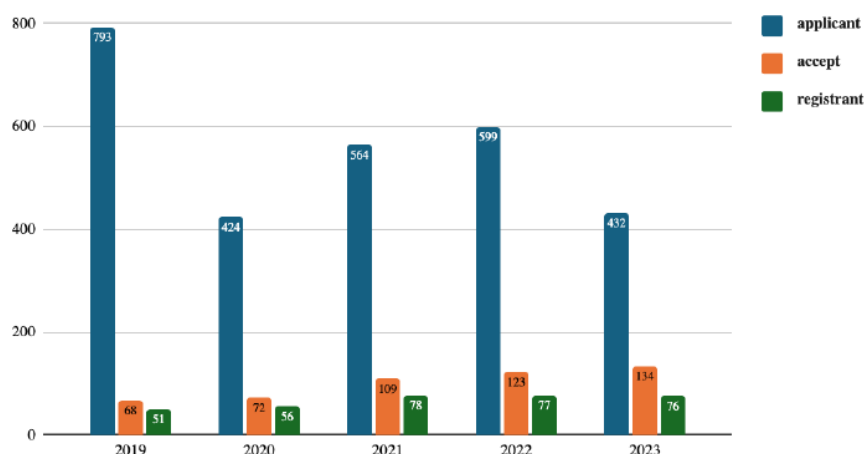


Figure 2: Enrolment statistics for the Bachelor's degree programme Biology

Between 2019 and 2023, the average number of new registrants in the Bachelor's degree programme in Biology was 68, which is also below the programme's maximum capacity. However, the number of applications consistently exceeded the available study places. In 2023, the Biology programme had an acceptance rate of 31%.

Overall, the experts observe that both Bachelor's degree programmes under review attract an acceptable number of applications, with demand significantly surpassing the number of available study places.

Undergraduate students at UIN Sunan Kalijaga have to pay tuition fees. The fees for each study programme vary according to the operational costs of the teaching and learning process. In addition, the fees for each student differ according to the financial ability of their parents, which is categorised into eight groups. The tuition fees for both study programmes are the same. The lowest fee for the academic year 2024-25 is IDR 0-400 000 (EUR 22) and the highest is IDR 2 400 00 (EUR 134) per semester.

During the discussion with representatives from the Rector's office, the experts inquired about the university's policy regarding the admission of colour-blind students or those with disabilities. The representatives explained that for the past 20 years, the university has been working to adapt its inclusion policy and is considered a model for inclusivity. The university has been proactive in addressing issues related to visual, physical, and intellectual disabilities. The experts commend this approach but note that the current admission regulations do not fully ensure inclusivity.

For instance, the experts learned that applicants with colour blindness have not been admitted to the Chemistry and Biology programmes. They emphasise that, with modern tools and technology, colour vision is no longer a critical ability, even in laboratory settings. For the programmes in question, experiments are conducted in groups where the colour blindness of one student can easily be compensated for by other group

members. Therefore, the experts recommend that UIN Sunan Kalijaga re-evaluate its current admission regulations to ensure they are not unnecessarily restrictive (more under Criterion 4.3).

Apart from the abovementioned comment, the experts find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

Criterion 1.5 Workload and credits

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Based on the National Standards for Higher Education of Indonesia (SNPT), both Bachelor's programmes under review use a credit point system called SKS. According to the Self-Assessment Report, one SKS of academic load is equivalent to 170 minutes and includes:

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

At UIN Sunan Kalijaga, one ECTS equals 30 hours of students' total workload. The conversion factor between SKS and ECTS points is 1.5. The reasoning behind this calculation is that 1 SKS equals 170 minutes (2.833 hours). Since there are 16 weeks in one semester, $2.833 \times 16 \approx 45$ hours per semester. This total workload is divided by 30 to get the conversion factor $45/30 \approx 1.5$.

The student's academic load refers to the total credit hours for the courses the student must register for each semester. First-year students receive a package of credit hours, while second-year students and onwards take a number of credit hours based on their GPA from the previous semester. The minimum academic load is 16 SKS, and the maximum is 24 SKS per semester.

During the onsite visit, the experts sought to corroborate whether UIN Sunan Kalijaga engages the students in verifying the workload of each module. They could not find clear evidence confirming that instruments are in place to regularly monitor whether the credits awarded for each module correspond to the actual student workload. Consequently, the panel asks the university to ensure that a formal mechanism is in place to systematically monitor the actual workload of students and adjust ECTS credits awarded accordingly. This could be done, for example, by including a respective question in the course questionnaires used to evaluate the quality of teaching and learning at the end of each semester.

The experts note that ECTS points must be calculated separately for each course. This is necessary because each course's time students need for self-study is different. The experts state that UIN Sunan Kalijaga should follow the ECTS Users' Guide to determine the student's total workload. As described in the ECTS Users' Guide, the estimation of students' workload should include all learning activities, including lectures, seminars, projects, practical work, self-study and examinations.

The experts also paid particular attention to the 'Final Project,' allocated 2 CP (3 ECTS) in the Bachelor's degree programme in Chemistry and 4 CP (6 ECTS) in the Bachelor's degree programme in Biology, both in the 8th semester. During the discussion with the programme coordinators, the experts remarked upon the need to align the final project phase with international standards regarding the number of credits allocated. Another concern raised was the extent to which the project modules are coherent with the final thesis.

The program coordinators explained that research activities in both programmes begin in the fourth semester with the courses "Research Methodology" for Chemistry and "Methods and Writing Scientific Papers" for Biology. After this point, students engage in a structured process leading to their final project. The coordinators also mentioned that many students in Chemistry and Biology conduct research in either internal or external laboratories during their internship in the seventh semester.

The experts appreciate this explanation but emphasise that the thesis/final project needs to be a coherent scientific project work, including the acquisition of own data (rather than just a review or similar). In their view, it should comprise a minimum of 10 ECTS, and any practical course in a group within the curriculum would not be considered as part of the thesis.

UIN Sunan Kalijaga provides key performance indicator data showing that the average time to complete studies is 3.9 years for the Chemistry programme and 4.4 years for the Biology programme. During the discussion with the programme coordinators, the experts inquired

why the Biology programme has an average study length exceeding four years and what measures are being taken to accelerate graduation time. The coordinators explained that some students struggle to achieve the expected results while working on their thesis. The Biology programme has implemented remedial actions to promote on-time graduation, such as hosting thesis clinics and encouraging students to develop their research outlines earlier in the process. This strategy has recently been put into effect and has produced positive results. The coordinators also clarified that an average graduation time of 4.4 years is still within government standards, which accept an average timeframe of 3.5 to 5 years for completion.

Dropout data is presented in the table below.

Table 1: Performance Summary
Source: Appendix to the Self-assessment report, UIN Sunan Kalijaga

Cohort	Chemistry					Biology				
	Total	Passed	Withdrawn	Failed	Active	Total	Passed	Withdrawn	Failed	Active
2014	44	39	4	1	0	40	36	4	0	0
2015	50	38	10	2	0	50	42	8	0	0
2016	50	41	7	2	0	78	69	8	1	0
2017	51	47	3	1	0	51	44	6	1	0
2018	52	44	5	0	3	56	39	7	0	10

Based on the data, the average success rate is 85% for the Chemistry programme and 84% for the Biology programme. This indicates that students are able to complete the programmes, with most persisting to graduation.

All in all, the experts confirm that both programmes have a high but manageable workload. In response to a survey applied to the students during the audit, 100% indicated that their studies leave them with enough free time for hobbies, friends and family.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Related SOPs
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In the Self-Assessment Report, UIN Sunan Kalijaga records that appropriate didactical instruments and methods are implemented for the Bachelor's programmes under review. The variations in learning methods and tools are adjusted to the level of knowledge, skills, and competences set in each course. Learning methods are listed in the Semester Learning Plan (RPS), which serves as a roadmap for both lecturers and students during the learning process.

The university e-learning system (<https://daring.uin-suka.ac.id/>) supports blended learning activities and facilitates access to attendance records, learning materials, assignments and exams.

The university's approach to learning is student-centred and involves teaching methods that prioritise the student's involvement in the learning process in alignment with guidelines from the Minister of Education and Culture. The MBKM policy has been integrated into the Bachelor's curricula to give students more flexibility in achieving their goals. With MBKM, students can learn from different institutions and communities.

Moreover, the Faculty of Science and Technology exposes its students to relevant external parties through initiatives such as inviting guest lecturers, promoting student exchanges, competitions and internships, and establishing partnerships with international institutions.

According to the Self-Assessment Report, the diverse teaching methods employed within each programme include but are not limited to lectures and presentations, alongside case-based and project-based learning. The module handbooks state the teaching methods applied in each learning unit, providing instructions for laboratory work, learning resources, and the learning plan and assessment. The medium of instruction is predominantly Bahasa Indonesia, although certain courses incorporate English.

The programmes have courses on research methodology, which guide students in developing, writing, and publishing papers and theses.

During the discussions with students, the experts learned that they were generally satisfied with the quality of teaching and learning in the programmes under review.

The expert group considers the range of teaching methods and instruments suitable to support the students in achieving the Programme Learning Outcomes. They confirm that the study concepts of the programmes under review comprise a variety of teaching and learning forms as well as practical parts adapted to the respective subject culture. Finally, they attest that the imparting of academic research skills is sufficiently ensured.

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

The experts thank UIN Sunan Kalijaga Yogyakarta for the provided statements and additional documentation concerning criterion 1.

ASIIN (1.3) Computational aspects of Chemistry/Biology – Both programmes

The university states that a revision has been made to the 2024 curriculum for Chemistry, to designate the Computational Chemistry course as compulsory for semester 5. Additionally, the 2024 Biology curriculum has integrated Computational Biology and Data Science into the Bioinformatics course, which has also become a compulsory subject in the 4th semester. The experts appreciate these improvements and have no further comments.

(ASIIN 1.3) Regulatory aspects in the curriculum – Both programmes.

The university has provided evidence showing that the curriculum addresses general regulatory aspects related to biology and chemistry. The experts reviewed the information and found it satisfactory.

(ASIIN 1.3) Students and teaching staff's English proficiency – Both programmes

The experts acknowledge the various initiatives implemented to enhance English proficiency, such as free English and TOEFL preparation courses. Teaching staff have access to free general English courses throughout the academic year. The Faculty of Science and Technology also launched an initiative to promote English usage among students. However, the experts believe that major changes and effects require continued support, so they continue to recommend ongoing efforts in this area.

(ASIIN 1.3) Elective courses – Both programmes

The experts appreciate the explanation of how the Chemistry study programme includes a Cosmetic Chemistry course as an elective, and how the Biology study programme incorporates Soil Biology through existing courses such as Agricultural Microbiology and Biogeography. However, they recommend that the range of elective courses be expanded, not only in relation to these two examples, but also to cover other relevant subject areas.

(ASIIN 1.3) Student mobility – Both programmes

The experts appreciate the current efforts to promote internationalisation. Recent collaborations include a visit from Yangzhou University, China, and partnerships with a research centre in Bremen, Germany. The university has focused on international engagement through programs like KISMA for student mobility and the MORA international scholarship for students. It offers two scholarships for international students:

the full Rector Scholarship and the partial Sunan Kalijaga Global Scholarship. Additionally, there are initiatives for mobility, research, and publications, including collaborations under Erasmus+. The experts support these efforts but emphasise that continued commitment is needed to achieve significant progress.

(ASIIN 1.4) Admission policy – Both programmes

The university provides documentation that details the specific admission procedures for students with disabilities. Prospective students with disabilities, including those with colour blindness, can apply through all admission pathways at UIN Sunan Kalijaga. Additionally, there are guidelines in place to assist these students from registration and pre-lecture support to lectures and exam assistance. Based on this information, the experts have no further comments.

(ASIIN 1.5) Workload monitoring – Both programmes

Addressed under Criterion 5.

(ASIIN 1.5) Thesis/Final project as a cohesive scientific work – Both programmes

The university has revised the 2024 Chemistry curriculum by consolidating the previously distributed final project courses into a single 8-credit (12 ECTS) course offered in the 8th semester. Similarly, the 2024 Biology curriculum allocates 8 credits (12 ECTS) for the thesis in the final semester. The experts are satisfied with these improvements and have no further comments.

Considering the above-mentioned points, the experts regard this criterion as fulfilled.

2. Exams: System, concept and organisation

Evidence:

- Self-Assessment Reports
- Module descriptions
- Academic Guideline
- Academic calendar
- Samples of student's work (projects, exams and thesis)
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Forms of Examinations and Exam Schedule

The Chemistry and Biology study programmes use formative and summative assessments to evaluate the achievement of the programme learning outcomes and course learning outcomes. The evaluation of educational activities is based on three domains: Attitude, Knowledge, and Skills:

1. Assessment in the Attitude domain involves observation, self-assessment, peer assessment, and evaluation of personal attributes like faith, character, confidence, discipline, and responsibility.
2. In the Knowledge domain, assessment is conducted through written tests and oral exams, both directly (face-to-face interactions) and indirectly (written papers).
3. For the Skill domain, assessment is performed through practical evaluations, simulations, fieldwork, and presentations.

The Semester Learning Plan (RPS) specifies the course's Programme Learning Outcomes (CLO) and identifies the types of examinations used to assess the achievement of these objectives. During the first class, students and the lecturer agree on a written record that includes key items such as attendance, course content, assessment methods, and the evaluation system.

According to the academic calendar, each semester consists of 16 weeks, which include 14 weeks designated for regular lectures and two weeks allocated for examination periods. The first half of the module is evaluated through the midterm exam, while the final half is evaluated on the final exam at the end of the semester.

The experts confirm that both programmes use various forms of examination, which are competence-oriented. These examinations are suitable for verifying the achievement of the programme learning outcomes.

Grading and Graduation Requirements

The final grade of each module is a combination of the scores of the individual types of assessment. The exam grade is presented in an absolute numeric value with a range of 0-100. The final grade of the course is given as a quality letter and quality score as follows:

Table 4: UIN Sunan Kalijaga Grading system
Source: Self-assessment report, UIN Sunan Kalijaga.

No.	Score	Point	No.	Score	Point
1	95-100	A	7	65-69.99	B/C
2	90-94.99	A-	8	60-64.99	C+
3	85-89.99	A/B	9	55-59.99	C
4	80-84.99	B+	10	50-54.99	C-
5	75-79.99	B	11	45-49.99	D
6	70-74.99	B-	12	<35	E

Students at the Bachelor's level pass if they obtain at least a C grade. Based on the regulation, for Bachelor's students to be eligible to take the final exam, they must have attended at least 75% of the face-to-face meetings held.

To graduate from the programmes, students must have completed the required 148-150 credits and scored a minimum GPA of 2.0 with the lowest grade of C. They are required to complete a thesis/final project work and hold certificates with a minimum score of 400 from the Language Development Centre and a minimum grade of B from the Information Technology and Database Centre of UIN Sunan Kalijaga. The maximum study period for undergraduate students is 14 semesters.

According to the academic guidelines, there is no follow-up evaluation unless a student is seriously ill, events of force majeure or bereavement. Mechanisms for the make-up examinations are determined by the lecturer in charge of the course with the approval of the Head of the Study Programme. Students who fail must retake the course in the subsequent academic year. When students have objections to their exam results, they have the chance to appeal within the period established in the academic calendar.

UIN Sunan Kalijaga has a policy on academic integrity in all student activities, including examinations and assignments. If a student engages in plagiarism, fraudulent behaviour or falsifying administrative and academic data, they will face sanctions that correspond to the severity of their actions. These may range from grade cancellation, suspension, or even dismissal from the university. To help prevent plagiarism, the university offers teachers and students access to anti-plagiarism software, which can be used to check for similarities in written work.

Thesis

In accordance with the academic guidelines, Bachelor's students are required to complete a research project as their final assignment before graduation. As discussed under [Criterion 1.5](#), this project starts with a course on research methodology during the fourth semester, which equips students with basic research knowledge. Students are then grouped based on interest and guided by the lecturers in selecting a research topic.

During the onsite visit, the teaching staff confirmed to the experts that in the Chemistry programme, the lecturers suggest the topics for the final thesis, and students select based on interest, ranking their choices first, second, and third. Once a topic is chosen, a thesis supervisor is assigned. Similarly, in the Biology programme, students select a topic of interest during the research methodology course, and this topic is carried through for their thesis.

A final project conducted outside the institution involves guidance from supervisors within the programme and external institutions.

Each student assigned a thesis supervisor must complete four sequential steps: drafting a thesis proposal, defending the proposal, writing the thesis, and attending an oral thesis defence. The experts acknowledge this process but emphasise that the university should ensure the thesis/final project is visible as a cohesive scientific work, and that the total number of credits accurately reflects the workload required from the students.

In their appreciation of this criterion, the experts come to the following conclusions:

The expert group finds that appropriate university-wide and programme-specific rules and procedures govern the examination systems. These rules and procedures are adequately communicated and transparently published. 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 programmes.

In response to a survey applied to the students during the audit, 100% indicated satisfaction with the organisation of exams. The students confirmed that they were aware of all necessary information regarding examination schedules, forms, and grading rules. They reported that they are provided with sufficient time to prepare for exams and are given the opportunity to complain about their grades due to dissatisfaction.

Additionally, students expressed appreciation for the approachability of lecturers, allowing them to meet and clarify class material. However, they also indicated a desire for direct feedback on online exams to better understand specific areas for improvement. The experts recommend that the Bachelor's programmes mandate that lecturers provide constructive feedback for online exams to support student learning.

Lecturers in the discussion report that a variety of exam forms are used to check the attainment of the respective learning outcomes, including a mix of oral and written exams. The experts acknowledge that forms and assessment rubrics to assess the quality of the student's work are available for the programmes.

The expert group also examined a selection of final theses and determined that they were of an appropriate academic level.

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

The experts thank UIN Sunan Kalijaga Yogyakarta for the provided statements and additional documentation concerning criterion 2.

(ASIIN 2) Thesis/Final project as a cohesive scientific work – Both programmes

Addressed under Criterion 1.5

(ASIIN 2) Feedback on online assessments – Both programmes

The experts acknowledge the example provided about how students in the Biology and Chemistry programmes receive feedback during online assessments. However, based on student feedback received during the audit, the experts believe that this process could be further improved and should be considered for evaluation during reaccreditation.

Considering the above-mentioned points, the experts regard this criterion as fulfilled.

3. Resources

Criterion 3.1 Staff and Staff Development
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Evidence:

- Self-Assessment Report
- Staff Handbook
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

At UIN Sunan Kalijaga, the staff members have different academic positions. There are professors, associate professors, assistant professors, and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. For example, a full or associate professor needs to hold a doctoral degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research, and supervision depend on the academic position.

The Self-Assessment Report indicates that the Bachelor's degree programme in Chemistry has 14 academic staff members. Of these, 31% hold doctoral degrees, while the remainder hold Master's degrees. In the Bachelor's degree programme in Biology, there are 20 academic staff members, with 30% holding doctoral degrees and the rest holding Master's degrees.

The composition of the teaching staff in both undergraduate programmes according to their academic position is shown in the following table:

Table 5: Number and qualifications teaching staff
Source: Self-assessment report, UIN Sunan Kalijaga.

Position	Chemistry			Biology		
	Doctor(PhD)	Master	Total (%)	Doctor(PhD)	Master	%
Professor	1	0	1 (7%)	1	0	1 (5%)
Assoc.Prof	2	1	3 (21%)	0	0	0 (0%)
Assist. Prof.	1	7	8 (57%)	5	6	11 (55%)
Lecturer	0	2	2 (14%)	0	8	8 (40%)

The ratio between the number of academic staff members and students is 1:24 in the Bachelor's degree programme Chemistry, and 1:17 in the Bachelor's degree programme Biology. This ratio fulfils the national requirements in Indonesia for higher education as described in the regulation of the Ministry of Education and Culture and Research Technology No 105/M/V1/2015, which states 1:30 as the ideal ratio for exact sciences.

In addition to academic staff, the Faculty of Science and Technology employs non-academic personnel, including administrative staff, librarians and laboratory technicians. The role of laboratory technicians is to assist lecturers in carrying out practical activities and helping to prepare research experiments (starting from laboratory setup, materials preparation, equipment use, and maintenance).

Details of the academic qualifications of the teaching staff are accessible via the programme websites. All full-time members of the teaching staff are required to be involved in the so-called Tri Dharma activities: teaching/advising, research, and community service.

The experts noted that 10 out of 14 teaching staff members in Chemistry and 14 out of 20 in Biology hold a Master's degree as their highest academic qualification, raising inquiries about strategies to increase the number PhD holders and the university's plans in this area. The representatives from the Rector's office emphasised that the university actively encourages its teaching staff to pursue PhD-level qualifications. This support includes opportunities for government-funded scholarships, including those provided by the Ministry of Religious Affairs. The university's ambition is to foster an environment that motivates faculty members to further their academic studies.

The experts acknowledge the university's efforts to increase the number of teaching staff members with a PhD degree. The experts support these initiatives but recommend that the Faculty of Science and Technology continue to expand its teaching staff with PhD holders, particularly if one of the strategic goals is to achieve international recognition. According to international standards, all teaching staff members should possess a doctoral degree.

Additionally, the experts pointed out the limited number of full professors within each programme, with only one full professor in both Chemistry and Biology. The representatives from the Rector's office clarified that the Faculty of Science and Technology is the youngest faculty at the university. To address the need for more professors, the university has implemented an "acceleration programme" designed to support associate professors on their way to reaching full professorship. However, there are specific requirements that must be met to achieve professorship, so the respective workshops concentrate on advising teachers on writing and submitting scientific paper for publication to international journals.

During the audit, the experts also inquired about the teaching load of the staff and whether sufficient opportunities exist for research activities. They learned that the average teaching load is approximately 12 hours per week, with a total workload ranging from 12 to 16 credits; the national maximum allowable is 16 credits. One credit is equivalent to 170 minutes of work per week, which includes about one hour of contact time. The amount of time staff members actually dedicate to research varies depending on their academic position.

Furthermore, the experts learned that teaching staff members are assessed based on their performance through a Lecturer Performance Index. If this index indicates unsatisfactory performance, measures are taken, including discussions with the programme coordinators and potential impacts on the remuneration system, such as cuts to salaries. The feedback provided by students at the end of the semester serves as an important input for this index.

Overall, the audit team gained the impression that the teaching staff are satisfied with their working conditions in relation to the Tri Dharma activities. Staff members reported having a fair workload and appreciated that the university is supportive of the academic staff's needs.

Apart from the comment above, the experts attest that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes.

Staff Development

As described in the Self-Assessment Report, faculty members undergo training to enhance their professional development and teaching competencies, including workshops such as the Improvement of Novice Faculty Member Competencies (PKDP). UIN Sunan Kalijaga also offers pedagogical training through learning and teaching workshops organised by the Centre for Teaching Staff Development, with all programmes coordinated by the Quality Assurance Unit.

All faculty members are required to obtain teacher certification in accordance with Ministry of Research and Technology Regulation No. 146/M/KPT/2017, which is supervised by the Ministry of Religious Affairs. The certification process aims to assess faculty professionalism and eligibility, uphold the integrity of lecturers as key figures in higher education, optimise educational processes and outcomes, and contribute to national educational goals.

During the audit, the experts inquired whether the teaching staff had opportunities to spend time abroad and participate in international projects. They learned that UIN Sunan Kalijaga provides funding for attending international conferences. Additionally, teachers can receive financial support from the Ministry of Religious Affairs, which covers conference and publication fees, and accommodation and travel expenses.

Several members of the teaching staff shared their international experiences. One faculty member from the Biology department participated in an exchange programme in Thailand, which provided valuable exposure to international academic practices. In the Chemistry department, faculty members mentioned attending workshops in Malaysia and Thailand, as well as conducting research with partner institutions in Japan focused on global standards in halal practices.

Regarding the opportunities for personal development, the teaching staff expressed satisfaction with the internal qualification programme at UIN Sunan Kalijaga. They appreciate the chance to enhance their teaching skills and to spend time abroad attending conferences, workshops, or seminars.

Several lines of evidence suggest that UIN Sunan Kalijaga provides adequate support mechanisms and opportunities for teaching staff who wish to enhance their professional and teaching skills. The experts commend the teaching staff for their strong motivation and recognize the university's dedication to recognising and fostering teaching excellence. **However, as highlighted under Criterion 1.3 and based on the feedback received, the experts believe there is potential for further improvement in the English proficiency of the teaching staff. This is particularly important if the university's strategy is to increase global competitiveness.**

Student Support

UIN Sunan Kalijaga offers a comprehensive advisory system for all undergraduate students. Every student is assigned to an academic advisor at the start of the first semester. Each academic advisor is a teaching staff member responsible for several students from their classes. The student's first port of call for advice or support on academic or personal matters is the academic advisor.

The role of the academic advisor is to help the students with the orientation process during the first semesters, the introduction to academic life and the university's community, and to respond promptly to any questions. They also offer general academic advice, make suggestions regarding relevant careers and skills development and help if there are problems with other teaching staff members. During the audit, the students confirmed to the experts that they all have an academic advisor they can approach if guidance is needed.

The students emphasised that teaching staff are approachable and maintain a positive relationship with them. According to a survey conducted during the audit, 100% of students reported feeling comfortable approaching lecturers outside of the classroom, and 100% stated that the lecturers are open to questions and feedback. The students believe that teaching staff value their opinions and suggestions, and changes are made when necessary.

Students prepare their theses work with one or more supervisors, chosen based on the topic of their final project. If a student conducts their final project outside of UIN Sunan Kalijaga, they may have an external supervisor. The primary role of a final project supervisor is to guide students in completing their research and final project report.

Together with a Learning Management System, students have access to a Student Information System (called SIA). These digital platforms provide them with their profiles, including student history, study plan, academic transcript, grade point average (GPA), lecturer evaluation, and course lists.

There are several student organisations at UIN Sunan Kalijaga. These include student activity clubs, which are divided into arts, sports, religious and other non-curricular activities.

The experts commend the good and trustworthy relationship between the students and the teaching staff; there are enough resources available to provide individual assistance, advice and support for all students. 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

Criterion 3.2 Funds and equipment
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Evidence:

- Self-Assessment Reports
- Visitation of the facilities
- Discussions during the audit

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

UIN Sunan Kalijaga allocates basic funding for its undergraduate programmes based on several factors, including the number of students, faculty income, accreditation achievements, and the budget realisation from the previous year. Sources of funding include the Indonesian Government, which provides financial support through the State Revenue (APBN) for salaries of all employees and State University Operational Assistance (BOPTN) for operational expenses. Another important source of funding is the income from student tuition fees (PNBP) and State-Owned Assets (BMN), which includes income from the university's assets such as the clubhouse, the university hotel and meeting room rentals.

The annual budget for the Faculty of Science and Technology is established at the university level. Each year, the university management requests that the different faculties prepare a budget for the upcoming period. The budget planning is discussed during a faculty meeting attended by the head of the study program, the faculty dean and the planning team. Following this discussion, the budget is allocated to cover the operational needs of the faculty and its study programmes.

Additional funds for research activities can be provided by UIN Sunan Kalijaga or the Indonesian government (Bantuan Pendanaan Perguruan Tinggi Nasional, BPPTN). Members of the teaching staff also have the opportunity to apply for research funds through the Directorate General of Higher Education (DIKTI).

The budget allocated to the Faculty of Science and Technology supports the execution of study programmes and various specific activities. These activities include student exchange programmes, financial assistance for research, and participation in international conferences. During the audit, academic staff members highlighted that both undergraduate programmes under review receive adequate funding for their teaching and learning activities.

As mentioned under Criterion 1.3 in relation to the strategy for internationalisation, UIN Sunan Kalijaga's management discussed the recent budget cuts from the government and the strategies the university is implementing to address this challenge. The university is actively exploring third-party funding sources. For example, funding from industry is still very limited, and the university wants to increase that share. The experts support this approach and encourage the university to seek additional funding from both domestic and international sources, including partnerships and collaborative projects with third parties.

Infrastructure and technical equipment

Learning facilities and infrastructure for the chemistry and biology programmes include laboratories, lecture halls, lecturer rooms, administration rooms, library and literacy room, discussion rooms, e-learning and multimedia rooms.

During the audit, the expert group visited the listed facilities in order to evaluate whether the programmes under review are committed to supporting both practical work and research, with well-equipped facilities designed for extensive laboratory and field activities:

1. Chemistry laboratories
2. Biology laboratories
3. Library
4. Disability Service Centre
5. Faculty and programme rooms

The Bachelor's degree programme in Chemistry offers a range of laboratory facilities to support practical learning in line with the curriculum. The Integrated Chemistry Laboratory serves as the central hub where students conduct various experiments. The Physical and Organic Chemistry Laboratory focuses on synthesising and characterising organic materials while performing physical tests to evaluate material properties. The Biochemistry Laboratory is dedicated to biochemical studies, including food analysis and the investigation of secondary metabolites for potential medicinal applications. The Analytical and Inorganic Laboratory specialises in analysing inorganic materials, such as metals, as well as other relevant substances. Lastly, the Instrument Chemistry Laboratory is equipped for both qualitative and quantitative analysis, enabling tests to assess the characteristics of synthesised materials.

The Bachelor's degree programme in Biology is equipped with several laboratories designed to support practical activities. The Integrated Biology Laboratory offers introductory courses that cover general laboratory procedures, including topics such as Biology Assistance, Microtechnique, Critical Points of Materials and Resources, and Learning Media as part of the basic curriculum. The Embryology Laboratory is used for practical work and plant tissue culture research. Other specialised laboratories include the Microbiology, Genetics, Ecology, and Zoology Laboratories, which are prioritised for practical work, research, and development. Additionally, the Plant Physiology Laboratory is an important facility supporting educational, research, and community service activities.

After visiting the laboratory facilities, the experts noted that while safety protocols are well taught and instructed, there is still room for improvement to meet international safety standards. The experts point out that the basic personal protective equipment that

needs to be available to all those working in laboratories includes safety goggles, laboratory coats, and hand gloves. Safety goggles should always be worn. Furthermore, all chemicals should be clearly labelled with safety and hazard stickers. In one laboratory, they observed a gas bottle left standing unsecured, which poses a serious hazard. This bottle should be properly secured to the wall with a chain.

The experts got the impression that the most important equipment to provide training in basic Chemistry and Biology is around and that the room capacities may suffice for the number of presence hours currently offered. However, to really enable students to perform hands-on work and not mainly demonstration of tools and procedures, a higher amount of equipment as well as extended room capacities would be necessary. As a conclusion, the experts expect that UIN Sunan Kalijaga provides a concept on how to increase the laboratory capacity for both regular courses and final project work for the biology and chemistry programmes.

Furthermore, the experts received feedback that the laboratories operate within limited hours, preventing final-year students from accessing the facilities to conduct their research. In supporting this wish, an important recommendation is to prolong the operational hours of the laboratories to better accommodate the needs of students who are working on research projects.

The central library offers services to UIN Sunan Kalijaga faculty members, administrative staff, and students. Operating hours are from 8:00 am to 4:00 pm from Monday to Thursday, and 9:00 am to 4:30 pm on Fridays, with continuous access to online resources. The services encompass lending physical and e-books, as well as access to scientific databases. The students appreciate the library's online system, which provides them with 24/7 access to bibliographical resources. **However, they would like to have improved access to internationally recognised journals (e.g., those covering topics such as analytical chemistry). The experts fully support this suggestion.**

The experts also visited the Disability Service Centre, a dedicated unit that supports students with disabilities. In addition to providing services, this centre serves as a study facility that conducts academic research on various disability-related issues, such as disability and Islam, inclusive education, access to employment, and policy studies related to disability rights, among others. The experts commend the university for offering specialised facilities for students with disabilities.

Furthermore, UIN Sunan Kalijaga has a Centre for Entrepreneurship and Career Development that offers student consultations on career preparation, announces job vacancies, organises job fairs, and offers courses to develop soft skills. Finally, there are

several supporting facilities such as Mosque, University Hospital, Student Dormitory, Cafeteria, Sport Facilities, and Language Centre.

In summary, the expert group judges the available funds, the technical equipment, and the infrastructure (laboratories, library, seminar rooms etc.) to comply – besides the mentioned restrictions – with the requirements for adequately sustaining the degree programmes.

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

The experts thank UIN Sunan Kalijaga Yogyakarta for the provided statements and additional documentation concerning criterion 3.

(ASIIN 3.1) Staff qualifications – Both programmes

The university emphasises several measures to support lecturers in pursuing doctoral studies, including granting study leave, providing access to laboratory facilities, and scholarship programmes. Additionally, the Faculty maps, monitors, and evaluates the lecturers' career development. While the experts acknowledge and appreciate these initiatives, they recommend that ongoing efforts be made in this area and that these measures should be reviewed during the reaccreditation process.

(ASIIN 3.1) Students and teaching staff's English proficiency – Both programmes

Addressed under Criterion 1.3.

(ASIIN 3.2) Funding sources – Both programmes

The university recognises its current limitations concerning industry funding and is dedicated to addressing this issue. As part of its strategic plan for 2025-2029, the university outlines its strategy to strengthen relationships with industry partners and explore both national and international funding opportunities. Since the results of these strategies are expected to materialise in the future, the experts recommend ongoing efforts in this area, which can be reassessed during the reaccreditation process.

(ASIIN 3.2) Safety standards – Both programmes

The university has provided evidence of improvement measures implemented to meet international safety standards. These measures include the reinforcement of the provision of personal protective equipment, use of safety goggles, chemical labelling, and securing of gas cylinders. The experts are satisfied with these improvements and see no need to issue further requirements in this area.

(ASIIN 3.2) Basic equipment in teaching laboratories and laboratory capacity– Both programmes

The university acknowledges the experts' observations regarding the condition of the laboratory facilities. In response, it proposes several initiatives, including an annual budget for laboratory equipment procurement and maintenance, a laboratory development roadmap, equipment revitalisation, and a broader campus development plan. As the outcomes of these efforts are expected in the future, the experts recommend that this aspect be revisited during the reaccreditation process. The concept on how to increase the laboratory capacity for both regular courses and final project work for the Biology and Chemistry programmes should be presented in English.

(ASIIN 3.2) Operational hours of the laboratories – Both programmes

The university recognises that current operational hours may not fully meet the needs of final-year students engaged in intensive research projects. To address this, it is implementing several measures, including assessing current laboratory usage, extending operational hours, and developing policies for after-hours lab use, including safety procedures and emergency protocols. As the outcomes of these measures are expected in the future, the experts continue to recommend improvements, which will be reassessed during reaccreditation.

(ASIIN 3.2) Access to internationally recognised journals – Both programmes

The university's library subscribes to several international journals accessible to the academic community. A list of these journals, including those related to analytical chemistry, has been provided. The experts commend the university's efforts and recommend ongoing initiatives to further enhance the library's collection of internationally recognised journals.

Considering the above-mentioned points, the experts regard this criterion as fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module descriptions
- Bachelor of Chemistry website: <https://kimia.uin-suka.ac.id/en>

- Bachelor of Biology website: <https://biologi.uin-suka.ac.id/en>

Preliminary assessment and analysis of the experts:

The students, like all other stakeholders, have access to the module descriptions via the programme websites.

After studying the module descriptions of the Bachelor's degree programmes under review, the experts confirm that they include the necessary information about the persons responsible for each module, the teaching methods and workload, and the awarded credit points. They also noted that the descriptions outline the intended learning outcomes, content, applicability, admission and examination requirements, and forms of assessment. Additionally, details explaining how the final grade is calculated are provided.

However, the experts note that the literature references in the module descriptions require updating to reflect the most current and relevant sources. Additionally, while the workload and awarded credit points are indicated according to the Indonesian credit system, the module descriptions must also include the corresponding credit load in ECTS units. This adjustment is important to facilitate international comparability.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Diploma Certificate
- Sample Transcript of Records
- Sample Diploma Supplement

Preliminary assessment and analysis of the experts:

According to the information provided in the Self-Assessment Report, students receive upon graduation a Diploma Certificate, a Transcript of Records and a Diploma Supplement. The ASIIN experts are provided with samples of these documents.

The Diploma Certificate provides details about the student's academic profile and the degree conferred, including the graduation date. It is signed by the Rector and Dean of the Faculty of Science and Technology.

The Transcript of Records lists all the courses a graduate has completed, the achieved credits, grades, cumulative GPA, and the thesis title.

The Diploma Supplement (SKPI) is an official statement letter issued by the Faculty of Science and Technology. It contains information about the degree programme, including Programme Learning Outcomes, acquired soft skills and student achievement in academic, co-curricular, extracurricular, or non-formal education. It also provides information about the Indonesian higher education system.

However, the experts observe that this document does not include information of the student's GPA relative to the cohort. They believe that in order to ensure fair transfer and recognition of grades of mobile students, it would be essential to include the GPA distribution of graduates in the Diploma Supplement.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpages

Preliminary assessment and analysis of the experts:

The experts confirm that the rights and duties of both UIN Sunan Kalijaga and the students are clearly defined and binding. All rules and regulations are published on the university's website, and the students receive the course material at the beginning of each semester.

As mentioned under Criterion 1.4, the experts discussed the admission of students with disabilities, particularly those with colour-blindness, as this is a known issue in Indonesia. The university stressed that it follows a general non-discrimination policy, stating that students with disabilities are eligible for admission into the programmes. However, no applicants with colour blindness have been admitted to the Chemistry and Biology programmes to date. The experts recommend revising the admission regulations to ensure they are not restrictive and promote inclusivity.

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

The experts thank UIN Sunan Kalijaga Yogyakarta for the provided statements and additional documentation concerning criterion 4.

(ASIIN 4.1) Revision of module descriptions – Both programmes

The experts confirm that both programmes have updated the references used in the module handbooks and added ECTS information. They have no additional comments in this regard.

(ASIIN 4.2) Student's GPA relative to the cohort – Both programmes

In accordance with government regulations, the university issues three documents upon graduation: the diploma, academic transcript, and SKPI (Diploma Supplement Certificate). GPA summaries for each graduating cohort are documented in the Graduation Book for Bachelor's, Master's, and Doctoral programmes for each graduation period. Based on this additional information, the experts have no further comments in this regard.

(ASIIN 4.3) Admission regulation – Both programmes

Addressed under Criterion 1.4.

Considering the above-mentioned points, the experts regard this criterion as fulfilled.

5. Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- University's website: uin-suka.ac.id
- Quality Assurance Unit website: <https://lpm.uin-suka.ac.id/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

At UIN Sunan Kalijaga, the University Senate serves as the highest authority for academic decision-making and the development of institutional policies. The Dean leads the Faculty of Science and Technology and is responsible for overseeing all teaching and learning activities within the faculty. Additionally, each degree programme is managed by a Head of Study Programme, who is responsible for implementing all educational activities specific to that programme.

UIN Sunan Kalijaga quality management system has been institutionalised in compliance with government regulations. This system incorporates elements and mechanisms of both internal (SPMI) and external (SPME) quality assurance. SPMI involves all activities aimed at enhancing the quality of teaching and learning within the university. Whereas, SPME is concerned with both national and international accreditations. In Indonesia, every degree

programme and every higher education institution must be accredited by the National Accreditation Board of Higher Education (BAN-PT).

Dedicated quality assurance teams exist at the university (Quality Assurance Unit - LPM), faculty (Faculty Quality System), and programme (Study Program Quality System) levels. Internal quality assessment tools for the study programmes include surveys of students, alumni, employers and staff.

During the audit, the students confirmed that they provide feedback on the courses through an online questionnaire each semester. Students assess various aspects of the learning experience based on the SERVQUAL model, which includes the dimensions of reliability, responsiveness, empathy, assurance and tangibles. The data generated from students' feedback is then analysed by LPM for follow-up actions by the study programmes.

The students indicated that providing feedback on their classes is mandatory in order to access their scores on the university's digital platform. The experts acknowledge the university's efforts to gather students' perceptions. However, as highlighted in Criterion 1.3, it was unclear to them whether a regular survey regarding students' workload in each course has been properly institutionalised.

The aggregate results of the course questionnaires for each programme are available on the LPM webpage (<https://lpm.uin-suka.ac.id/>). However, the experts emphasise the importance of closing the feedback loop by directly informing the students about the results of the course questionnaires in every course. This way, students can get first-hand information on any issues and on the measures planned to improve the situation.

During the discussion with the experts, both alumni and employers confirmed that UIN Sunan Kalijaga regularly collects their feedback through surveys or meetings held at the faculty. Alumni from both programmes mentioned the use of an online form to gather their opinions about the study programmes. They emphasised that their feedback often leads to changes in the curriculum. Additionally, there are WhatsApp groups for direct communication with graduates and alumni associations, which organise events such as alumni talks and facilitate experience sharing with current students. The experts commend the university for fostering strong interaction with its alumni.

As described in the Self-Assessment Report, the Centre for Entrepreneurship and Career Development conducts tracer studies at the university level. These annual graduate tracking activities utilise a web-based system. The results of the tracer studies are analysed and published through the library repository. The study programmes use this information to evaluate and develop their curricula and teaching methods and strengthen collaborations with industry.

During the audit, the experts asked students whether they are involved in decisions that affect their programmes. The students explained that there is a student organisation at the faculty level. Student representatives collect feedback from students to present in faculty forums. They also mentioned the existence of another student organisation called SEMA, a university-level student legislative institution, which gathers and channels student aspirations and concerns to the higher levels of the university. Overall, the students feel like their voice is heard.

In summary, the expert group confirms that the quality management system is suitable to identify weaknesses and to improve the degree programmes. All stakeholders are involved in the process.

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

The experts thank UIN Sunan Kalijaga Yogyakarta for the provided statements and additional documentation concerning criterion 5.

(ASIIN 5) Workload monitoring – Both programmes

Upon reviewing the provided links, the experts confirm that the university has implemented a formal mechanism to systematically monitor students' actual workload. A specific question about workload has been included in the end-of-semester questionnaire used to evaluate the quality of teaching and learning. This data is reviewed and used to make necessary adjustments, including the allocation of ECTS credits.

(ASIIN 5) Feedback loop – Both programmes

The experts appreciate the university's recognition of the importance of closing the feedback loop. To support this, the university has coordinated with the Information Technology Centre to systematically inform students about the results of course evaluations, including identified issues and planned improvements. The experts are satisfied with these measures and have no further comments on the matter.

Considering the above-mentioned points, the experts regard this criterion as fulfilled.

D Additional Documents

Before preparing their final assessment, the panel ask 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:

None.

E Comment of the Higher Education Institution (18.04.2025)

The institution provided the following additional information [links have been deactivated]:

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
1 (p.13)	...to ensure that the computational aspects in Chemistry/Biology, including data science, are adequately addressed and incorporated into the curricula	Chemistry and Biology	<u>Bachelor of Chemistry</u> Computational Chemistry is an elective course for semester 6 with two credits (3 ECTS) in the 2020 Chemistry Study Program curriculum (assessed during an on-site visit). Based on input from ASIIN experts, we revised the 2024 Chemistry Study Program curriculum by changing the status of the Computational Chemistry (Kimia Komputasi) course to a compulsory course for semester 5; the number of credits/ECTS remains the same (check the curriculum document page 20). Link to the 2024 Chemistry Study Program curriculum document: [LINK] The 2024 Chemistry Study Program curriculum map: [LINK]

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			<u>Bachelor of Biology</u> In the previous Biology curriculum (2020), computational biology and data science were offered in bioinformatics courses (5th semester) and computational biology courses (6th semester). These courses are elective courses. However, in the 2024 curriculum, the study of Computational Biology and Data Science has been incorporated into the Bioinformatics course, which is now a compulsory subject in the 4th semester, ensuring that students develop essential computational and analytical skills as outlined in the attached Bioinformatics module [LINK] Link to the 2024 Biology Study Program curriculum document: [LINK] (page 59). The 2024 Biology Study Program curriculum map: [LINK]
2 (p.13)	students should be informed about additional legal aspects (e.g., genetic modification), as these are relevant to their	Chemistry and Biology	<u>Bachelor of Chemistry</u> The Indonesian Chemical Society regulates ethical regulations related to the chemistry study program, including ethics in research, waste management, and scientific publications. Ethics in chemical research and

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
	programmes. It is recommended that the university ensure the integration of general regulatory aspects related to Biology/Chemistry within the curriculum		industry include ethics in chemical management, laboratory/work safety, and the use of test animals. Ethical regulations in chemical scientific publications include ethics of scientific integrity, the use of sources, and data transparency. These regulations are delivered in several courses, such as research methodology, waste management, green chemistry, the halal chemical industry, and biotechnology.module link: Research Methodology : [LINK] Waste management : [LINK] Green chemistry : [LINK] Halal chemical industry : [LINK] Biotechnology : [LINK] <u>Bachelor of Biology</u>

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			The current curriculum in Biology (2024) already includes several courses that address regulatory and ethical issues. These courses cover topics such as biosafety, bioethics, and the legal frameworks governing genetic technologies. Specifically, courses like Biotechnology, Plant Biotechnology, and Bioethics incorporate discussions on these aspects. For example, in the Bioethics module (as attached in this link [LINK]), lecturers provide students with key legal frameworks governing genetic modification, including Government Regulation No. 21 of 2005 on Biosafety of Genetically Engineered Products and Indonesia's National Agency of Drug and Food Control (BPOM) Regulation No. 19 of 2024 on the Supervision of Genetically Engineered Food Products. ----- In response to the needs of students and society regarding ethical regulations for the Chemistry and Biology study programs, the university has established regulations as stated in Rector's Decree No. 63 [LINK] The draft for ethical clearance submission concerning research aspects has been prepared since 2024. [LINK] The university has established a Standard Operating Procedure (SOP) for curriculum development, one of its objectives being to ensure the curriculum aligns with the evolving needs of students and society. [LINK] (page 37).

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
3 (p.14)	...opportunity for the university to further enhance the English proficiency of both students and teaching staff		In alignment with our strategic plan (2020–2024), several initiatives have been undertaken to support this objective. These include: The Language Development Center offers free English and Arabic courses for first-year students, conducted during the first and second semesters. In addition, the Center provides free TOEFL preparation courses for students in their fifth semester. Teaching staff are also offered free general English courses, which are conducted regularly throughout the academic semesters. Evidence of the English language courses provided for teaching staff can be found at the following link: sertifikat Bahasa Inggris Enhancing English language proficiency is one of the strategic objectives outlined in the 2020–2024 Strategic Plan of the Faculty of Science and Technology. This objective was implemented in 2024 by the Biology, Chemistry, and Mathematics study programs. Supporting documentation, including the strategic plan (pages 17–18) and related activity records, is available at the following link: Renstra FST 2020-2024 Moreover, to further enhance students' English language proficiency, the Faculty of Science and Technology has established the ENGLISH OF SCIENCE AND TECHNOLOGY COMMUNITY (ESC) at the student organization/union level, with the objective of fostering and promoting the use of English

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			among student organizations in particular, and all students in general. The decree on the establishment of the student organization/union can be found in the uploaded document. Evidence of ESC activities is provided in the following link: ENGLISH OF SCIENCE AND TECHNOLOGY COMMUNITY (ESC)
4 (p.14)	the university could expand the number of elective courses available in both programmes, citing options like Cosmetic Chemistry and Soil Biology	Chemistry and Biology	<u>Bachelor of Biology:</u> While the Biology curriculum does not include a specific elective course titled <i>Soil Biology</i>, relevant topics are integrated into existing courses such as Agricultural Microbiology (Mikrobiologi Pertanian) and Biogeography (Biogeografi). The attached document provides detailed information on these modules [LINK]. This approach ensures that students develop a comprehensive understanding of soil biology within a broader scientific framework. The 2024 Biology Study Program curriculum map: [LINK] <u>Bachelor of Chemistry:</u> In the 2024 Chemistry Study Program curriculum, there is a cosmetic chemistry (kimia kosmetik) course as an elective course for semester 6

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			with a total of 2 credits (3 ECTS). The curriculum document is presented at the following link: [LINK] (page 21) The 2024 Chemistry Study Program curriculum map: [LINK]
5 (p.15)	increasing the effort to further internationalize UIN Sunan Kalijaga by offering more places in international exchange programmes and more scholarships		At the faculty level, the Faculty of Science and Technology did not reduce its budget for the internationalization of UIN Sunan Kalijaga by offering more places in international exchange programs and additional scholarships, despite budget cuts occurring in other allocations. This is because internationalization is a priority program at the faculty level. To expand the scope of internationalization, in 2024, the Faculty of Science and Technology hosted a visit from Yangzhou University, China, to initiate collaborations, including an exchange program. The news of the visit from Yangzhou University can be found on this page: [LINK] Additionally, the Faculty of Science and Technology is exploring academic collaborations with one of the research centers at the Constructor University in Bremen, Germany. The Memorandum of Agreement (MoA) has been uploaded here: [LINK]

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			At the university level, international engagement has become our priority in the last few decades. An international mobility programme such as KISMA (Kalijaga International Students Mobility Award) is an annual programme for student mobility which gives a great chance for our students to be involved in international engagement. [LINK] Besides the MORA international scholarship for inbound and outbound students, the university also has two schemes of scholarships for international students: the RectorScholarship (full coverage) and Sunan Kalijaga Global Scholarship (partial coverage). These scholarships provide a great opportunity for select ed international students to join UIN Sunan Kalijaga. [LINK] [LINK] Moreover, we have also several collaborative initiatives for mobility programmes, researches, conferences, joint publications and such as with Ka Luven under Erasmus+ for international students and staff mobility (outbound and inbound) [LINK]

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
6 (p.14)	noted that only three students from the Chemistry programme participated in international study mobility for one semester, while no Biology students participated.	Chemistry and Biology	There is an update on the international mobility program. Fadilla Nur Rahma, student from the Biology program, in 2024 participated in a one-semester exchange at Prince of Songkla University, Thailand. Detailed information about this program has been published on the official website of the Faculty of Science and Technology: [LINK]. Additionally, six Biology students and two Chemistry students participated in a short-term academic visit to universities in Malaysia, specifically Universiti Tun Hussein Onn Malaysia (UTHM) and Universiti Utara Malaysia (UUM). The report on these programs is available at the following link [LINK]
7 (p.16)	very useful for students to spend time abroad during their bachelor's studies to improve their English proficiency, get to know other educational systems, and enhance their job opportunities	Chemistry and Biology	UIN Sunan Kalijaga Yogyakarta under the coordination of Student Affairs and Cooperation and International Office (IO) held the Kalijaga International Student Mobility Award (KISMA). This program is attended by selected students from various faculties in UIN Sunan Kalijaga Yogyakarta in which the students are provided with the opportunity to visit various universities in several countries. In this activity, students are required to either present their research projects or conduct community services. This program aims to increase global insight, improve international capacity and experience, and international networking for students. Moreover, recently in February 2025, the Faculty of Science and Technology sent 3 students to participate in the ASEAN Student Mobility

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Programme, organized by Universiti Utara Malaysia (UUM). The news about this activity can be found at [LINK]. Since 2025, to improve our students English language proficiency, the Faculty of Science and Technology has established the ENGLISH OF SCIENCE AND TECHNOLOGY COMMUNITY (ESC) at the student organization/union level, with the objective of fostering and promoting the use of English among student organizations in particular, and all students in general. The decree on the establishment of the student
8 (p.18)	The experts commend this approach but note that the current admission regulations do not fully ensure inclusivity.		One of the core values of UIN Sunan Kalijaga is inclusivity, so prospective students with disabilities (including color blindness) can register through all admission pathways at UIN Sunan Kalijaga. <u>The policy about admission especially about disabilities is on page 15</u> from the Prosedur Operasional Baku Penerimaan Mahasiswa Baru S1, S2, S3 UIN Sunan Kalijaga 2025 (Guidance for Admission) [LINK] UIN Sunan Kalijaga has guidelines for assisting prospective students with disabilities, starting from registration, pre-lecture support, lectures, and exam assistance. The specific admission procedures for students with disabilities are fully outlined in the document: [LINK] page 15.

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
9 (p.19)	The experts recommend that UIN Sunan Kalijaga re-evaluate its current admission regulations to ensure they are not unnecessarily restrictive		Current admission regulation about disabilities on page 15. [LINK] Each admission pathway has a graduation process that includes an evaluation of the admission process. Then, at the end of the admission period, a comprehensive evaluation is conducted involving all stakeholders related to student admissions, including the quality assurance institution. One of the pieces of evidence of the implementation of the graduation process for the new student admission(SNBP). [LINK]
Criterion 1.5 Workload and credits			
10 (p.20)	The panel asks the university to ensure that a formal mechanism is in place to systematically monitor the actual workload of students and adjust ECTS credits awarded accordingly. This could be done, for example, by including a respective question in the course questionnaires used to evaluate the quality of teaching and learning at the end of each semester		The university has established a formal mechanism to systematically monitor students' actual workload as part of the quality assurance process. A respective question regarding workload has been incorporated into the course questionnaires used to evaluate the quality of teaching and learning at the end of each semester. This data is reviewed and used to make necessary adjustments, including ECTS credit allocation. The supporting data includes the learning quality evaluation instrument (Indeks Kinerja Dosen), which contains questions related to students' workload in each course, as attached. <u>Bachelor of Biology:</u> [LINK]

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			[LINK] <u>Bachelor of Chemistry:</u> [LINK] [LINK]
11 (p.20)	It (Thesis) should comprise a minimum of 10 ECTS, and any practical course in a group within the curriculum would not be considered as part of the thesis	Chemistry and Biology	<u>Bachelor of Chemistry:</u> In the 2024 Chemistry Study Program curriculum, we have revised the number of credits for the final project course, which was originally divided into several course names and offered in several semesters, changing to be explicit in 1 final project course for semester 8 of 8 credits (12 ECTS). The 2024 Chemistry Study Program curriculum document is presented at the following link: [LINK] (page 40) The 2024 Chemistry Study Program curriculum map: [LINK] <u>Bachelor of Biology:</u> In the 2024 Biology curriculum, we have allocated 8 credits for the thesis (equivalent to 12 ECTS) in 8th semester, thus exceeding the minimum requirement of 10 ECTS. For further reference, you may review the

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			curriculum details at the following link: [LINK] (page 63). Thus, in Biology current curriculum, the thesis remains an independent research project that meets academic and scientific standards. The 2024 Biology Study Program curriculum map: [LINK]
2. Exams: System, concept and organisation			
12 (p.25)	The experts acknowledge this process but emphasize that the university should ensure the thesis/final project is visible as a cohesive scientific work, and that the total number of credits accurately reflects the workload required from the students		The university has implemented academic guidelines for the bachelor's program that structure the thesis process into clear stages: submission of a thesis outline, a proposal seminar, and a final thesis defense. This framework ensures the thesis is developed as a coherent scientific work, with workload expectations outlined in the guideline on pages 59–61. [LINK] In the 2024 curriculum for the Chemistry and Biology study programs, the number of credits for the final project course is 8 credits (equivalent to 12 ECTS). The credit weight is determined based on the breadth and depth of the subject matter and is aligned with the Program Learning Outcomes (PLO). This determination is regulated in the Higher Education Curriculum Development Guidelines issued by the Directorate General of Higher

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology in 2024 (page 42). [LINK]
13 (p.26)	a desire for direct feedback on online exams to better understand specific areas for improvement. The experts recommend that the Bachelor's programmes mandate that lecturers provide constructive feedback for online exams to support student learning	Chemistry and Biology	Regarding the concern about feedback on online exams, students of Biology and Chemistry study program have already been receiving constructive feedback during online assessments, as demonstrated in the attached example Example student exam and feedback through university-facilitated platforms like Google Forms and daring.uin-suka.ac.id .
3. Resources			
14 (p.27)	strategies to increase the number PhD holders and the university's plans in this area		The university facilitates lecturers in pursuing doctoral (Ph.D.) studies. This support includes, for example, granting study leave, providing laboratory facilities, and access to scholarship programs. In addition, the Faculty has issued a decree regarding the mapping of lecturer career development (decree link: Penetapan Mapping Dosen.pdf).

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			The following is the result of the monitoring and evaluation of lecturer career development (the report link contains faculty data in graphical form: DosenFST)
15 (p.28)	the Faculty of Science and Technology continue to expand its teaching staff with PhD holders, particularly if one of the strategic goals is to achieve international recognition		The Faculty of Science and Technology provides support for study program lecturers to participate in international conferences. This is intended so that lecturers can be recognized at the international level. Several pieces of evidence of activities that have been carried out as efforts to enhance the role of lecturers in gaining international recognition include: One of the Chemistry lecturers (Dr. Imelda Fajriati) was assigned by the Halal Product Assurance Organizing Agency (BPJPH) as a Technical Assessor in several countries, including Spain and the USA. [LINK] [LINK] In addition, as the head of the Halal Center at UIN Sunan Kalijaga Yogyakarta, he is developing Halal research with Hiroshima University and Kyushu International Japan. [LINK]
16 (p.29)	there is potential for further improvement in the English proficiency of the teaching staff		The Faculty of Science and Technology provides support for lecturers of study programs to participate in English language training. Training can be in the form of academic writing, public speaking, etc. This is intended so that lecturers can improve their English language skills. Evidence of the

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			implementation of English training for teaching staff is presented in the following link: sertifikat bahasa inggris
Criterion 3.2 Funds and equipment			
17 (p.31-32)	The university is actively exploring third-party funding sources. For example, funding from industry is still very limited and the university wants to increase that share. The experts support this approach and encourage the university to seek additional funding from both domestic and international sources, including partnerships and collaborative projects with third parties		We recognize that industry funding is currently limited and are dedicated to addressing this gap. To strengthen our efforts, we are developing strategies to build stronger relationships with industry partners and tap into both national and international funding opportunities through collaborative initiatives. As part of this, we would like to highlight that in 2023-2024, the university received funding from PT. Aplikanusa Lintas Arta for collaborative projects aimed at training high school teachers and IT professionals in Yogyakarta. These projects fulfill the university's community service responsibilities, while for PT. Aplikanusa Lintas Arta, they form part of their Corporate Social Responsibility (CSR) program. The cooperation documents are accessible, and the related activity news can be viewed through the following links: [LINK] and

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			[LINK] MoU PTIPD dan PT. Aplikanusa Lintas Arta PKS PTIPD - LA 2023-2024 Pelatihan Peningkatan Kompetensi SDM di Bidang TIK dan Manajemen Pengembangan Diripdf.pdf The Biology Study Program is engaged in a collaborative project with several industry partners, including PT. Lomanis (a Pertamina partner), PT. J-Resources Bolaang Mongondow (gold mining), PT. RSI (Sohul Sawit Industri), and PT. GKG (Guna Karya Gemilang). This collaboration is conducted in partnership with the Ministry of Environment and Forestry of Indonesia through the PROPER KEHATI initiative—the Public Disclosure Program for Environmental Compliance, which emphasizes responsible evaluation of corporate performance in environmental management. One of the key activities within this collaboration is conducting biodiversity assessments during ongoing company operations, ensuring that their activities do not harm local flora and fauna diversity. The outcomes of this project include co-authored scientific publications, which can be accessed through the following link: https://jurnalfkip.unram.ac.id/index.php/JBT/article/view/8519 The development of the business center, as one of the sources of income for the University, is managed specifically by the Business Development

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Center (Pusat Pengembangan Bisnis - PPB). Strategic business units managed by PPB as income-generating entities for the University include: a. University Hotel A three-star hotel with 79 rooms and 10 meeting rooms. The revenue for 2024 reached IDR 4,491,100,111. b. Health Clinic Healthcare services for the academic community and the public, with revenue of IDR 809,848,422. The facility is equipped with the digital application SIMA and BPJS Health services c. Club House A lodging and meeting facility with 20 rooms; revenue reached IDR 225,160,000 in 2024, an increase of 52% from the previous year. d. SUKA Venue It consists of the Multipurpose Building, Convention Hall, SUKA Halal Food Court, CSC Building, and faculty canteens, with various facilities to support academic and non-academic activities e. SUKA Sport Center

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Sports complex including a jogging track, Indoor Futsal Building (revenue IDR 132,415,000), Indoor Tennis Building (revenue IDR 180,244,600), and Badminton Building (revenue IDR 35,840,000). f. SUKA Travel Travel services, including Umrah, and ticket sales with revenue of IDR 92,656,664 g. SUKA Water Bottled drinking water products with revenue of IDR 50,467,168. h. SUKA Catering Halal-certified catering service provider for various event needs. i. SUKA Retail Merchandise unit, event organizer services, and intellectual services. Merchandise revenue amounted to IDR 17,198,481. j. SUKA Partner & SUKA Ground Business collaboration unit with third parties and management of university land assets. The 2024 PPB Annual Report is presented in the following link:

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Annual Report PPB 2024.pdf Regarding international funding sources, we implement a reciprocal collaboration scheme in which our students studying at partner universities abroad receive support from the host institutions. This support typically includes coverage of tuition fees, research projects, living allowances, and other related expenses—and the same applies vice versa. For example, a Biology student named Fadilla Nur Rahma, during her stay at Prince of Songkla University (PSU) in Thailand, had all her academic and living expenses fully funded by PSU. The news of this event can be accessed here https://saintek.uin-suka.ac.id/en/berita/detail/12223/student-mobility-program-2024-to-psu-thailand-bridging-science. Additionally, a faculty member from the Faculty of Science and Technology received funding from the French Institute at the French Embassy in Indonesia to attend a conference in Mataram. The Memorandum of Agreement (MoA) is attached here 2024 Convention prix MT180 - Asih Melati signée (3).pdf. At university level, several international collaborations have been initiated by the university over the past few decades. The scope of these collaborations is also very diverse, not limited to mobility programs for students and staff but also joint conferences, joint research publications, workshops, curriculum strengthening, capacity building, and community-based programs.

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Some of the partners that have collaborated include not only funding institutions such as AIPJ (Australia Indonesia Partnership for Justice), USAID, the Ford Foundation, the Asia Foundation, Danida - Denmark, The Oslo Coalition, The British Council, and Erasmus+, but also reputable universities such as Göttingen University, Marburg university, Oxford University, Leiden University, McGill university, KU Leuven University, etc. International Office / CDCIA UIN Sunan Kalijaga Yogyakarta https://pps.uin-suka.ac.id/id/liputan/index/0/2025/2 https://www.uni-marburg.de/de/cnms/islamwissenschaft/aktuelles/nachrichten/conferenc e-exploring-everyday-religious-life-at-uin-sunan-kalijaga-yogyakarta-empowering-knowledge-to-shape-the-future https://kij.uin-suka.ac.id/id/berita/detail/9991/blog-post.html https://syariah.uin-suka.ac.id/id/liputan/detail/45/fsh-dan-nchr-oslo-adakan-short-course-bagi-pegawai-kua https://uin-suka.ac.id/en/show/berita/1560-1/groundbreaking-uin-sunan-kalijaga-oslo-partnership-explores-legal-solutions-for-child-rights-in-indonesia

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			https://uin-suka.ac.id/id/berita/detail/340/kolaborasi-psw-uin-sunan-kalijaga-csls-universitas-oxford-lahirkan-buku-praktik-terbaik-nilai-nilai-budaya-dan-keadilan-bagi-perempuan-di-pengadilan-agama-indonesia Beside that document, UIN Sunan Kalijaga has strategic planning in Strategic Planning of UIN Sunan Kalijaga 2025-2029 especially about how to increase funding on page 68, 78-82. [LINK]
18 (p.33)	The experts point out that the basic personal protective equipment that needs to be available to all those working in laboratories includes safety goggles, laboratory coats, and hand gloves. Safety goggles should always be worn. Furthermore, all chemicals should be clearly labelled with safety and hazard stickers. In one laboratory, they observed a gas bottle left standing unsecured, which poses a serious hazard. This bottle should be	Chemistry and Biology	Improvement to meet international safety standards. We acknowledge the critical importance of adhering to international safety standards within our laboratory facilities. In response to the ASIIN Expert's observations, we have implemented the following corrective measures: a. Provision of Personal Protective Equipment (PPE): To ensure the safety of all laboratory personnel and visitors, we have procured and distributed an adequate supply of essential PPE, including safety goggles, laboratory coats, face mask, respirator mask, and hand gloves. These items are strategically placed at <i>designated stations near laboratory entrances</i> to ensure easy accessibility. See attachment-1.a : ü Personal Protective Equipment (click here to view)

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
	properly secured to the wall with a chain		ü Safety goggles (click here to view) ü Laboratory coats for visitors (click here to view) ü Respirator mask (click here to view) ü Face mask & Gloves (click here to view) ü Proper Use of PPE by Laboratory Users (click here to view) b. Mandatory Use of Safety Goggles: A stringent policy has been enacted requiring the continuous use of safety goggles within the laboratory environment. Prominent signage has been installed to remind individuals of this mandate. Compliance is monitored through regular audits, and any instances of non-compliance are addressed promptly to uphold a culture of safety. See attachment-1.b: ü PPE SOP (click here to view) ü Prominent Signage (click here to view) c. Chemical Labeling: All chemicals are now labeled in strict accordance with the Globally Harmonized System (GHS) and National Fire Protection Association (NFPA) 704 standards. Each label clearly displays the chemical name,

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			chemical formula, concentration, date of manufacture, GHS hazard symbols, and NFPA 704 hazard symbols. This comprehensive labelling ensures clear communication of chemical hazards and promotes the safe handling of substances by all personnel. Additionally, we have prepared chemical label sheets that incorporate the appropriate symbols as specified by these standards, facilitating consistent and accurate labelling practices. See attachment-1.c: ü Chemicals label Sheets (click here to view) ü Reagent Labelling (click here to view) d. Securing Gas Cylinders: The previously identified unsecured gas bottle has been promptly and securely fastened to the wall using appropriate chains, in compliance with established safety protocols. To further enhance safety measures, all gas cylinders are now stored in a dedicated gas cylinder storage room equipped with secure chains and prominent warning signage. This storage area is designed to meet safety standards by providing a controlled environment that minimizes potential hazards associated with compressed gases. Routine inspections are conducted to verify that all gas cylinders remain securely anchored, and staff have been trained on

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			proper handling and securing procedures to prevent recurrence of such hazards. See attachment-1.d: - ü gas cylinder storage room (click here to view) - ü Explosive Gas Warning Sign (click here to view) - ü Caution sign (click here to view) - ü Chained cylinder gas (click here to view)
19 (p.33)	UIN Sunan Kalijaga provides a concept on how to increase the laboratory capacity for both regular courses and final project work for the biology and chemistry programmes		Concepts on how to increase the laboratory capacity for both regular courses and final project work for the biology and chemistry programmes We acknowledge the ASIIN experts' observations regarding the current state of our laboratory facilities and the need for enhancements to support comprehensive hands-on training for our students. In response, UIN Sunan Kalijaga has been proactively implementing measures to address these concerns: 1. Annual Allocation for Laboratory Equipment Procurement and Maintenance

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			Each year, UIN Sunan Kalijaga allocates a specific budget for the procurement and maintenance of laboratory equipment. This consistent investment ensures that our laboratories are equipped with up-to-date and functional tools necessary for effective practical training. For instance, from 2016 to 2024, we have systematically upgraded our laboratory apparatus to meet current educational standards. See attachment-2.a : ü Budget for the procurement and maintenance of laboratory equipment (click here to view) 2. Laboratory Development Roadmap We have developed a comprehensive roadmap outlining the phased enhancement of our laboratory facilities. This strategic plan details our approach to expanding laboratory spaces, acquiring advanced equipment, and integrating modern technologies to support both regular courses and final project work. The roadmap serves as a guiding document to ensure systematic and sustainable development aligned with our academic objectives. See attachment-2.a : ü Strategic Plan for Laboratory Development (click here to view)

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			ü Laboratory Development Roadmap (click here to view) 3. Revitalization of Laboratory Equipment Between 2016 and 2024, UIN Sunan Kalijaga has undertaken significant revitalization projects for laboratory equipment. These initiatives have focused on replacing outdated instruments, introducing state-of-the-art technologies, and ensuring that our students have access to tools that reflect current industry standards. This effort enhances the quality of practical training and better prepares our graduates for professional environments. See attachment-2.c: Procurement of Laboratory Equipment and maintenance 2016-2024 (click here to view) 4. Campus Development Plans Our institution has formulated development plans for both Campus 1 and Campus 2, with a strong emphasis on expanding and modernizing laboratory facilities. These plans include constructing new laboratory buildings, renovating existing spaces to increase capacity, and creating flexible learning environments that can accommodate a growing student population. By integrating laboratory expansion into our

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			broader campus development strategy, we aim to provide ample space and resources for both regular coursework and final project endeavors. In conclusion, UIN Sunan Kalijaga is actively implementing a multifaceted strategy to enhance our laboratory capacities and equipment. Through consistent budget allocations, strategic planning, equipment revitalization, and comprehensive campus development, we are dedicated to providing our students with the necessary resources to engage in meaningful hands-on learning experiences. We believe these efforts will significantly contribute to academic success and professional readiness of our graduates. See attachment-2.d: ü Architectural, Landscape, and Infrastructure Model for the Campus Development Plan (click here to view)
20 (p.33)	prolong the operational hours of the laboratories to better accommodate the needs of students who are working on research projects		The operational hours of the laboratories to better accommodate the needs of students who are working on research projects. UIN Sunan Kalijaga is committed to enhancing the research capabilities of our students by ensuring they have sufficient access to laboratory facilities. We acknowledge that the current operational hours may not fully accommodate the needs of final-year students engaged in intensive

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			research projects. To address this, we are implementing the following measures: Assessment of the Current Laboratory Usage: - Conducting a comprehensive review of laboratory utilization to identify peak usage times and periods of underutilization. - Gathering input from students and faculty to understand specific needs and preferences regarding laboratory access. Extension of Operational Hours: - Based on the assessment, extending laboratory hours during weekdays and, if necessary, opening laboratories on weekends to provide greater flexibility. - Implementing a scheduling system to manage laboratory access efficiently, ensuring that resources are available to those who need them. Resource Allocation: - Allocating additional staff or adjusting staff schedules to supervise extended laboratory hours, ensuring safety and compliance with operational protocols. - Ensuring that extended hours do not compromise the maintenance and upkeep of laboratory equipment. Policy Development:

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			○ Establishing clear policies and guidelines for after-hours laboratory use, including safety procedures and emergency protocols. ○ Communicating these policies effectively to all students and staff to ensure adherence. By implementing these measures, we aim to provide our final-year students with the necessary access to laboratory facilities, thereby facilitating their research projects and enhancing their academic experience. We are committed to continuously evaluating and improving our facilities and operations to meet the evolving needs of our students and faculty. See attachment-3 : ü SOP for Research Permits and After-Hours Laboratory Access (click here to view)
21 (p.33)	improved access to internationally recognized journals (e.g., those covering topics such as analytical chemistry). The experts fully support this suggestion		The library has subscribed to several international journals that can be accessed by the academic community through their respective single sign-on (SSO) accounts. Some of the international journals subscribed to by the UIN Sunan Kalijaga Library include: https://lib.uin-suka.ac.id/database-e-journal/ Subscribed journals related to chemistry and biology including analytical chemistry are:

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			* ACS Publications: https://pubs.acs.org/ * JSTOR COLLECTION: https://www.jstor.org/subject/chemistry * SPRINGERLINK: https://link.springer.com/journals/browse-subject?subject=CHEMISTRY * WILEY: https://onlinelibrary.wiley.com/ * Taylor & Francis Online: https://www.tandfonline.com/ * OXFORD: https://academic.oup.com/journals/search-results?q=&tax=AcademicSubjects/SCI00030 * SAGE: https://journals.sagepub.com/action/showPublications?CategoryFilterField=6354 * EMERALD: https://www.emerald.com/insight/browse/publications?subject=cat-ENGG&p=1 * CAMBRIDGE: https://www.cambridge.org/core/publications/journals Library of UIN Sunan Kalijaga Yogyakarta has an international journal collection in Biology and Chemistry which are subscribed. The link is on [LINK]

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			The dissemination of information regarding the guide on how to access these international journals is published on the library's social media: https://www.instagram.com/p/DEjj1JIPCcx/?img_index=1&igsh=bGo5NWs5ZXhnNTFI [LINK]
4. Transparency and documentation Criterion 4.1 Module descriptions			
22 (p.35)	the literature references in the module descriptions require updating to reflect the most current and relevant sources		<u>Bachelor of Chemistry:</u> The Chemistry Study Program has updated the references used in the handbook module as presented in the following link: https://kimia.uin-suka.ac.id/en/page/prodi/3584-Modul-Handbook <u>Bachelor of Biology:</u> The Biology Study Program has updated the references used in the handbook module as presented in the following link: https://biologi.uin-suka.ac.id/en/page/prodi/3601-Module-Handbook
23 (p.35)	the module descriptions must also include the corresponding credit load in ECTS units		<u>Bachelor of Chemistry:</u> The Chemistry Study Program has added ECTS information to the handbook module as presented in the following link:

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			[LINK] <u>Bachelor of Biology:</u> The Biology Study Program has added ECTS information to the handbook module as presented in the following link: https://biologi.uin-suka.ac.id/en/page/prodi/3601-Module-Handbook
Criterion 4.2 Diploma and Diploma Supplement			
24 (p.35)	However, the experts observe that this document (SKPI) does not include information of the student's GPA relative to the cohort. They believe that in order to ensure fair transfer and recognition of grades of mobile students, it would be essential to include the GPA distribution of graduates in the Diploma Supplement		UIN Sunan Kalijaga Yogyakarta has been providing three documents to alumni, namely the diploma, academic transcript, and SKPI (Certificate of Diploma Supplement). Regarding the system for writing the Diploma, Academic Transcript, and SKPI, it has been implemented in accordance with the applicable laws and regulations, namely: (a) Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 17 of 2020 concerning Diplomas, Competency Certificates, and Professional Certificates in Religious Higher Education.[LINK] (b) Regulation of the Minister of Education, Culture, Research, and Technology No. 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Equivalence of Diplomas from Foreign Higher Education Institutions. [LINK]

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
			This regulation has been updated with the Regulation of the Minister of Education, Culture, Research, and Technology No. 50 of 2024 concerning Diplomas, Competency Certificates, and Professional Certificates at the Higher Education Level. [LINK] The summary of the GPA (Cumulative Achievement Index) data for graduates in each graduation batch has been documented in the Bachelor's, Master's, and Doctoral Graduation Book for each Graduation Period. For example: [LINK] (See Table 3,4,5,6,7 dan 8).
Criterion 4.3 Relevant rules			
25 (p.36)	revising the admission regulations to ensure they are not restrictive and promote inclusivity		For the national admission pathway, it follows the regulations set by the central government, which are updated annually. Automatically, UIN Sunan Kalijaga adjusts to these regulatory changes, thereby removing restrictions and ensuring inclusivity. Current regulation about disabilities in admission process is on page 15. [LINK]
5. Quality management: quality assessment and development			
26 (p.37)	it (provide feedback) was unclear to them whether a regular survey regarding students' workload in		A regular survey on students' workload in each course has been properly institutionalized as part of the Implementation Cycle. This survey is conducted routinely by LPM to support the quality assurance process.

No	Comments from ASIIN Expert	Programme	Explanations from the University to clarify the ASIIN comments
	each course has been properly institutionalized		Attached is an example of the survey results on students' workload in each course. <u>Bachelor of Biology:</u> [LINK] [LINK] <u>Bachelor of Chemistry:</u> [LINK] [LINK]
27 (p.37)	The experts emphasize the importance of closing the feedback loop by directly informing the students about the results of the course questionnaires in every course. This way, students can get first-hand information on any issues and on the measures planned to improve the situation		We acknowledge the importance of closing the feedback loop. To ensure this, we have coordinated with the Information Technology Center at UIN Sunan Kalijaga to systematically inform students about the results of course questionnaires, including identified issues and planned improvements. [LINK] There is an academic guidebook for undergraduate programs, especially on page 59 that explains about feedback from course questionnaires through the academic information system. [LINK]

F Summary: Expert recommendations (02.05.2025)

Taking into account the additional information and the comments given by UIN Sunan Kalijaga, 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 Chemistry	Without requirements	Eurobachelor®	30.09.2030
Ba Biology	Without requirements	-	30.09.2030

Recommendations

For both degree programmes:

- E 1. (ASIIN 1.3) It is recommended to expand the number of elective courses.
- E 2. (ASIIN 1.3, 3.1) It is recommended to further improve student and teaching staff mobility in alignment with the international aspirations of the programs.
- E 3. (ASIIN 1.3, 3.1) It is recommended to further improve the English proficiency of both the students and teaching staff.
- E 4. (ASIIN 2) It is recommended to ensure that the teaching staff provide direct feedback for online exams to support student learning.
- E 5. (ASIIN 3.1) It is recommended to further promote the teaching staff development by providing more opportunities for doctoral studies.
- E 6. (ASIIN 3.2) It is recommended to seek additional funding opportunities from Indonesian institutions or abroad, including partnerships and joint collaborations with third parties.
- E 7. (ASIIN 3.2) It is recommended to increase the amount of basic equipment in the teaching laboratories.
- E 8. (ASIIN 3.2) It is recommended to develop a concept on how to increase the laboratory capacity for both regular courses and final project work.

- E 9. (ASIIN 3.2) It is recommended to prolong the operational hours for the laboratories to meet the needs of students conducting their research.
- E 10. (ASIIN 3.2) It is recommended to improve access to internationally recognised journals.

G Comment of the Technical Committees

Technical Committee 09 – Chemistry, Pharmacy (10.06.2025)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the ten recommendations put forward by the expert group. No requirements are proposed. While the Committee agrees with the experts' overall assessment, it notes that recommendations E7 and E8 could be considered as requirements. The Committee requests TC 10's confirmation on whether the issues related to laboratory equipment are significant enough to justify establishing a requirement.

Assessment and analysis for the award of the Eurobachelor label:

The Technical Committee confirms that the intended learning outcomes of the degree programme comply with the fields of knowledge set by ECTN.

The Technical Committee 09 – Chemistry, Pharmacy recommends the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Chemistry	With requirements for one year	Eurobachelor®	30.09.2030

Technical Committee 10 – Life Sciences (18.06.2025)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the ten recommendations proposed by the expert group. No requirements are suggested. The Committee agrees with the experts' overall assessment. However, the Technical Committee points out that the deficiencies identified in E7 and E8 regarding the laboratories and technical equipment are relevant to requirements. Therefore, it proposes a corresponding upgrade.

The Technical Committee 10 – Life Sciences recommends the award of the seals as follows:

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Biology	With requirements for one year	-	30.09.2030

Requirements

For both degree programmes

- A 1. (ASIIN 3.2) Increase the amount of basic equipment and replace the outdated instruments in the teaching laboratories.
- A 2. (ASIIN 3.2) Submit a concept and a timetable on how to increase the laboratory capacity for both regular courses and final project work within the accreditation period.

Recommendations

For both degree programmes

- E 1. (ASIIN 1.3) It is recommended to expand the number of elective courses.
- E 2. (ASIIN 1.3, 3.1) It is recommended to further improve student and teaching staff mobility in alignment with the international aspirations of the programs.
- E 3. (ASIIN 1.3, 3.1) It is recommended to further improve the English proficiency of both the students and teaching staff.
- E 4. (ASIIN 2) It is recommended to ensure that the teaching staff provide direct feedback for online exams to support student learning.
- E 5. (ASIIN 3.1) It is recommended to further promote the teaching staff development by providing more opportunities for doctoral studies.
- E 6. (ASIIN 3.2) It is recommended to seek additional funding opportunities from Indonesian institutions or abroad, including partnerships and joint collaborations with third parties.
- E 7. (ASIIN 3.2) It is recommended to prolong the operational hours for the laboratories to meet the needs of students conducting their research.
- E 8. (ASIIN 3.2) It is recommended to improve access to internationally recognised journals.

H Decision of the Accreditation Commission (27.06.2025)

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

The Accreditation Commission discusses the procedure and agrees with the decisions of the Technical Committees regarding Requirements A1 and A2. The Commission also decides on a rephrasing of these requirements to provide greater clarity on the university's expected actions. In light of the university's efforts to enhance English language proficiency among both students and academic staff, the Commission resolves to omit this aspect from the final set of recommendations, resulting in two requirements and seven recommendations.

Assessment and analysis for the award of the Eurobachelor® Label:

The Accreditation Commission confirms that the intended learning outcomes of the Bachelor's degree program Chemistry comply with the fields of knowledge as set by ECTN.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Chemistry	With requirements for one year	Eurobachelor®	30.09.2030
Ba Biology	With requirements for one year	-	30.09.2030

Requirements

For both degree programmes

- A 1. (ASIIN 3.2) Submit a concept and a timetable on how to increase the amount of basic equipment and replace the outdated instruments in the teaching laboratories within the accreditation period.
- A 2. (ASIIN 3.2) Submit a concept and a timetable on how to increase the laboratory capacity for both regular courses and final project work within the accreditation period.

Recommendations

- E 1. (ASIIN 1.3) It is recommended to expand the number of elective courses.

- E 2. (ASIIN 1.3, 3.1) It is recommended to further improve student and teaching staff mobility in alignment with the international aspirations of the programs.
- E 3. (ASIIN 2) It is recommended to ensure that the teaching staff provide direct feedback for online exams to support student learning.
- E 4. (ASIIN 3.1) It is recommended to further promote the teaching staff development by providing more opportunities for doctoral studies.
- E 5. (ASIIN 3.2) It is recommended to seek additional funding opportunities from Indonesian institutions or abroad, including partnerships and joint collaborations with third parties.
- E 6. (ASIIN 3.2) It is recommended to prolong the operational hours for the laboratories to meet the needs of students conducting their research.
- E 7. (ASIIN 3.2) It is recommended to improve access to internationally recognised journals.

Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report, the following **Programme Learning Outcomes (PLO)** shall be achieved by the Bachelor's degree programme Chemistry:

PLO1	Demonstrating a religious and inclusive attitude in accordance with Islamic values in social, national, and state life.
PLO2	Mastering basic science concepts and mathematics relevant with chemistry.
PLO3	Mastering the fundamental concepts of chemistry, including inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, as well as workplace safety and environmental awareness.
PLO4	Having the ability to implement the concept of integrating interconnected sciences, social sciences, humanities, and Islamic studies.
PLO5	Having the ability to perform practical works in the field of chemistry according to occupational health and safety regulations.
PLO6	Having the ability to acquire, process, interpret, and evaluate scientific data to draw accurate conclusions by considering scientific, technological, and ethical aspects in solving problems and presenting the results.
PLO7	Having the ability to communicate effectively with colleagues while working independently or in group settings in a multicultural, multi-ethnic, and diverse cultural work environment.
PLO8	Understanding the basic concepts of leadership, social responsibility, and professional ethics in carrying out projects in the field of chemistry and other relevant fields, both in academic and industrial environments.
PLO9	Having the ability to develop knowledge and skills as a lifelong learner through scientific/professional activities.

The following **curriculum** is presented:

Inside Study Program (88)							Inside UIN (20)	Outside UIN (40)				Inside Study Program (2)			
SMT I		SMT II		SMT III		SMT IV		SMT V		SMT VI		SMT VII		SMT VIII	
Introduction to Islamic Studies	4	Ulum Al-Quran	2	Islam and Science	2	Halal Material Chemistry	2	Elective*	2	Elective*	2	Student exchange/ Research / Internships / Entrepreneurship / Thematic KKN / Independent Projects / Humanitarian Projects	20	Final Project	2
Islamic Civilization	2	Ulum Al-Hadith	2	Islam and the Social Sciences Humanities	2	Supervision and Quality Assurance	3	Elective*	2	Elective*	2				
Pancasila	2	Citizenship	2	Structure and Function of Biomolecules	2	Bioenergetics and Metabolism	2	Elective*	2	Elective*	2				
Indonesian	2	Inorganic Compound Structure	2	Elementary Inorganic Reaction	3	Biochemistry Practicum	1	Elective*	2	Elective*	2				
English	2	Inorganic Compound Structure Practicum	1	Elementary Inorganic Reaction Practicum	1	Structural Characterization of Inorganic	2	Elective*	2	Elective*	2				
Mathematical Science	2	Basic Analytical Chemistry	2	Advanced Analytical Chemistry	3	Analytical Chromatography	2	Elective*	2	Elective*	2				
Basic Chemistry	5	Structures and Bonding in Chemistry	2	Analytical Chemistry Practicum	1	Analytical Spectroscopy	2	Elective*	2	Elective*	2	Elective*	0-16		
Basic Chemistry Practicum	1			Separation Chemistry	2	Instruments Practicum	1	Elective*	2	Elective*	2				
Basic Organic Chemistry	3	Basic Organic Chemistry Practicum	1	Environmental Chemistry	2	Waste Management	2	Elective*	2	Elective*	2				
		Organic Reaction Mechanisms	2	Synthesis of Organic Compounds	2	Organic Structure Elucidation	2	Elective*	2	Elective*	2				
		Organic Reaction Mechanism Practicum	1	Chemical Kinetics	2	Chemical Kinetics Practicum	1								
		Chemical Thermodynamics	3	Chemical Thermodynamics Practicum	1	Research Methodology	2								
	23		20		23		22		20		20		20		2

	University Course		Inorganic Chemistry Course		Merdeka Belajar inside UIN
	General Chemistry Course		Analytical Chemistry Course		Merdeka Belajar outside UIN
	Physical Chemistry Course		Biochemistry Course		
	Organic Chemistry Course		Interest Profile Graduates Course		

According to the Self-Assessment Report, the following **Programme Learning Outcomes (PLO)** shall be achieved by the Bachelor's degree programme Biology:

PLO1	Able to implement a religious, tolerant attitude, uphold academic values and ethics based on religion, morals and ethics.
PLO2	Contribute to improving the quality of life and the environment based on Islamic values and Pancasila.
PLO3	Have an attitude of independence, struggle as a lifelong learner and have an entrepreneurial spirit.
PLO4	Integrates relevant biological principles and concepts in natural resource and environmental management
PLO5	Able to practice standard laboratory and field methods for analysis in the field of biology
PLO6	Able to design relevant research frameworks and procedures in biodiversity and conservation with Islamic values
PLO7	Able to explain the concept of halal and haram products based on Islamic law
PLO8	Able to present ideas logically and systematically according to the rules of scientific ethics
PLO9	Able to evaluate and process data validly and able to collaborate in groups
PLO10	Able to present and communicate solutions in managing biological and environmental resources based on biological science
PLO11	Able to identify materials and components in the halal product process.

The following **curriculum** is presented:

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Pancasila	Citizenship	Islam & Science of the Universe	Islamic Civilization		Internship*	Community Service Program*	Thesis
Indonesian language	The Sciences of Hadith	Islam & Social Humanities	Cell and Molecular Biology				
Introduction to Islamic Studies	Biochemistry	Genetics	Evolution				
Sciences of the Qur'an	Biostatistics	Biosystematics	Conservation Biology				
Mathematics for Biology	Structure & Development of Animals	Animal Physiology	Bioproducts & Entrepreneurship				
Basic Science for Biology	Structure & Development of Plants	Plant Physiology	Bioetika				
Biology Concept	Microbiology	Ecology	Biotechnology				
		Prophetic Biology Assistance	Research Methodology and Scientific Writing				
20 credits	20 students	22 SKS	22 SKS	20 SKS	20 SKS	20 SKS	4 SKS
Explanation							
Civics and National Education	Social & Religious Affairs MK	Basic Science Course	Basic Biology	Intermediate Biology Course	Integrated Biology Course	Elective/Specialization Course	