Part 1
Introduction

SAR AUN-QA

ASEAN
University
Network

AUN-QA

1.1 Executive Summary

"Self Assessment Report" (abbreviated as SAR) is prepared to meet the qualification of ASEAN University Network-Quality Assurance (abbreviated as AUN-QA) by the study program of Islamic Family Law (abbreviated as IFL), Sharia Faculty, Universitas Islam Negeri (abbreviated as UIN) Maulana Malik Ibrahim Malang. This document contains an introduction of UIN Maulana Malik Ibrahim, Sharia Faculty, IFL, and SAR consisting of 11 criteria covering Expected Learning Outcomes, Programme Specifications, Teaching and Learning Approaches, Student Assessments, Academic Staff Qualities, Support Staff Qualities, Student Qualities and Supports, Facilities and Infrastructures, Quality Enhancements, and Outputs.

The profiles of IFL graduates have the attributes of *Ulul Albab* characters explicating deep spirituality, high morality, broad knowledge, and professional maturity in the implementation of roles and duties in communities (Appendix 1.1.1). The graduates of IFL are qualified with skills of the judiciary, advocacy, mediation, and administration of Islamic court and administration of Islamic affairs as formulated on Indonesian Qualification Frameworks (KKNI). According to KKNI, the study program's learning outcomes consist of four categories: 1) Attitudes and Values; 2) Working Skills; 3) Knowledge Mastery; and 4) Accountability. The four types of learning outcomes emphasize 1) basic knowledge, 2) technical expertise and competencies, and 3) soft skills (Appendix 1.1.2).

The study program of IFL has implemented all criteria listed in AUN-QA, such as adapting the university's visions and missions and involving stakeholders to strengthen the study program. Thus, the document of SAR AUN-QA is designed to describe all activities of the study program in recent years.

1.2 Organization of the Self-Assessment

The head of IFL appointed a team for preparing documents and other related activities regarding the Assessment of the ASEAN University Network for Quality Assurance (AUN-QA). The team consists of Steering Committee, task force team preparing Self Assessment Report (SAR) and related documents, resource person from associated units, and supporting team (Appendix 1.2.1).

The preparation for international accreditation started in 2017, with some initial activities. The task force team consists of fourteen people of IFL. They are divided into seven working groups related to the criteria of AUN-QA, i.e. Criterion 1 and 2, Criterion 3 and 4, Criterion 5, Criterion 6 and 7, Criterion 8 and 9, Criterion 10, and Criterion 11.

The task force team has worked fully supported by the Head of Department and facilitated by the University Quality Assurance Office.

1.3 Brief Description of the University, Faculty, and Study Program

1.3.1 Universitas Islam Negeri Maulana Malik Ibrahim Malang

UIN Maulana Malik Ibrahim Malang was established according to the Decree of the President No. 50 on 21 June 2004 (appendix 1.3.1.1). It was started by the ideas of East Java's prominent figures who authorized Islamic Higher Education Institutions under Religious Ministry to form committee organization of IAIN Branch Surabaya through Decree of Religious Minister No. 17 in 1961. They were in charge of establishing Sharia Faculty in Surabaya and Tarbiya Faculty in Malang. Both of them are faculty branch of IAIN Sunan Kalijaga Yogyakarta and was announced officially by Religious Minister on 28 October 1961. On 1 October 1964, Ushuluddin Faculty in Kediri was also established through Religious Minister Decree No. 66/1964

During the development era, those three-branch faculties were combined and structurally under Institut Agama Islam Negeri (IAIN) Sunan Ampel established according to Decree of Religious Minister No. 20 in 1965. Since then, Tarbiya Faculty in Malang became branch faculty of IAIN Sunan Ampel. From the Decree of President No. 11 in 1997, in the middle of 1997 (appendix 1.3.1.2). Tarbiya Faculty in Malang of IAIN Sunan Ampel was accredited became Sekolah Tinggi Agama Islam Negeri (STAIN) Malang together with the institutional status change of all 33 branch faculties in IAIN around Indonesia. Thereby, since then, STAIN Malang became Islamic Higher Education Institution separated from IAIN Sunan Ampel.

In the developmental strategic plan for the next ten years (1998/1999-2008/2009), in the second half period, STAIN Malang proposed to change its institutional status into

university. Through serious effort, the proposal was agreed by the President through Decree of President No. 50, on 21 June 2004 and was established by Coordinating Minister of the Welfare of the People Prof. H. A. Malik Fadjar, M.Sc in the name of President on 8 October 2004 became Universitas Islam Negeri (UIN) Malang with its primary duty of providing higher education program in Islamic Science and General Science. Thereby, 21 June 2004 becomes this university's anniversary ([Appendix 1.3.1.1](#)).

It had ever been named Universitas Islam Indonesia-Sudan (UIIS) to implement cooperation between Indonesia and Sudan. It was established by Vice President of Republic of Indonesia, Dr. (Hc) H. Hamzah Haz, on 21 July 2002, which was also attended by Sudan's government authorities. Academically, this university develops science that focuses not only on scientific methods through logical reasoning such as observation, experimentation, survey, and interview but also refers to the Quran and Hadits that is called the integration paradigm. Therefore, the position of Islamic Study course: al-Quran, Hadits, and Fiqh become central in that science integration frame.

On 27 January 2009, President of Republic of Indonesia, Dr. H. Susilo Bambang Yudhoyono, named this university into UIN Maulana Malik Ibrahim, Malang ([Appendix 1.3.1.2](#)). Because this name is pretty long, then in the speech of the 4th anniversary, Rector promoted the abbreviation of UIN Maliki Malang.

Located in Jalan Gajayana 50, Dinoyo Malang, on the land of 14 hectares, this university has been updated physically since September 2005. It has the building office of university head, faculty, administration office, lecture theatre complex, laboratory, students center, training, exercise, business center, clinic, and mosques and dormitory (ma'had) buildings, by the funding from Islamic Development Bank (IDB) through Agreement Letter of IDB No. 41/IND/1287 on 17 August 2004.

Institutionally, up until now, this university has seven faculties and one Postgraduate Program. They are Tarbiya and Teacher Training Faculty, providing departments of Islamic Education, Social Science Education, and Islamic Primary Teacher Training; Sharia Faculty providing departments of Islamic Family Law (IFL), Islamic Business Law; Humanities Faculty providing departments of Arabic Language and Literature, English Language and Literature, and Arabic Education; Faculty of Economics providing departments of Management, Accounting, and Islamic Banking; Psychology Faculty; Science and Technology Faculty providing departments of

Mathematics, Biology, Physics, Chemistry, Informatics Engineering, and Architecture Engineering, and Faculty of Medicine and Health Sciences provides the Medicine and Pharmacy departments. There is also Postgraduate School, which provides master and doctoral programs.

1.3.2 Sharia Faculty

Sharia Faculty of UIN Maulana Malik Ibrahim is a development of the Islamic Family Law study program of Sharia Department of Sekolah Tinggi Agama Islam Negeri (STAIN) Malang. It was established in the 1997/1998 based on the Decree of the Director-General of Islamic Institutional Development, Ministry of Religious Affairs RI: E / 107 / the Year 1998 dated 13 May 1998 (Appendix 1.3.2.1). Along with the change in the institutional status in 2004 from STAIN Malang to Universitas Islam Negeri (UIN) Maulana Malik Ibrahim, the Sharia Department's status changed to the Sharia Faculty.

The vision of Sharia Faculty is to realize the higher education integrating sharia and law with an international reputation. Furthermore, the purpose of education in the Sharia Faculty is to provide broader access for society to the higher education integrating sharia and law. It also offers educated human resources in sharia and law to fill society's needs (Appendix 1.3.2.2).

The Sharia Faculty continues to develop its quality, both in the academic, administrative, and student activities. In academic areas, Sharia Faculty establishes four program studies: the Islamic Family Law, the Sharia Business Law, the Constitutional Law Study Program, and Qur'anic Science and Interpretation.

Nationally, the management of the Study Program at Sharia Faculty received recognition of accreditation A for IFL by BAN-PT in 2007, 2013, and 2018 (Appendix 1.3.2.3). At the international level, the Study Program of IFL has obtained an ISO 9001: 2008 QMS certificate by UKAS Quality Management United Kingdom in 2008 and 2015 (Appendix 1.3.2.3).

1.3.3 The Study Program of Islamic Family Law

The Islamic Family Law designs the graduates' profiles based on the need of societies, such as judges, advocates, mediators, court clerks, and administrators of Islamic

Affairs (Appendix 1.3.3.1). It is following the university's vision and missions implemented in the study program level.

The new students' selection is through several methods: The National Academic Achievement Selection to State Islamic Higher Education (SPAN-PTKIN), The Admission Test to State Islamic Higher Education (UM-PTKIN), The University entrance test, and Students achievement scheme.

The content of the curriculum of Islamic Family Law is tailored based on the vision and mission of the program, comprising of 57 % courses from the study program and 43% general courses (University and Faculty Courses). Every course contributes to the graduate profiles (Appendix 1.3.3.2).

The Islamic Family Law has 26 permanent teaching staffs with a 46% doctoral degree and a 54% master's degree. The ratio between lecturers and students in the Study Program of Islamic Family Law is 1: 37 (Appendix 1.3.3.3). This ratio meets the ratio standard set by BAN: PT (National Accreditation Board for Higher Education) Indonesia, which is 1: 45 for the study program of social science.

Study Program of Islamic Family Law
Faculty of Sharia

Universitas Islam Negeri
Maulana Malik Ibrahim Malang

Part 2
AUN-QA Criteria

SAR AUN-QA

Criterion 1: Expected Learning Outcomes

1.1 The expected learning outcomes have been formulated and aligned with the vision and mission of the university

The Study Program of Islamic Family Law (next abbreviated as IFL) has designed profiles of the graduates accurately fitted as needed by societies. In the current curriculum 2018, the graduate profiles of IFL have been stipulated, consisting of judges, advocates, mediators, court clerks, and religious affairs officers (Appendix 1.1.1). The graduate profiles' provision follows the vision and mission of the university implemented in the study program level.

The vision of Universitas Islam Negeri Maulana Malik Ibrahim is "to realize the higher education integrating science and Islam with an international reputation." Meanwhile, this university's missions are to create Ulul Albab scholars and produce science, technology, and arts that are relevant and highly competitive (Appendix 1.1.2). The missions emphasize the Ulul Albab scholars, which mean the scholars who own deep spirituality, high morality, broad knowledge, and professional maturity.

To implement the university's vision in the study program level, IFL holds the vision as follows: "to realize the Islamic Family Law study program integrating science and Islam with an international reputation." This vision is in line with the university's vision to implement the core roles to hold education, research, and community services. Following the university and the study program's visions, the profiles of IFL graduates are judges, advocates, mediators, court clerks, and religious affairs officers with Ulul Albab's attributes. Judge with Ulul Albab's characteristics will be honest and fair when deciding a case. He/she will put Allah as the leading destination in his/her life. Therefore, Ulul Albab judge becomes an ideal judge who is needed by society.

Supporting the university missions, IFL formulates its missions as follows: to create Ulul Albab scholars in Family law and to produce science in Family Law that are relevant and highly competitive (Appendix 1.1.3). Following the description, as mentioned above, the university and the study program's missions have a close relationship and are

sustainable. The missions of the university are applied in IFL. The students' skills designed in IFL are skills in the area of family law involving professions of judges, advocates, mediators, court clerks, and religious affairs officers. Besides, to actualize the international values, especially in formatting Expected Learning Outcomes, IFL has benchmarked the learning outcomes of Family law courses from several countries. For example, Family Law courses at the University of Adelaide Australia, Burgham Young University, the United States of America, and the University of London United Kingdom. Thus, it can be concluded that the vision and missions of the university have been illustrated appropriately and thoroughly in the vision and mission of the study program, especially in designing graduates' profiles in the field of Islamic family law through the expected learning outcomes.

Furthermore, the expected learning outcomes (ELOs) of IFL have been designed and aligned with the university's vision and mission. ELOs have been formatted as follows.

Table 1

Expected Learning Outcomes (ELOs)

NUMBER	DESCRIPTION	COMPETENCE
ELO 1	To have communication skills	Generic
ELO 2	to internalize religious values, morality, and professional ethics based on the values of Islam and Indonesia	Generic
ELO 3	to internalize the value of humanity and globalization for international competitiveness	Generic
ELO 4	to demonstrate knowledge of legal structure in Islamic Family Law	Specific
ELO 5	to analyze and synthesize the materials to undertake advanced legal research in Islamic Family Law	Specific
ELO 6	to analyze a complex legal problem in Islamic Family Law	Specific
ELO 7	to apply principles that underpin Islamic Family Law and social life in the Indonesian context	Specific
ELO 8	to apply the legal procedural structure of Islamic Family Law in the Indonesian context	Specific

The process to formulate ELOs has been designed systematically involving several parties, including internal stakeholders, such as academic staff and supporting staff, and external stakeholders, such as alumni, students, and users, through workshops, discussions, surveys, and benchmarking. One activity to design ELOs is an academic workshop on 7 July 2018, held in Swissbelinn, Malang (Appendix 1.1.4). ELOs are then assigned by the dean (Appendix 1.1.5).

1.2 The expected learning outcomes cover both subject-specific and generic (i.e., transferable) learning outcomes

IFL is implemented to meet the required workforces for national development in the area of Islamic family law. Students are equipped with various integration of knowledge between shari'a and law-possing Ulul Albab characters, which leads them to be comprehensive experts of the law. They have to take some subjects to achieve generic and specific expected learning outcomes, as listed in table 1 at point 1.1 above. The generic learning outcomes consist of three goals (ELO 1, ELO 2, and ELO 3), while the specific learning outcomes comprise five competencies (ELO 4, ELO 5, ELO 6, ELO 7, and ELO 8).

1.3 The expected learning outcomes reflect the requirements of the stakeholders

Learning outcomes set by IFL are designed collectively by the stakeholders. The stakeholders are frequently invited to review the graduate profiles and ELOs to reach the curriculum structures' immediate accomplishment. Annually, IFL invites alumni, the judge, the advocate, the head of the religious affairs office, and the mediator to give feedback for having a better curriculum. Their review of the graduates working in their institutions is presented to IFL to revise some learning outcomes. It is necessary to consider that the upcoming professional challenges are due to the emergence of new regulations in the working world and the tight global competition. Consequently, various practical-based-courses, such as the law on constitutional court procedures, become compulsory courses to take.

In 2018, reviews on ELOs was carried out and attended by the number of practitioners. The event obtained several recommendations for the alteration of courses along with the increase in the graduate profiles, advocates. The following table presents the adjustment.

Table 2

Feedback from Stakeholders on Required Skills

Graduate Profiles	Skills
Judge	Criminal Law Procedures
	Ethics of Legal Professions
Lawyer	Criminal Law Procedures
	Constitutional Court Procedures

The table shows that the increase in profiles of judges and advocates, the students have to master several skills, such as criminal law procedures, constitutional court procedures, and ethics of legal professions. Several irrelevant courses are deleted, such as Statistics and Philosophy of Islamic Law. The deletion of the two courses is due to the overlapping materials with other subjects. Statistics has been discussed in the subject of Research Methodology and Philosophy of Islamic Law has been discussed in the Principles of Jurisprudence course. Thus, the addition of skills will make students more competent in their professional life after graduation.

Criterion 2: Programme Specifications

2.1 The information in the programme specification is comprehensive and up-to-date

Data concerning the study program specifications are updated annually (Appendix 2.1.1). The study program always publishes the book of academic guidance for new students. If there are changes in the study program, the content of the guidebook is indeed revised. Hence, the students keep having the updated information of the study program comprehensively. For instance, students' cohort 2019 got the latest news from the academic guidebook 2019 (Appendix 2.1.2) given at the beginning of the academic year in August. The graduate profile is explained at point 1.3.3.

The study program specification of IFL is presented as follows:

Name of Study Program	:	Islamic Family Law
Institutional Home Base	:	Faculty of Sharia, Universitas Islam Negeri Maulana Malik Ibrahim
Address	:	Gajayana Street 50 Malang Telp. / Fax. (0341) 559399 Email: syariah@uin-malang.ac.id
Year of establishment	:	1998 (Director of General Islamic Institutional Development Number: E/107/1998 Tanggal 13 Mei 1998)
Accreditation status	:	A degree, with a total score of 371 (from the maximum of 400) By National Accreditation Board of Higher Education (BAN-PT) No. 442/SK/BAN-PT/Akred/S/XII/2018
Validation period	:	2023 (five years)
Quality Management System	:	ISO 9001:2015
Academic Title/Name of the final Award	:	Sarjana Hukum (SH)
Study Period	:	4 (four) years / (8 semesters) – 7 Years / (14 semesters)
Minimum Credit	:	148 credits

Admission requirement	:	Graduates of Pesantren, Private Madrasah Aliyah, State-affiliated Madrasah Aliyah, General High school from all majors and specialties
Expected learning outcome	:	Clearly explained at point 1.1 table 1
Graduate profile	:	Clearly Explained at point 1.1
Head of Study Program	:	Dr. Sudirman, MA.
Secretary of Study Program	:	Erik Sabti Rahmawati, MA.

2.2 The information in the course specification is comprehensive and up-to-date

Course Specification is comprehensively designed according to KKNI and AUN-QA Standard. All Courses are formulated in detail and elaborated in course Syllabi (RPS) (Appendix 2.2.1). According to the Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 on the National Standard of Higher Education (Appendix 2.2.2), courses syllabi consist of:

1) Name of Study Program, Course Code, Credits, Name of Lecturers
2) Timelines
3) Course outcome
4) Teaching Materials
5) Planned final Competence to accomplish graduates' learning achievement
6) Teaching and learning methods
7) Time allocation to achieve targeted competences in each learning process
8) Students assessment description for one semester
9) Assessment criteria and indicators
10) List of references.

The course specifications are updated every year at the beginning of the academic year during the annual meeting for academic staff. The content is updated by considering the current development and the recommendations.

2.3 The program and course specifications are communicated and made available to the stakeholders

IFL makes excellent communication with the stakeholders. In terms of study program specifications, the stakeholders, particularly students, can access information using the academic guidebook published annually. They can read and look closely at every change which the study program does to gain better services. If they do not get the printout edition, they can access the information online in the study program website at http://hk.uin-malang.ac.id/. The site presents any updated information concerning the study program specifications.

Additionally, the information about the study program can be gained from various opportunities, for example, in the on-going process of lectures by communication between the lecturer and the students concerning learning contracts in the class, meetings with the students' parents, meetings with alumni, and meetings with stakeholders providing job opportunities. The presence of various means of communication is expected to give the people with ease to obtain any information about IFL (Appendix 2.3.1).

Criterion 3: Program Structure and Content

3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes

The structure of the curriculum in ILF consists of both compulsory and elective courses. The compulsory courses are made up of 18 University Course (34 credits), 14 Faculty Course (30 credits), and 31 Program Study Course (72 credits). The elective courses are to support the study program comprising 17 courses (34 credits), in which students are obliged to take six courses (12 credits) only out of them. As a result, the students should take 148 credits; 136 credits are compulsory courses, and 12 credits are elective courses. The course distribution is listed in table 3.

Table 3
The Group and Percentage of the Study Program Curriculum

Course Group	Courses	Credits	Percentage
University Courses (UC)	18	34	22,97
Faculty Courses (FC)	14	30	20,27
Study Program Courses (SPC)	31	72	48,65
Study Program Elective Courses (SPEC)	6	12*	8,11
Total	**69**	**148**	**100,00**

*Total Credit of Study Program Elective Courses is 34 credits but the student has to take 12 credits

The university courses are compulsorily related to national and university courses. They are offered in the 1st and 2nd semester. The university courses consist of 18 courses with a total load of 34 credits. University courses support ELO 1, 2, and 3.

The faculty and the study program courses are also compulsory. The faculty courses are provided in the 2nd and 3rd semesters. The faculty course consists of 14 subjects with a total load of 30 SKS. This faculty courses support ELO 2, 3, 4, 5, 6, and 7.

The study program courses are made available in the 4th, 5th, 6th semester. The study program courses consist of 31 courses with a total load of 72 credits. The study program courses support ELO 4, 5, 6, 7, and 8.

In the 7th semester, students can choose elective courses in the study program. These elective courses consist of 6 courses with a total load of 12 credits. These elective

courses support ELO 7 and 8. Finally, in the 8th semester, students can focus on their bachelor thesis writing.

3.2 The Contribution made by each course to achieve the expected learning outcomes is clear.

Each course contributes to the Expected Learning Outcomes in three main domains; affective, cognitive, and psychomotor, as explained in Bloom Taxonomy. The detailed information of course description, distribution in each semester, and each course's contribution to attaining ELO-s can be seen in table 4.

Table 4
The structure of the curriculum and expected learning outcomes

1. University Courses

No	Courses	Credits	Smt	Expected Learning Outcomes (ELOs)							
				1	2	3	4	5	6	7	8
1.	Pancasila	2	I	*	***	**					
2.	Civic Education	2	I	*	***	**					
3.	Philosophy of Science	2	I	**		*		***			
4.	Study of Al Quran and Al Hadith	2	I	**	***			*			
5.	Study of Fiqh	2	I	*	***						
6.	Theology and *Tasawwuf*	2	I		***	*		**			
7.	History of Islamic Civilization	2	I		*	***					
8.	Arabic Language: Intermediate Listening Skills	2	I	***		**					
9.	Arabic Language: Intermediate Reading Skills	1	I	***		**					
10	Arabic Language: Intermediate Writing Skills	1	I	***		**					
11.	Arabic Language: Intermediate Speaking Skills	2	I	***		**					
12.	Arabic Language: Advance Listening Skills	1	II	**		***					
13.	Arabic Language: Advance Reading Skills	2	II	**		***					
14.	Arabic Language: Advance Writing Skills	2	II	**		***					
15.	Arabic Language: Advance Speaking Skills	1	II	**		***					
16.	Indonesian Language	2	II	***				**			*
17.	English I: Intermediate Level	3	IV	**		**					
18.	English II : Advance Level	3	V	***		***					

Note :
* : slightly   ** : moderately   ***: mostly

2. Faculty Courses

No	Courses	Credits	Smt	Expected Learning Outcomes (ELOs)							
				1	2	3	4	5	6	7	8
1.	Introduction to Legal Science	2	I		**		***				
2.	Sciences of Qur'an	2	II		**		***				
3.	Sciences of Hadith	2	II		**		***				
4.	Principles of Jurisprudence: Introduction	3	II					***	**		
5.	Fiqh of Worship	2	II		***					**	
6.	Introduction of Indonesian Legal Procedure	2	III				***				
7.	Principles of Jurisprudence: Intermediate	3	III					***	**		
8.	Fiqh of Islamic Economy	2	III		**				*	***	
9.	History of Islamic Law	2	III		*				***		**
10.	Civil Law	2	III				***	*			**
11.	Constitutional Law	2	IV		*		***				
12.	Shari'a and Human Right	2	IV			*			***		
13.	Court Procedure of State Administrative Law	2	V							**	***
14.	Constitutional Court Procedure	2	V							**	***

Note :
* : slightly   ** : moderately   ***: mostly

3. Study Program Courses

No	Courses	Credits	Smt	Expected Learning Outcomes (ELOs)							
				1	2	3	4	5	6	7	8
1.	Fiqh of Marriage in Islamic Tradition	2	II				*			***	
2.	History of Islamic Court	2	II				**		***		
3.	Quranic Exegesis on Islamic Law	2	III					**	***	*	
4.	Hadith on Islamic Law	2	III					**	***	*	
5.	Religious Court of Indonesia	2	III							**	***
6.	Islamic Civil Law in Indonesia	2	III				***	**			*
7.	Reading Islamic Literature	2	III					***		***	*
8.	Fiqh of Marriage in the Indonesian Context	3	III					**		***	
9.	Principle of Islamic Law	2	IV					***	**		
10.	Agrarian Law	2	IV						*	***	
11.	Islamic Astronomy	2	IV					*		***	
12.	Civil Law Procedure	2	IV								***
13.	Religious Court Procedure	2	IV								***
14.	Fiqh and Management of Alms in Indonesia	2	IV						**	***	
15.	Management and Administration of Religious Court	3	IV								***
16.	Sociology of Law	3	IV					*	**	***	

No	Courses	Credits	Smt	1	2	3	4	5	6	7	8
17.	Fiqh of Inheritance in Islamic Principle	2	V				*				***
18.	Fiqh and Management of Waqf in Indonesia	2	V						**		***
19.	Research Methodology	2	V					***	*		
20.	Shariah Economics Law	3	V				*		***	**	
21.	Psychology of Family	3	V						***	**	
22.	Legal Opinion and Jurisprudence	2	V						***		**
23.	Development of Contemporary Islamic Legal Thought	3	V			*	**		***		
24.	Legal Research Methodology	2	VI					***	**		
25.	Management and Administration of Religious Affairs Office	3	VI								***
26.	Fiqh of Inheritance in the Indonesian Context	3	VI						*		***
27.	Alternative Dispute Resolution	3	VI					***			**
28.	Integrative Internship	4	VII							**	***
29.	Proposal Seminar	0	VIII					***	**		
30.	Comprehensive Examination	0	VIII				**			***	
31.	Undergraduate Thesis	6	VIII					***	*		**

Note :
* : slightly   ** : moderately   ***: mostly

4. Elective Courses

No	Courses	Credits	Smt	Expected Learning Outcomes (ELOs)							
				1	2	3	4	5	6	7	8
1.	State Administrative Law	2	VI				***				
2.	Theory and Technique of Legal Drafting	2	VI								***
3.	Theory and Technique of Sharia Contract Drafting	2	VI								***
4.	Ethics of Legal Professions	2	VI		***						
5.	International Law	2	VI			***	*				
6.	Criminal Law	2	VI				***				
7.	Criminal Law Procedure	2	VII								***
8.	Legal Practice	2	VI								***
9.	Anthropology of Law	2	VII					**	***		
10.	Entrepreneurship	2	VII							***	
11.	Juvenile Justice	2	VII				***				
12.	Tax Justice	2	VII				***				
13.	Military Justice	2	VII				***				

No.	Course	Credits	Semester								
14.	Study of Islamic Legal Manuscript	2	VII						***		
15.	Fiqh and Management of Hajj in Indonesia	2	VII							***	
16.	Management Science	2	VI							***	
17.	Introduction of Educational Science and Teacher Training	2	VI		***					**	

Note :
*   : slightly   ** : moderately   ***: mostly

The table above has clearly shown that some courses contribute to ELO's attainment in an average manner, between 18 to 20 courses for each ELO. Thus, each course has a definite contribution to the accomplishment of ELO with three categories: slightly, moderately, and mostly.

In realizing the achievement of ELO-1, the study program held the following courses: Indonesian language, Intermediate Arabic Language, Intermediate English Language, Advance Arabic Language, Advance English Language, Philosophy of Science, Study of Al-Quran and Al-Hadith, Pancasila, Civic Education, and Study of Fiqh. The ELO-2 is designed to fulfill through the courses: Pancasila, Civic Education, Ethics of Legal Professions, Study of Fiqh, Fiqh of Worship, Theology and *Tasawwuf*, Study of Al-Quran and Al-Hadith, Introduction to Legal Science, Sciences of Qur'an, Sciences of Hadith, Constitutional Law and and History of Islamic Civilization. Furthermore, the achievement of ELO-3 will be achieved with Advance Arabic Language, Advance English Language, the History of Islamic Civilization, International Law, Intermediate Arabic Language, Intermediate English Language, Shari'a and Human Rights, and Anthropology of Law. The achievement of ELO 1-3, which is a generic subject, is mostly supported by university courses.

The effort to achieve ELO-4 is realized by organizing courses on Introduction to Legal Science, Sciences of Qur'an, Sciences of Hadith, Islamic Civil Law in Indonesia, Introduction of Indonesian Legal Procedure, Constitutional Law, and Civil Law. Furthermore, the achievement of ELO-5 is realized by the courses: Research Methodology, Legal Research Methodology, Principle of Islamic Law, Reading Islamic Literature, Principles of Jurisprudence: Introduction, Principles of Jurisprudence:

Intermediate, Alternative Dispute Resolution, Proposal Seminar and Undergraduate Thesis.

ELO-6 is achieved by courses of Quranic Exegesis on Islamic Law, Hadith on Islamic Law, Sharia Economics Law, Psychology of Family, Legal Opinion and Jurisprudence, History of Islamic Law, History of Islamic Court, Development of Contemporary Islamic Legal Thought, Anthropology of Law, and Study of Islamic Legal Manuscript. The achievement of ELO-7 is fulfilled by organizing some courses on Fiqh of Islamic Economy, Fiqh of Marriage in Islamic Tradition, Fiqh of Marriage in the Indonesian Context, Agrarian Law, Reading Islamic Literature, Islamic Astronomy, Fiqh and Alms Management in Indonesia, Sociology of Law, Comprehensive Examination, Entrepreneurship, Fiqh and Management of Hajj in Indonesia, and Management Science. While ELO-8 is fulfilled by organizing the courses: Introduction of Indonesian Legal Procedure, Court Procedure of State Administrative Law, Constitutional Court Procedure, Religious Court of Indonesia, Civil Law Procedure, Religious Court Procedure, Management and Administration of Religious Court, Fiqh of Inheritance in Islamic Principle, Management and Administration of Religious Affairs Office, Fiqh of Inheritance in the Indonesian Context, Alternative Dispute Resolution, Integrative Internship, Theory and Technique of Legal Drafting, Theory and Technique of Sharia Contract Drafting and Criminal Law Procedure.

3.3 The curriculum is logically structured, sequenced, integrated, and up-to-date.

Following the decree of the Ministry of Education and Culture No 44 of 2015 on National Standard of Higher Education (Appendix 3.3.1) and the decree of Rector UIN Maulana Malik Ibrahim Malang, the curriculum should consist of the following aspects: National, University, Faculty, and Study Program components (Appendix 3.3.2). The undergraduate students should take a minimum of 144 credits and a maximum of 160 credits and be completed within eight semesters or a maximum of 14 semesters. Each course has 0 to 6 credits with 2 to 3 credits on average (Appendix 3.3.3).

The curriculum is regularly reviewed every year and updated every four years. The curriculum evaluation is conducted together with experts' feedback and review on ELO-s. The current curriculum is designed based on KKNI (Indonesian National Qualification Framework), replacing the KBK (Competence-Based Curriculum) system, which is oriented to achieve student competence. On the other hand, the KKNI curriculum aims to achieve ELO (Appendix 3.3.4).

IFL provides students with basic courses from the university to establish their fundamental understanding of Islam, civic education, and Islamic law. The learning methods used are lectures and discussion. This university courses support the fulfillment of ELO-1, ELO-2, and ELO-3.

The faculty courses are to enrich students' knowledge, either Islamic or Positive Law. Regarding faculty courses, IFL offers various learning methods, including students' participation in writing paper, supervision from the lecturer, presentation, group discussion, jigsaw learning, mind mapping, and outing class by visiting experts or practitioners. Students can directly involve the knowledge-transfer process. These courses are expected to meet ELO-2. ELO-3, ELO-4, ELO-5, ELO-6 and ELO-7.

The study program courses enrich students' knowledge and practice by employing some learning methods and the Problem-based Learning method. The students are required to solve problems related to Islamic Family Law by citing relevant references, role-playing, discovery, and inquiry method. Besides, some of the study program courses are court practicum. These courses can support the accomplishment of ELO-4, ELO-5, ELO-6, ELO-7, and ELO-8.

Table 5

Map of the Curriculum Each Semester

Smt I	Smt II	Smt III	Smt IV	Smt V	Smt VI	Smt VII	Smt VIII
Arabic (Intermediate Listening Skills)	Arabic (Advance Listening Skills)	Fiqh of Islamic Economy	Principle of Islamic Law	Fiqh of Inheritance in Islamic Principle	Fiqh of Inheritance	Criminal Law Procedure	Proposal Seminar
Arabic (Intermediate Reading Skills)	Arabic (Advance Reading Skills)	Quranic Exegesis on Islamic Law	Shari'a and Human	Fiqh and Management of Waqf in Indonesia	Alternative Dispute Resolution	Legal Pratice	Comprehensive exam
Arabic (Intermediate Writing Skills)	Arabic (Advance Writing Skills)	Reading Islamic Literature	Islamic Astronomy	Legal Opinion and Jurisprudence	Management and Administration of	Anthropology of Law	Thesis
Arabic (Intermediate Speaking Skills)	Arabic (Advance Speaking Skills)	Principles of Jurisprudence Intermediate	Fiqh and Management of Alms in	Development of Contemporary Islamic Legal	Legal Research Methodology	Entrepreneurship	
Study of Al Quran and Al Hadits	Sciences of Qur'an	Fiqh of Marriage in the Indonesian Context	Management and Administration of	Psychology of Family	State Administrative Law	Juvenile Justice	
Study of Fiqh	Sciences of Hadith	History of Islamic Law	Management and Administration of Religious Affairs Office	Shari'ah Economics Law	Theory and Technique of Legal Drafting	Tax Justice	
Theology and Tasawwuf	Principles of Jurisprudence Introduction	Introduction to Legal Science	Civil Law Prosedure	Court Procedure of State Administrative	Theory and Tecnique of Sharia Contract	Military Justice	
History of Islamic Civilization	Fiqh of Worship	Civil Law	Sociology of Law	Constitutional Court Procedure	Etnics of Legal Professions	Study of Islamic Legal ManusManuscri	
Indonesian Language	Fiqh of Marriage in Islamic Tradition	Religious Court of Indonesia	Agrarian Law	Research Methodology	International Law	Fiqh and Management of Hajj in Indonesia	
Philosophy of Science	History of Islamic Court	Islamic Civil Law in Indonesia	Constitutional Law	English (Advance Level)	Criminal Law	Management Science	
Pancasila	Civic Education	Hadist on Islamic Law	English (Intermedi		Introduction of Educational Science and Teacher Training	Integrative Internship	
		Introduction to Legal Science					

Note:

🟦	University Courses
🟩	Faculty Courses
🟨	Study Program Courses
🟥	Study Program Elective Courses

Criterion 4: Teaching and Learning Approach

4.1 The educational philosophy is well articulated and communicated to all stakeholders

The design of a basic educational philosophical foundation involves stakeholders who actively participate in curriculum development workshops to provide suggestions for the betterment of the IFL curriculum. This philosophical foundation is comprehensively explained in Education Guideline Book (Appendix 4.1.1), Curriculum Standard Book based on KKNI (Appendix 4.1.2), *Ulul Albab* Education Philosophy Book (Appendix 4.1.3), Universitas Islam Negeri Maulana Malik Ibrahim Malang. The Ulul Albab Education Philosophy is illustrated in 4 pillars; deep spirituality, high morality, broad knowledge, and professional maturity. These pillars are developed in the Knowledge Tree concept by integrating science and religion, implemented by combining university and *ma'had* (boarding school) education system. This concept is considered new in the Indonesian Higher Education scope, in which Universitas Islam Negeri Maulana Malik Ibrahim Malang becomes the pioneer in its development.

Picture 1

The Knowledge Tree Concept
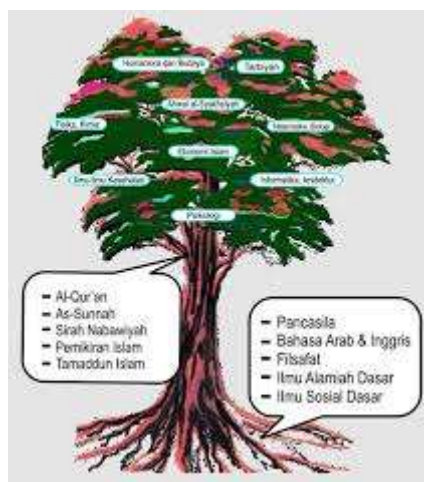
The Ulul Albab education philosophy is disseminated to students and parents in students' parent meeting, ma'had socialization, mosque, and other forums held by study program, faculty, and university. Besides, this philosophy is also introduced through written forms such as via Education Guideline Book of the faculty and university, banner,

calendar, website, monument, and other related media. As a result, students and all university academic communities fully understand this philosophy.

Picture 2

Ulul Albab Philosophy Monument

Besides, this philosophy is well-implemented in the teaching-learning process. The profound spirituality aspect can be seen through the habituation of Qur'an recitation before starting the course. Noble morality aspect is implemented by greeting lectures or students whenever they meet. The broad knowledge and professional maturity are applied through integrating knowledge between science and religion.

4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes

The teaching-learning process's implementation is designed to align with the vision, mission, objective, and scientific structure of IFL. One of the learning methods implemented in this study program is Student-Centered Learning, which emphasizes active student participation in thinking critically and being independent in utilizing numerous resources from the library, be it printed or digital sources.

Lecturers' role in the teaching-learning process is to periodically monitor, evaluate, and improve teaching and learning methods. Lectures also present material, assess study results, and design RPS (Semester Learning Plan) introduced to students in the first meeting of the lecture in the mentioned semester (Appendix 4.2.1). Student-centered

learning is reflected through the following activities (depending on the needs of each course or learning process):

Small group discussions: Students are divided into groups of five people to discuss the material given by the lecturer. Through these activities, students learn to be good listeners, work as a team, give and receive constructive feedback, respect differences of opinion, support opinions with facts/evidence, and respect various points of view, and present the results of their discussions.

Simulation is a learning model by presenting real-life situations into classroom activities. The purpose of doing so is to practice general and special abilities. The forms of the simulation are trial simulation, marriage, and mediation of Islamic civil matters. These activities are conducted based on Field Work Practice, Internships, and Academic Guidebook.

Practical courses are lectured by practitioners who are experts and have long experience in the Indonesian courts to support the attainment of ELO-s. Some of the lectures center on developing students' skills in a court by, for instance, doing moot court practice. This avenue is essential for students to undergo courtroom practice. This moot court activity strongly supports the achievement of learning outcomes of several study program subjects, i.e., Court Procedure of State Administrative Law, Constitutional Court Procedure, Religious Court of Indonesia, Civil Law Procedure, Religious Court Procedure, Management and Administration of Religious Court, and Criminal Law Procedure.

IFL offers an internship opportunity for students to develop their academic competence in some institutions via fieldwork mechanism to have experiential learning, such as Religious Court, Office of Religious Affairs, and legal aid institution. Besides, students also have a chance to do fieldwork to some reputable institutions including Indonesian High Court, Indonesian Constitutional Court, Judicial Commission, the House of Representative of Republic Indonesia, People Consultative Assembly, Regional Representative Council, Observatorium Boscha Bandung, and National Institute of Aeronautics and Space (LAPAN). The activity strongly supports the achievement of the specific learning outcomes of five competencies, i.e., ELO 4, ELO 5, ELO 6, ELO 7, and ELO 8.

4.3 Teaching and learning activities enhance life-long learning

The teaching and learning process in IFL integrate the education system in higher education and ma'had model. All first-year students are obliged to stay in ma'had to internalize Islamic values of *Rahmatal lil 'Alamin* (Blessing for Universe) for their future academic life. Besides, an Arabic course to support students' ability to integrate science and religion is given to first-year students. They will also take an English course in the second year to enrich their language skills to respond to global development and challenge.

Students have a great chance to develop their academic competence in integrating Sharia and law. The lecturers are professional and open-minded in giving lectures and supervising students. Besides, the study program facilitates relevant laboratories to accelerate their capabilities.

In all courses, students are guided to implement three pillars of higher education: teaching, research, and community service. The learning process is not limited to classroom context but also motivates students' participation in creating a dynamic academic atmosphere and engaging in the development of law and Sharia law issues. Some of the students develop communities to do community services, such as the validation of Qibla direction, Sharia youth trainer, *khotmil* Qur'an roadshow, and family corner.

Learning activities carried out by the IFL also aim to provide life learning skills to students, including communication skills, presentation skills, critical thinking, problem-solving, and confidence-building skills. Students are given courses in the Indonesian language, Arabic language, English Language, and trained in the units of interest and talent to achieve communication and presentation skills. Meanwhile, to meet critical thinking, problem-solving, students are equipped with Philosophy of Science, Al-Quran and Hadith studies, Methodology study, Study of Fiqh, Principles of Jurisprudence, Alternative Dispute resolution and trained in the Turats and legal debate unit. The achievement of confidence-building skills is pursued through the Ethics of Legal Professions, Entrepreneurship, Psychology, Management Science courses, and sharpened in the Young Sharia Trainer unit activities.

Criterion 5: Student Assessment

5.1 The Student Assessment is Constructively Aligned to The Achievement of The Expected Learning Outcomes

The assessment system comprises an enrollment test, course assessment, language test (Institutional TOAFL/TOEFL), a comprehensive test, and a thesis exam. Prospective students can enroll IFL through a selection-based test or achievement-based test. The selection-based test is a written and has three types: 1) State Islamic Higher Education Entrance Examinations (UM-PTKIN https://um-ptkin.ac.id/; http://pengumuman.um-ptkin.ac.id/), 2) Written Independent Admission UIN Maulana Malik Ibrahim, and 3) Independent Admission for international students UIN Maulana Malik Ibrahim (http://pmb.uin-malang.ac.id). The achievement-based test regards and evaluates prospective students' Qur'an memorization, academic, arts, or sports achievement. This admission type can be accessed through 1) State Islamic Religious Higher Institution Performance-based test (SPAN-PTKIN https://span-ptkin.ac.id/page), and 2) Achievement Independent Admission UIN Maulana Malik Ibrahim, http://pmb.uin-malang.ac.id.

The assessment for the course consists of a structured test, independent test, quiz, middle test, final test, and practicum. Besides, the study program also employs the following methods to assess students' learning progress; presentation, essay, moot court, true-false, multiple-choice, project proposal, and mind maps. Student assessment criteria are explained in the course outline and are approved by the Dean and Vice Dean for academic affairs. IFL periodically evaluates all forms of student learning assessment to adjust them with ELO and course learning outcomes in a workshop session. Student Learning Outcomes as a whole are achieved when completing the final project (thesis).

The language proficiency consists of Arabic (TOAFL) and English (TOEFL), in which students should gain no less than 400 scores for both tests (appendix 5.1.1). This test is essential to measure the readiness of IFL graduates to compete at the international level. Students have to take English I, English II, and Program Pengembangan Bahasa Inggris (PPBI) courses to prepare students for the institutional TOEFL exam. Furthermore, students are provided through Program Pengembangan Bahasa Arab (PPBA) in the first year for institutional TOAFL. The comprehensive test consists of

Islamic law and Law materials to evaluate students' understanding of both topics. The students should also take the final project in the form of a bachelor thesis administered and scheduled by the study program.

IFL has started the evaluation of students' learning progress since the first semester. Students will be dropped whenever they:

a. Students gain a GPA of less than 2.00 in the first four consecutive semesters.
b. Students have completed a 4-semester study but have not accomplished 80% of the study load.
c. Students cannot finish their studies at the end of the 14th semester.

5.2 The Student Assessments Including Timelines, Methods, Regulations, Weight Distribution, Rubrics, and Grading are Explicit and Communicated to Students

Students' assessment is formulated based on the regulation of the Ministry of Research, Technology, and Higher Education Number 44 of 2015 on National Standard of Higher Education, and the decree of Rector UIN Maulana Malik Ibrahim Malang Nomor: B-4104/Un.3/PP.01.2/07/2018 on Academic Guideline Book 2018 UIN Maulana Malik Ibrahim Malang (appendix 5.2.1).

Each course should have a course outline covering course objective, material, teaching method, reference, assessment criteria, assessment rubric, assessment weight, and timeline. Lectures should explain the course outline to the students in the first meeting and ask students to sign the learning contract. The assessment criteria consist of assignment, quiz, practicum, middle test, and final test. The lecturer, moreover, should design the assessment weight. The grading scale is determined by the decree of the rector and disseminated through Academic Guideline Book accessible in http://hk.uin-malang.ac.id/index.php. Students are allowed to take a remedial test or retake the exam following the course timeline.

The grading system of IFL is based on university academic guideline book as follows:

Table 6

Converted Score

No	Score Range 0 – 100	Category	Value	Status
1	85 – 100	A	4	High Distinction
2	75 – 84	B+	3,5	Distinction
3	70 – 74	B	3	Satisfactory
4	65 – 69	C+	2,5	Almost satisfactory
5	60 – 64	C	2	Pass
6	50 – 59	D	1	Fail level 1
7	< 50	E	0	Fail level 2

The students will get their final score upon completing their studies, as described in the table above. Students who get A, B+, B, C+, and C mean that they pass the course, while those who receive D or E indicate that they fail so that they have to retake the course based on the implemented procedure.

As mentioned earlier, the grading system can be easily understood by the study program staff, lecturer, students, parent, and society through several media. The available media are university academic guideline book, faculty academic guideline book, website ((http://hk.uin-malang.ac.id/), academic orientation, regular academic meeting at the beginning of the semester, coordination meeting with the leader of the class, and social media. This communication process is salient to review the educational process, hear student voice upon the teaching and learning method, and follow up the complaint about the betterment of teaching and learning processes. This grading schema for courses, thesis, and the comprehensive test is determined, communicated, and implemented very carefully by the IFL.

5.3 Methods Including Assessment Rubrics and Marking Schemes are Used to Ensure Validity, Reliability, and Fairness of Student Assessment

IFL designed a Standard Operational Procedure (SOP) to ensure validity, reliability, and fairness in students' assessment during lectures. The study program reviews all assessment models applied to students. For example, lecturers must submit test questions before conducting midterm and final semester examinations. Items are calibrated by cognate lecturers to ensure the suitability of the questions with the course

objectives. Then, the items are validated by the vice dean of academic affairs. Test results are returned to students for grading transparency.

Each lecturer uses an assessment rubric that is tailored to the objectives of the course. The assessment rubric is applied to ensure validity, reliability, and fairness. Grades that have been accumulated based on the rating rubric are converted based on the grading conversion guidelines, as mentioned at point 5.2 table 5).

5.4 Feedback of Student Assessment is Timely and Helps to Improve Learning

Lecturers provide feedback for assessment to students using several ways, i.e., (1) lecturers discuss directly with students during lectures; and 2) the lecturer gives notes on the assignment paper both manually and using the MS Word Comment application. Feedback is given manually and automatically through the e-learning system, https://elearning.uin-malang.ac.id/.

Students evaluate lecturers' performance through Student Satisfaction Survey conducted by Quality Assurance Institution UIN Maulana Malik Ibrahim based on four components: pedagogical, social, professional, and personal competence. They fill in the survey online via http://siakad.uin-malang.ac.id. Students who do not fill in the survey cannot input courses in the following semester (Appendix 5.4.1). The study program follows up the result of the survey by presenting awards to the lecturer with the highest survey score. Besides, the study program also conducts pedagogy workshops involving all lectures, Quality Assurance Institution staffs, graduate user institutions, and alumni. The study program administers academic meetings every semester to disseminate rules and policies of teaching and learning development.

5.5 Students have Ready Access to Appeal Procedure

Before inputting the final grade, the lecturer returns the correction results to the student as feedback. The results of these corrections are used as student evaluations of material that is difficult to understand. After that, students revise and collect the exam results to be re-checked by the lecturer as the final grade.

Students have a right to a reasonable score of every course they take. They can view their rating at http://siakad.uin-malang.ac.id. If the students find problems with the score, such as incorrect count, they can apply for an appeal of the grade improvement based on the academic service calendar. The only concerned lecturer can make grade improvement. The appeal procedure is regulated based on Academic Guideline UIN Maulana Malik Ibrahim Malang verse 24 as the following:

1. Students ask for a grade improvement form to the support staff of the study program.
2. Students consult the concerned lecturer by attaching the GPA score.
3. After getting the official grade improvement, students should come to the head of the study program for a cover letter for the university support staff by attaching the revised GPA score.
4. Support staff proceeds student's grade improvement via http://siakad.uin-malang.ac.id.

Criterion 6: Academic Staff Quality

6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research, and service

Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research, and service in Islamic Family Law:

1. Considering succession: The changes of academic staff are carried out by the rectorate staff based on needs recommended by the faculty. To add the number of lecturers, rectorate staff opens the recruitment for civil servant and non-civil servant permanent lecturer. Besides, the faculty also recruits a part-time lecturer (practitioner). The selection process that IFL applies is based on law No. 5 of 2014 on State Civil Administration (Appendix 6.1.1).

2. Promotion: Lecturers have a right for promotion on every two years from a full-time lecturer, associate professor, and professor regulated by Law No. 14 of 2005 on professor and lecturer (Appendix 6.1.2) and regulation of the Ministry Administrative and Bureaucratic Reform No. 17 of 2013 on the functional position of the lecturer and credit number (Appendix 6.1.3).

3. Re-deployment, termination, and retirement in IFL are based on government regulation No. 53 of 2010 on the discipline of the civil servant (Appendix 6.1.4), and the decree of Religious Affairs No. 28 of 2013 on the discipline of civil servant presence in the Ministry of Religious Affairs (Appendix 6.1.5).

6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research, and service

The total number of IFL students in 2019 is 967, while the academic staff is 26. Academic staff should teach 12 credits (6 credits for those in charge of a structural/bureaucratic position) to fulfil the liability of the teaching load. The methods to calculate FTEs staff academic in IFL are based on teaching load, 1 FTE is equal to 12

credits per week. The table is below of FTE calculation. 1 FTE is equivalent to 12 credits of lessons a week:

<p style="text-align: center">**Table 7**</p>

<p style="text-align: center">**Full-Time Equivalent (FTE)**</p>

Category	M	F	Total		Percentage of PhDs
			Headcounts	**FTEs**	
Professor		2	2	1.6	7.7 %
Associate Professor	7	2	9	8	35 %
Full-Time Lectures	10	4	14	14	0
Part-Time Lectures	1	0	1	1	0
Visiting Professors/Lectures	0	0	0	0	0
Total	18	8	26	24.6	42.7%

The table above shows that the academic staff's teaching workload is 12 credits. It is based on the Government Regulation of the Republic of Indonesia Number 37 of 2009 on Academic Staff and Decree of The Rector of UIN Maulana Malik Ibrahim Malang No. 3614/Un.3/ HK.00.5/06/2018 on Academic Guidelines for UIN Maulana Malik Ibrahim Malang's academic staff.

The academic staff in IFL should at least hold a Master's Degree. To fit the promotion scheme, the lecturers should take a doctoral program. Thus, the university widely supports all IFL academic staff to pursue a Ph.D. program by encouraging them to apply for scholarships from various funding providers, in Indonesia or overseas. They are also allowed to continue for a Ph.D. with a self-funding schema.

The student study load can be used to calculate the FTEs of the student. The methods to calculate FTEs of a student in IFL is based on credit load. 1 FTE of a student is equal to 24 credits load per semester. The students generally take 22 credits load per semester. It is equivalent to 22 credits per week. Thus, the FTE of a student with 22 credits per semester is 0.9. The following table is the staff-to-student ratio on FTEs since 2015-2019:

Table 8

Staff-to-student Ratio

Academic Year	Total FTEs of Academic Staff	Total FTEs of Students	Staff-to-student Ratio
2019	24.6	886.4	1 : 36
2018	23	839.7	1 : 36
2017	22	771.3	1 : 35
2016	19	707.4	1 : 37
2015	17	541.8	1 : 32

This table shows a calculation of the lecturer-student ratio is in line with the standard of the class adequacy ratio. The standard rate for national accreditation and teaching system at UIN Maulana Malik Ibrahim Malang is 1:40.

6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment, and promotion are determined and communicated

The permanent lectures in IFL cover civil servant and non-civil servant permanent lecturer. To comply the need of teaching, research, and student service, IFL refers to the decree of general secretary No. 77 of 2010 on Technical Implementation Guideline of Prospective Civil Servant Procurement in Islamic Higher Education, Ministry of Religious Affairs, for conducting lecturer recruitment process with the following conditions:

1. The lecturer procurement with civil servant status is undertaken if civil servant lectures resign, retire, die, or meet demands and needs.
2. The selection process is conducted objectively based on the regulated requirements without discrimination towards gender, ethnicity, religion, race, community, or region.
3. The selection process is adjusted to the principle of truth, obedience, objectivity, transparency, and rationale to recruit a prospective candidate with strong faith,

deep spirituality, solid piety, broad knowledge, high competence, and professionalism.

The non-civil servant permanent lecturer's recruitment process is aligned with the decree of Religious Affairs No. 3 of 2016 on the appointment non-civil servant permanent lecturer in Islamic Higher Education and permanent lecturer of private religious higher education. The responsibility and code of ethics of academic staff in UIN Maulana Malik Ibrahim Malang are based on government regulation No. 53 of 2010 on the discipline of a civil servant and the working agreement of non-civil servant permanent lecturer UIN Maulana Malik Ibrahim Malang No: Un.03/Kp.01.4/3209/2016.

The promotion of lecturers is regulated according to regulation of the Minister of Administrative and Bureaucratic Reform Number 17 of 2013 concerning lecturer functional position and credit score number 46 of 2013 concerning the Amendment to the Regulation of the Minister of Administrative and Bureaucratic Reform Number 17 of 2013 concerning Lecturer Functional Position and Credit Figures, Joint Ministerial Regulations Education and Culture and Head of State Civil Service Agency Number 4 / VIII / PB / 2014 and Number 24 of 2014 concerning Provisions for the Implementation of Lecturer Functional Position and Credit Figures, and Minister of Education and Culture Regulation Number 92 of 2014 concerning Technical Guidelines for Implementing Evaluation of Credit Numbers Functional Position Lecturer and Credit Score, and Minister of Research, Technology and Higher Education Regulation Number 26 Year 2015 juncto Number 2 of 2016 on Registration of Educators in Higher Education (Appendix 6.3.1).

Civil servant lecturer and non-civil servant permanent lecturer should conduct three pillars of higher education comprising teaching, research, and community service regulated by the government and the university as the following:

1. Civil servant lecturers in carrying out their obligations are bound by Government Regulation No. 53 of 2010 concerning Discipline of Civil Servants and Senate Regulations of UIN Maulana Malik Ibrahim Malang No. Un.3 / PP.01.04 / 962/2016 concerning the Code of Ethics and Discipline Regulations for Employees of UIN Maulana Malik Ibrahim Malang (Appendix 6.3.2). Lecturers who violate a heavy code of ethics will receive administrative sanctions such as not given the right to promotion

within a specified period (delaying promotion schema) or displaced as support staff for a particular time. The lecturer who violates laws and regulations can be fired.

2. The permanent lecturer is bounded to the regulation of the Senate UIN Maulana Malik Ibrahim Malang No. Un.3/PP.01.04/962/2016 on code of ethics and regulation of staff discipline UIN Maulana Malik Ibrahim Malang.

6.4   Competences of academic staff are identified and evaluated

The IFL has 26 academic staffs with the area of expertise as the following:

Table 9

Academic Staff

No	Course Category	Course Total	Lecturer Quantity
1	History of Indonesia and Islam	6	3
2	Study Islamic Manuscripts	6	3
3	Language Skills	11	6
4	Islamic Jurisprudence	14	7
5	Legal introduction	2	2
6	Islamic Studies	6	2
7	Indonesian Law	12	6
8	Religious Court	10	5
9	Research Methodology	2	2
	Total	**69**	**36**

Lecturers' area of expertise is identified and evaluated by the study program to ensure the relevance of the taught course and their competence. The IFL checks lecturers' academic background, thesis, and publications. The report of the lecturer's workload from February to August each year is also taken into account, while the evaluation is made

based on the lecturer's teaching journal every month. By so doing, any potential lack of teaching hours can be minimized and student loss can be avoided.

Aligning to Government Regulation No. 41 of 2009 on Teacher and Lecturer Professional Allowance Certification (Appendix 6.4.1), the lecturers must meet the Lecturer Workload Obligations to teach with a total of 12 credits per semester, conduct one research, and perform one community service every year. Only if lecturers fulfill the annual workload will the professional allowance be given.

The performance evaluation of the teaching staff is carried out by the SSI (Student Satisfaction Index) survey online at *siakad* or manually conducted at the end of the semester by the Faculty quality assurance unit. The study aims to measure students' evaluation as the primary stakeholders on lecturers' performance on academic competence, professionalism, and social aspects in the teaching and learning process. The SSI results are reported to the Dean, Deputy Dean of Academic and Institutional Affairs, as well as study programs as recommendations and evaluation of lecturer performance and, are given directly to each lecturer for an independent assessment. The study program uses SSI results to design efforts to improve the teaching quality of educators through workshops or training to develop pedagogical or andragogical skills. Pedagogical aspects, which in the previous years were the lowest aspects of the SSI data, after learning training increased the satisfaction index was only on the element of professionalism, which must be improved again (Appendix 6.4.2).

6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfill them

The lecturer training is carried out annually through the provision of a budget for each lecturer to improve skills in line with the competence. Training planning is also carried out periodically during budgeting planning to support the institution's vision and mission towards international reputation. Lecturers also get financial facilities to join academic writing activities for reputable international journals, write articles in international journals, and participate in international seminars. The faculty provides lecturers with opportunities to participate in scientific development activities through budgets to participate in workshops, supervision of final papers, practical training, or internship. Once in a year, each lecturer can apply for seminars, workshops, both national

and international, take part in scientific forum activities, such as in the forum of the Association of IFL Lectures (ADHKI). The faculty also provides memberships and training budgets for lecturers to improve their English skills. In addition to off-campus training, lecturer development is also carried out by the university. One of the training held by the university is pedagogical training organized by the University Quality Assurance Institute. This pedagogic training is required for new educators to guarantee and develop their teaching skills. Below are lists of past training events held by IFL:

1. Pedagogical training by Research and Community Service
2. Gender-based Research Training UIN Maulana Malik Ibrahim Malang
3. Workshop on Research Online Skill
4. Workshop on Research Publication in a Reputable Journal
5. Workshop on Academic Writing
6. Workshop on Journal Writing in an International Journal
7. Workshop on Referencing Manager Tools (Zotero, Mendeley)
8. Workshop on E-Learning

The faculty also administers additional professional training to develop the lecturers' scientific quality and skills, quality, and academic competence. The training invites certified trainers and is recognized by the Supreme Court. The result of the training was the enrollment of most of the lecturers as certified Mediators who had the competence to become official mediators in the Religious Courts. Certificates issued by the Supreme Court. In addition, the improvement of lecturers' academic competencies also makes them involved in various associations that are linear with their fields.

Table 10

Academic Staff in Association

No.	The Association	The Number of staff academic	National	International	Regional/ Local
1.	Maliki Mediation Center	7	-	-	√
2.	Malaysian-Indonesian Law School Network (Malindo LSN)	2	-	√	-
3.	Malaysian-Indonesian Law School Network (Malindo LSN)	6	-	√	-
4.	Melbourne Scholars Association	1	-	√	-

No.	Name				
5.	Australian - Indonesian Partnership for Justice (AIPJ)	1	-	√	-
6.	Asian Law Group, Australia	1	-	√	-
7.	Sharia and Law Dean Forum of Indonesia	1	√	-	-
8.	Sharia Lecturer Association of Indonesia	2	√	-	-
9.	The Junior research council representative of Netherlands Interuniversity School for Islamic Studies (NISIS)	1	-	√	-
10.	McGill Scholars Association	1	-	√	-
11.	Fullbright Scholars Association	1	-	√	-
12.	Association of Islamic Family Law Study Program	1	√	-	-
13.	Association of Islamic Family Law Study Program	1	√	-	-
14.	Association of Family Law Lecturer	1	√	-	-
15.	Association of Family Law Lecturer	1	√	-	-
16.	Association of Indonesian Sharia Scientists and Scholars	1	√	-	-
17.	Association of Indonesian Sharia Scientists and Scholars	1	√	-	-

6.6 Performance management including rewards and recognition is implemented to motivate and support education, research, and service

UIN Maulana Malik Ibrahim Malang has designed a remuneration system called E-Smart, a reward system for lecturers based on their teaching, research, and service. There are three categories covered here: performance 1 (if the lecturer fulfills the obligation to teach 12 credits each semester), performance 2 (if the lecturer has additional assignments besides teaching), and Performance 3 (if the lecturer can write scientific publications national and international. Lecturers must fulfill the lecturer workload regulated according to the laws and regulations to gain remuneration (Appendix 6.6.1).

The Institute for Research and Community Service (LP2M) of Maulana Malik Ibrahim Malang conducts research and service evaluation every year. The institution will give sanction to lecturers who do not publish research results through journals, by not

allowing them to participate in a research competition within two years. For administrative evaluation, each service activity carried out by lecturers (independent or funded by the university) must be validated by LP2M. Lecturers who fail to carry out actions, that have been supported, will be restricted to participate in competitions for services funded by the university within two years (Appendix 6.4.3)

6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement

Based on the Republic of Indonesia Government Regulation Number 37 of 2009 on Lecturers, academic staff is required to conduct research every year to fulfill the burden of lecturers on certification. The following are lecturer research results that have been published in book form, or through national and international journals:

Table 11

Research Link of Academic Staff

No.	Name	Link
1.	Dr. Dra. Hj. Tutik Hamidah, M.Ag.	https://scholar.google.co.id/citations?user=mO6QWU8AAAAJ&hl=id&oi=ao
2.	Dr. H. Sa'ad Ibrahim, M.A.	https://scholar.google.com/citations?hl=id&user=z6LKCwQAAAAJ&view_op
3.	Dr. Fadil SJ, M.Ag	https://scholar.google.co.id/citations?user=mo3BCMQAAAAJ&hl=id
4.	Dr. Hj. Mufidah Ch, M.Ag	https://scholar.google.co.id/citations?hl=id&user=XiTOBdIAAAAJ
5.	Dr. Hj. Umi Sumbulah, M.Ag	https://scholar.google.co.id/citations?hl=id&user=MvPHLmoAAAAJ
6.	Dr. H.M. Fauzan Zenrif, M.Ag	https://scholar.google.com/citations?user=rCNjz9oAAAAJ&hl=id
7.	Dr. H. Roibin, M.H.I	https://scholar.google.co.id/citations?hl=id&user=va7mqPYAAAAJ
8.	Dr. H. Isroqunnajah, M.Ag	https://scholar.google.co.id/citations?hl=id&user=xueQAc8AAAAJ
9.	Dr. Zaenul Mahmudi, M.A.	https://scholar.google.co.id/citations?hl=id&user=ZLARE5IAAAAJ
10.	Erfaniah Zuhriah, S.Ag., M.H	https://scholar.google.co.id/citations?hl=id&user=PIdMRYgAAAAJ
12.	Dr. Sudirman, MA	https://scholar.google.co.id/citations?hl=id&user=19TAzRwAAAAJ
13.	Ahmad Wahidi, M.H.I	https://scholar.google.co.id/citations?hl=id&user=D4Sf1CAAAAAJ
14.	Ahmad Izzuddin, M.H.I	https://scholar.google.co.id/citations?hl=id&user=uYfw9aAAAAAJ
15.	Erik Sabti Rahmawati, MA, M.Ag	https://scholar.google.co.id/citations?hl=id&user=mBS3K_EAAAAJ
16.	Faridatus Suhadak, M.HI	https://scholar.google.co.id/citations?hl=id&user=hJCO1TQAAAAJ
17.	Jamilah, M.A	https://scholar.google.com/citations?user=gnn1ue8AAAAJ&hl=id
18.	Ali Kadarisman, M.HI	https://scholar.google.com/citations?user=nv0203AAAAAJ&hl=id&oi=ao

19.	Abdul Aziz, M.HI	https://scholar.google.com/citations?user=PWXHTsIAAAAJ&hl=en
20.	Abdul Rozaq, M.HI	https://scholar.google.com/citations?hl=id&user=vsOJw8EAAAAJ&view_op
21.	Miftahus Solehuddin, M.HI	https://scholar.google.co.id/citations?user=LuBPv8kAAAAJ&hl=en
22	Dr. Khoirul Hidayah, S.H., M.H.	https://scholar.google.co.id/citations?user=D2CLcTkAAAAJ&hl=id&oi=ao
23	Dr. Saifullah, S.H., M.Hum.	https://scholar.google.co.id/citations?user=6y3ByEwAAAAJ&hl=id&oi=ao

Lecturer research activities are monitored every six months. If research is not done, lecturer certification allowances cannot be given. Evaluation to improve lecturers' research is to provide remuneration rewards each semester to publish research results. IFL lecturers' research can be done independently or funded by the government and the university. Institute for Research and Community Service (LP2M) open competitive research grant. The selection processes are document evaluation (research proposal) and proposal review by a minimum of a Ph.D. holder, either from the university or outside university. Based on the lecturer workload (BKD), each lecturer must conduct one research every year (either independent or grant). The results of the study must be published either in national/international journals or presented in national/international seminars with proceedings. Lecturers who fail to carry research will not be able to professional allowance and promotions. LP2M will give sanctions to the awarded research grant who are unable to publish their research (point 6.4).

Criterion 7: Support Staff Quality

The support staffs responsible for academic services to the students are from both the faculty and the university. Below is the description of IFL support staffs based on their academic level and position.

Table 12
Number of Support Staff

Support Staff	Highest Educational Attainment				Total
	High school	Associate's Degree	Bachelor's	Master's	
Library Personnel			1	0	1
Personnel			1	0	1
IT Personnel			1	0	1
Personnel			4	2	6
Services			2	0	2
			9	2	11

7.1 Support Staff Planning

The rector is responsible for the management of development support staff in IFL. Support staff development plan is based on job analysis and staff analysis which is then outlined in the University's Strategic Plan (Appendix 7.1.1). Planning for the procurement of support staff is carried out annually as needed. Planning for staff support is still centralized and submitted to the Islamic Higher Education Ministry of Religion. If it is in alignment with the plan of the Directorate of Islamic Higher Education (Diktis), it will be accepted. Otherwise, it will be rejected or revised. The procurement arrangements of support staff must also coordinate with Ministry of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia.

In order to support the educational application, such as research and community services, the IFL study program requires support staffs. The need is based on the workload

analysis in well-designed planning. Currently, the number of support academic staffs in the Faculty of Sharia is 37 people.

The academic staff is divided into three sub-division led by the head of administration department. The duties of the head of administration department are to lead and organize administrative works consisting of: academic administration, alumni and students' affairs, planning administration, accounting and finance, as well as general administration and employee affairs.

There are 3 sub heads of sub-department who assist the head of administration in implementing the assigned works. One is the head of sub-department of academic affairs, another one is the head of sub-department of general affairs and the other one is the head of sub-department of planning, accounting, and finance. The sub-department of academic affairs is responsible for planning, evaluating, and reporting the academic activities, students' affairs and alumni affairs. The sub-department of academic affairs is assisted by the academic staffs in every study program, consisting of the study programs of Islamic Family Law (IFL), Sharia Business Law and Constitutional Law (Appendix 7.1.2).

The sub-department of general affairs is responsible to undergo, evaluate and report general activities and service affairs. This sub-department is assisted by the academic staffs of employee affairs, the academic staffs of general affairs and the academic staffs of a computer laboratory. This sub-department provides general services in the education and research in the faculty in relation to research permission and computer-based data processing.

Furthermore, the sub-department of planning, accounting and finance is in charge to do the planning and financial accounting of every program in the faculty. This sub-department is assisted by academic staffs of treasurers and commitment making officials. The sub-department has big roles in planning the budget and developing education and research in the faculty.

Along with the development of the faculty, the demand of professionalism and the analysis of academic staff workloads are required to add number of adequate academic staffs, particularly the head of general affairs department which is currently not available, so this occasionally results in less maximal faculty services to the academic staffs and the students.

7.2 Recruitment and Selection Criteria

The recruitment of support staffs is carried out as the recruitment of academic staffs consisting of two mechanisms, recruiting PNS staffs and Non-PNS staffs. Both recruitment mechanisms are administered by the university directly, in accordance with the Board Meeting of position and Rank Judgement referring to the need of academic staffs in the university.

The process of recruitment is held objectively, open for public and based on the need of academic staffs in each work sector in the university. The applicants of academic staffs in the department is not only from UIN Malang but also from other universities who have required competencies and knowledge. The recruitment of PNS and Non-PNS has administrative requirements such as application letters, photos, academic certificates, transcripts and curriculum vitae. After the administrative process, the selection of academic staffs is carried on prior to employment training and medical check-up.

Promotion in accordance with the assessment result is determined by the Board Meeting of Position and Rank Judgement referring to the staff rank. For instance, in order to be in the position of the sub-department head, each staff has to fulfil rank stratification of minimum III/c. Therefore, the promotion process is clearly administered based on profound consideration. Furthermore, the result is subsequently proposed to the leaders of the universities.

7.3 Competences of support staffs are identified and evaluated

The support academic staffs hold minimum educational standards of bachelor degrees in all departments. This is purposed to give better services to the students and lecturers as the educational and research instrument in the study program of IFL particularly and the faculty generally, which is in accordance with the experience and implementation of faulty service standards. The academic staffs assisting in the accounting and financial area are occupied by minimum bachelor of accounting. Furthermore, the other academic staffs are occupied by at least bachelors from any area because departments of general affairs, academic affairs, students and alumni affairs and laboratories give more focuses on administrative services.

In order to gain the best result in providing educational and research services, evaluation in the service levels of support academic staffs is carried out directly by the vice

deans. The vice dean of the academic department evaluates the performance of each program in relation to technical services given by academic staffs in the academic department, and the vice dean of general administration, planning and budget (AUPK) evaluates every program concerning general affairs, finance and planning, while the vice dean of students and alumni affairs assesses the programs in relation to students and alumni.

7.4 Training and developmental needs of support staffs are identified and activities are implemented to fulfil them

Training in the levels of study programs and faculties is directly facilitated by the university to provide students and lecturers with super-fine services. Training planning for support staff is carried out annually as needed and outlined in the form of a budget financing plan. If there are employees whose performance is not maximized after being given training, an evaluation will be conducted in the form of a competency assessment and also has implications for the giving of remuneration reward. In terms of household affairs, the university gives training of official document administration required to organize correspondence, as held in 2016. Several other trainings such as book keeping, planning, and functional analysis are also held annually to manage and give good program planning in relation to education and research.

In addition to administrative training supporting the academic and research process, the university also provides support staff with avenues to improve the skills of support staffs. For example, training in procurement of goods and services, the language training collaborating with IALF Bali Denpasar in 2012. The training is intended for support staffs to have good English competence particularly to give administrative services to foreign guests, lecturers and students. The other training is Gender Responsive Arrangement, Planning and Budgeting (PPRG) in 2016, in order to improve the skills of support staff in the campus to implement gender responsive services. The other programs to improve support staff skills are budget management, archive management, administration management, and inventory management.

7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and services

A department is supported by two managements maintaining the quality performance of educational and research services, which are management supports from the university and the faculty. One of support from the university is the implementation of remuneration. Remuneration is a financial support system based on the staff performance which is corresponding to the Standard Operational Procedure (SOP) in each position and role. The support system is implemented in accordance with the decision of the Ministry of Finance (KMK) Number 52/KMK.05/2017 about Remuneration System in UIN Maulana Malik Ibrahim Malang (Appendix 7.5.1). This system is applied in order to create honest, discipline and professional working environments. The remuneration existing in the campus is managed using a website-based application called as e-smart (E–Specific, Measurable, Attainable, Relevant, Time-Bound). The application will be a reference to determine amounts of support given to every academic staff and support staff, according to each service performance to develop education and research in the campus.

At the Faculty level, the dean assisted by the deputy dean of the general administration of planning and finance to provide a monthly assessment to the integrity and performance of support staff through a remuneration system (e-smart). Support staff's workload and performance appraisal are indicators of the amount of reward (remuneration) given each month. Meanwhile, the assessment of lecturer performance is carried out through the remuneration system and lecturer certification allowances. The head of the study program will conduct an assessment of the behavior (integrity) and performance of the lecturer through a remuneration system every 6 months. Lecturer's research that has been published both through books and national or international journals will also be given awards in each semester (1 article) and a maximum of 1 book per year. The lecturer certification allowance is given every month if it fulfills the teaching obligation (12 credits), research (1 research each year), and community service (1 service every year).

Some staffs holding constant dedication, honesty, skills and discipline for minimum 10 years will get a reward of the Satyalancana Karya Satya Honor Sign, a reward directly given by the university rector in big events in the campus. This support is carried out by the university to motivate academic staffs and support staffs to actualize Three Pillars of Higher Education.

Criterion 8: Student Quality And Support

8.1 The Student Intake Policy and Admission Criteria are Defined, Communicated, Published, and Up-to-Date

The student in-take policy in IFL is based on:

a) The decree of the Ministry of Research, Technology, and Higher Education Number 60 of 2018 on Undergraduate Student Admission in Higher Education (Appendix 8.1.1).

b) The decree of Ministry of Religious Affairs No. 17 of 2017 on the changes of Ministry of Religious Affairs' regulation No. 74 of 2015 on Undergraduate Student Admission in Islamic Higher Education (Appendix 8.1.2).

c) The Decree of the Rector of UIN Maulana Malik Ibrahim Malang Number 4489/Un.03/PP.04/07/2018 on the administration of New Student Admission UIN Maulana Malik Ibrahim Malang (Appendix 8.1.3).

The policy covers admission system, admission schema, capacity, cost, and conditions.

By aligning to the above policies, IFL designs of the new student admission are through:

a) **SPAN-PTKIN**; Academic Achievement based-selection of the Islamic Higher Education Institution is an admission based on students' consistent achievement during their high school academic performance who are considered to be able to pass their study in the university after also considering the recommendation from the headmaster in the high school (https://span-ptkin.ac.id/page)

b) **UM-PTKIN**; This admission may be performed in paper based test or computer-based test, or mix of the, under the coordination of national committee. (https://um-ptkin.ac.id)

c) **MANDIRI PRESTASI**; It is an admission schema for prospective students with non-academic achivement for example Tahfidz al-Qur'an), Sport, and Arts. (https://uin-malang.ac.id/pendaftaran/login)

d) **MANDIRI TULIS**; This selection is and independent admission test administered by UIN Maulana Malik Ibrahim Malang (https://uin-malang.ac.id/pendaftaran/login)

e) **MANDIRI LUAR NEGERI**; This selection is for prospective international students through bilateral, international, or non-international relationship.

In determining the capacity of new students, the IFL cooperates with other institutions such as faculty, ma'had, ma'had ratio, lecturer ration, academic staff, and supporting facilities.

The admission information is widely spread out to the schools via brochures, and to public via university, faculty, and study program website. This information is regularly updated.

<div align="center">

Table 13
New Student Capacity and Applicants

</div>

Academic year	Capacity	Applicants	Prospective Students		New Students
			Applicant	Admitted	
2016	201	2147	766	282	198
2017	202	3084	975	292	190
2018	205	3593	1164	284	197
Total	**608**	**8824**	**2905**	**858**	**585**

The table clearly shows that new students of IFL in 2018 is 195, 6,63% of the applicants. The new student admission is distributed through SPAN-PTKIN and UM-PTKIN) with 60%, and independent admission with 40%. There is no significant difference on the admitted students from 2016-2018 because the capacity in mahad does not also increase in which all new first-year students in the university should stay in mahad.

<div align="center">

Table 14
New Student Admission

</div>

Academic Year	Year 1	Year 2	Year 3	Year 4	Year 4
2018/2019	197				
2017/2018	186	185			
2016/2017	198	189	188		
2015/2016	203	190	185	184	
2014/2015	152	140	146	143	87
2013/2014	192	187	186	64	42
2012/2013	141	115	62	22	13

8.2 The methods and Criteria for The Selection of Students are Determined and Evaluated

The IFL employs an admission policy that is accountable, fair, flexible, efficient, and transparent.

Below are detailed conditions for each admission schema:

1. SPAN-PTKIN;
2. UM-PTKIN; accessible in (https://um-ptkin.ac.id/home/informasi)
   a) Graduates in 2017, 2018 and 2019 from the MA / MAK / SMA / SMK / Pesantren Unit is or is equivalent and has permission from the Ministry of Religion of the Republic of Indonesia. Graduates in 2017 and 2018 must already have a diploma. Graduates of 2019 must have a Certificate of Graduation / Diploma from the Head of Madrasah / School / Islamic Boarding School which is equipped with the latest passport and marked by the Madrasah / School / Islamic Boarding School stamp.
   b) High School Certificate/Certificate of graduation Ijazah is validated before the test.

c) Candidates have no problem with a health condition that may distract their academic performance in the university

d) Here are the regulations of group of study program, number of program study, and the place of the test:

- The participant test group will be determined based on the choice of the study. If the participant chooses a science study program in all options, the participant test group is science or if the participant chooses the IPS study program in all options, the participant exam group is IPS and if the participants choose science and social studies study programs among all the choices then the participant group is IPC

- All test groups (IPA/IPS/IPC) can choose 1 to maximum 3 study program

- The order of study program choice refers to the participant's priority

- All participants are allowed to choose the location test in one of Islamic Higher Education Institutions in Indonesia

e) Participants can choose test mode as either paper-based test or computer-based test:

- Paper Based Test (PBT), is written test where questions and answers are presented on paper. Participants must bring a 2B pencil during the test because this test uses the Computer Answer Sheet (LJK).

- Sistem Seleksi Elektronik (SSE), is a computer based test with has the same number of questions and length as paper based test. What makes it is different is fully paperless

- Computer based test is only available in particular Islamic Higher Education Institution with limited quota.

The process of students' admission is evaluated every year to get input from students who have the competencies expected by the managers of the Islamic Family Law study program. The evaluation is to minimize the percentage of new students through independent pathways, which is 40%. And increase the percentage of selection through SPAN-PTKIN and UM-PTKIN to improve the competency of the input of new FL students.

Besides the percentage of new student admissions from the various paths above, evaluations were also conducted related to the quality and quality of questions and

examiners, taking into account the specificity of the curriculum contents of each department at the Maulana Malik Ibrahim State Islamic University in Malang. An evaluation of the student selection process is carried out every year in the student selection evaluation meeting. For instance, in the selection process of independent pathways related to the administration process, the acceptance announcement schedule for new students is too close with the time for entering lectures that result in the delay of the prospective students' parents in paying tuition fees (UKT).

8.3 There is an adequate monitoring system for student progress, academic performance, and workload

The academic system at UIN Maulana Malik Ibrahim uses SIAKAD through the link https://siakad.uin-malang.ac.id/. The system is provided by the university for programming lectures, assessment, and also monitoring the progress of student's learning activities. Monitoring by academic advisors is done 4 times in 1 semester via offline (through monitoring books) and 1 time every semester through the SIAKAD system. Lecturers will monitor student grades (GPA) and 14 semester semester graduation limits. Monitoring is carried out based on the academic provisions contained in the Rector's Decree Number: 3614/Un.3/HK.00.5/06/2018 on Education Guidelines for 2018 UIN Maulana Malik Ibrahim Malang, with the provision of the burden of taking courses for students, If the GPA 0.00-0.99 maximum 12 credits, 1.00-1.99 maximum 14 credits, 2.00-2.49 maximum 18 credits, 2.50-2.99 maximum 22 credits, and 3.00-4.00 maximum of 24 credits. Academic advisor monitoring results will be reported to the head of the study program.

Besides the SIAKAD system, the faculty also provides student monitoring books manually. The development of student studies is monitored through academic monitoring books prepared for each IFL student. This monitoring is carried out four times a year by the Academic Advisor (DPA) with a ratio of 1:30. DPA assists students in taking courses in the upcoming semester, student consultants at the time of submission of the thesis title, as well as student companions when students experience impairment so that students are directed and graduated on time. This monitoring is programmed based on the academic calendar set by the university.

Students begin the lectures after the course programming process. The teaching and learning process in IFL is carried out based on achievement standards specified in the academic guideline book. The student should take 148 credits to graduate. In the first semester, students get 20 credits and 22 credits in the following semester. From semester 3 to semester 8, students can take 24 credits based on the cumulative grade point average (GPA) in the previous semester. The number of credits is completed by students on an average of eight semesters with an of 3.3 GPA.

8.4 Academic Advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability

The Academic Advisor (DPA) is a permanent lecturer of IFL. Each lecturer acts as an academic advisor who guides around 30 students. Students can consult with academic advisors related to academic issues, such as lecture constraints, academic development, and thesis. Students can also consult non-academic issues such as permission to study because they go to the Umrah or Hajj.

Students carry out various planned extracurricular activities through intra-campus student organizations (OMIK), such as journalism, scouting, music, sports, and other activities to support academic achievement and develop interests and talents. The extracurricular activities are based on courses that are conducted outside of lecture hours such as religious practices, prayer services, and prospective bride courses.

IFL has a program to improve students' academic competencies through competitions at both regional and international levels. Candidates for competition participants are selected and nurtured in a structured manner by Student Advisors (DPM). DPM is one of the permanent lecturers in IFL who is in charge of guiding students before joining the competition. DPM organizes competition participant selection through faculty internal channels to attract talented IFL students. Students who pass the selection are fostered and sent to higher competitions.

To support academic achievement and student extracurricular activities, the university provides free wifi access, mosques, fields, adequate laboratories, and sports centers. All facilities and infrastructure are maintained and developed to improve student creativity and academic achievement.

To enhance the employability IFL graduates in the workforce, the student and alumni of the Sharia Faculty held a Job Exchange at the time of dissemination / judicium to provide the latest information about job vacancies from various institutions, especially institutions that already have partnerships with the Faculty of Sharia UIN Maulana Malik Ibrahim Malang. The Job Market also facilitates recruitment through on-site interviews so that graduates immediately get the desired job and reduce the waiting time for graduates to get their first job.

In addition, the job fair also provides information about the apprenticeship program in partner institutions of the Sharia Faculty of Maulana Malik Ibrahim. This internship institute provides work experience to students. The partnership institutions often offer employment opportunities after students have finished their studies if they show a good record during the internship process. Such job fair is not conducted in other universities like in the Faculty of Law Universitas Brawijaya by the alumni or the faculty but mostly administered directly by the university staff.

8.5 The physical, social and psychological environment is conductive for education and research as well as personal well-being

The university provides cozy and representative infrastructure such as lecture buildings, laboratories in each study program, polyclinics, employee cooperatives, canteens, ma'had, and parking lots. This infrastructure can be utilized to support the education and research of academic staff and students. Lecturer and student interactions are established through teaching-learning and academic activities.

Besides the convenient infrastructure, the university also provides 24-hour security that guarantees the convenience of students and lecturers to carry out education and research. Students can carry out lectures and research assignments especially when making thesis through all available facilities and infrastructure. The University also fully facilitates lecturers to be able to carry out teaching, research, and community service (three pillars of higher education)

Criterion 9: Facilities and Infrastructure

9.1. The teaching and learning facilities and equipment are adequate and updated to support education and research

The Sharia Faculty has a strategic plan to facilitate learning facilities and infrastructure. This is to support education and research in the Sharia Faculty each year through the allocation of university procurement. The head of the study program and the faculty always cooperate to ensure the relevance need of the procurement with the faculty strategic plan (Appendix 9.1.1). The strategic plan includes activities, implementation targets, implementation results (IKU). Study program leaders propose the needs of facilities and equipment needed to faculty leaders. The faculty fulfill the proposal after being approved in accordance with the university budget.

The facilities and equipment available to support learning activities are 11 classrooms, 1 court room (support the course of Constitutional Court Procedure, Religious Court Procedure, Civil Law Procedure), 1 seminar room, 1 laboratories of computer (support the Comprehensive Examination), 1 mediation room (support the course of Alternative Dispute Resolution), administration rooms and library facilities and infrastructure provision oriented to maximize ELO achievement. Facilities and infrastructure are always updated every year based on strategic plans. The use and maintenance of the facilities and infrastructure are arranged directly by the General Section of the faculty.

9.2 The library and its resources are adequate and updated to support education and research

The library is the main reference providers that supports the development of education and research. There are 2 main libraries that can be accessed by academic staff and students, to support learning and research in the study program, faculty and university library.

The central library managed by the university can accommodate 2000 students at the same time. This library has written sources consisting of books, journals, proceedings, and final assignments of students from undergraduate, graduate and postgraduate students

([Appendix 9.2.1](#) The central library has service hours from 07.30 - 11.00 and 13.00 - 15.00 for Monday - Friday, then at 07.30 - 12.00 on Saturdays. This service hour can facilitate the needs of all UIN students,11000 undergraduate students, 2000 master and 500 doctorate S3 Students. In general, references in the central library are updated every year to provide appropriate and up-to-date services. There are 58,465 titles and 202,911 copies with 2911 copies consisting of 581 titles related to IFL. All collections of titles and copies of books related to IFL can accommodate 800 IFL students who are actively studying.

In addition to the central library, the faculty library which also provides references, has an area of 120 m2. This library has opening hours Monday - Friday from 08.00-15.00. Unlike the central library, the faculty library has a collection of books that are more specific about the sciences of worship.

In addition to offline references in each library. The University also provides online references, such as repositories (http://repository.uin-malang.ac.id), final assignments for students (http://etheses.uin-malang.ac.id), journal undergraduate (http://urj.uin-malang.ac.id) and research journals (http://ejournal.uin-malang.ac.id). The central library has subscribed to an international journal database, namely http://www.emeraldinsight.com/ and https://link.springer.com/. Meanwhile, proceedings and accredited national journals can be accessed through http://library.uin-malang.ac.id/news/information-resources/. In a more specific manner, IFL manages the following journals to enhance education and research: De Jure's online research journal: Law and Sharia Journal (http://ejournal.uin-malang.ac.id/index.php/syariah) and

journal undergraduate Sakina: Journal of Family Studies (http://urj.uin-malang.ac.id/index.php/jfs).

Tabel 15

Number of Digital Library Visits

No	URL	Subdomain Name	Utilization
1	library.uin-malang.ac.id (2016-2017)	The Library official website of UIN Maulana Malik Ibrahim Malang	3296 visitors in 2 years
2	lib.uin-malang.ac.id (2009 - 2017)	Student Final Project Repository (2000s - 2015)	available documents to download and 3,442,017 visitors
3	etheses.uin-malang.ac.id (2015-2017)	Student Final Project Repository (2015 - present)	3,683,563 downloaded documents
4	repository.uin-malang.ac.id (2016-2017)	Lecturer Works Repository (2016 - Present)	169,360 downloaded documents
5	m-Library UIN Malang	Android-based catalog (2015 - present)	more than 1000 times downloaded

9.3. The laboratories and equipment are adequate and updated to support education and research

Computer Laboratory is updated to support the education and research. This laboratory administers independent or autonomous learning model like *educative software,* e-book of Muslim intellectual, Qur'anic exegesis, hadist, fiqh (Islamic jurisprudence), akidah, tasawuf, *sirah nabawiah, and in Digital Library.* The study program regularly observes all facilities as mentioned in 9.1 to ensure the accomplishment of good teaching and research process. All equipments are monitored periodically to ensure the availability to serve the students. Also, the programs are continuously updated to adapt with technology development.

9.4. The IT facilities including e-learning infrastructure are adequate and updated to support education and research

The study program provides computers equipped with information systems through the Sharia Faculty computer laboratory. Computer lab connected to an internet

connection (LAN). All computer laboratories can accommodate all IFL study program students on the same day. All computers are also supported by various software that supports education and research, such as SPSS, *Maktabah Syamilah,* Encyclopedia of Hadith, etc. This laboratory is used for the comprehensive exam, ICP student selection, lab-based application, and e-learning for Tahfidz and Turats.

All courses in IFL uses E-learning accessible on e-learning (http://elearning.uin-malang.ac.id/). Its use has always been improved, where access to courses, middle test, and final test is integrated through e-learning. All materials are always updated and upgraded. The e-learning system used at UIN Malang is 2 models, namely synchronous and asynchronous. For synchronous, the teleconferencing technology used is the Cisco Webex platform, zoom, meet, and skype. In 2017-2019 there was no policy on the obligation to use e-learning. But since pandemic covid-19, lecturers are required to use e-learning. The latest data on the use of e-learning by lecturers until May 2020 is almost 90%. To encourage lecturers to use e-learning and also help lecturers face difficulties in implementing e-learning, they conduct regular training of IFL lecturers (once a month) for 6 consecutive months.

9.5 The standards for environment, health and safety and access for people with special needs are defined and implemented

The IFL study program together with the Sharia faculty maintains the environment, cleanliness, health, safety and comfort for those with special needs being prioritized. Therefore, the faculty always develops and implements cleanliness in all places such as toilets, offices, classrooms and laboratories.

The clinic is also available for lecturers and students who may encounter health problems. The opening hours is Monday-Friday, 08.00-16.00 pm. The Security guaranteed for 24 hours carried out by security provides convenience for academic staff and students in carrying out learning and research. For those with special needs, the study program through the faculty prepares special education rooms, special toilets, and adequate facilities and infrastructure on the 1st floor.

The Sharia Faculty has used K3 standards (safety and health at work), by the availability of light fire extinguisher (APAR) and first aid kit on each floor. In an effort to maintain APAR, an APAR inspection is carried out every 6 months and recorded on the checklist card. As a preventive effort, a fire drill is also held once a year by involving academic staff, support staff, and students. (Appendix 9.5.1).

10. Quality Enhancement

10.1 Stakeholders' needs and feedback serve as input to curriculum design and development

IFL always intensively involves stakeholders in designing the development of the curriculum administered through periodic curriculum workshops since their insights and suggestion are important for the attainment of ELO. The mentioned stakeholders are judges, clerks, lawyers, heads of the Office of Religious Affairs, and alumni. The study program gives them sufficient opportunities to provide views on the development of skills and knowledge needed by IFL graduates in the work field. Every input submitted by stakeholders is recorded and incorporated into curriculum evaluation materials. The tracer process has been carried out on 100 respondents to answer 19 items in question, especially about the compatibility between the level of alumni ability and user needs.

The questionnaires show that there are six (6) items to be considered for improvement, while thirteen (13) other items show compatibility between alumni abilities and what is needed by users/entrepreneurs. The six indicators that need to be improved are: interdisciplinary ways of thinking, self-confidence, problem-solving skills, negotiation skills, adaptability skills in new environments, and critical thinking skills. (Appendix 10.1.1)

Chart 1

The Percentage of Alumni Competence and User Need
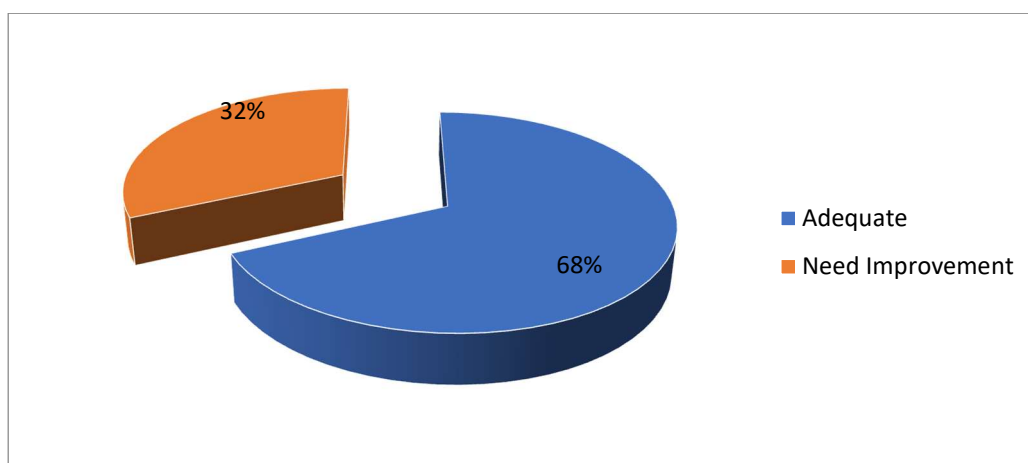
The study program follows up the result of the survey by enhancing academic and soft skills competence for the students and suggests them to participate in professional education (training, non-degree, soft skill training). The study program requires students to submit at least three certificates as the pre-requisite of graduation: language proficiency of both English and Arabic, profession, and others. (Appendix 10.1.2)

The study program employs several media to carry out evaluation and feedback for curriculum development from stakeholders carried out through several media. Feedback can also be provided by accessing http://alumni.uin-malang.ac.id/ and http://syariah.uin-malang.ac.id. In addition, stakeholder meetings and alumni are also conducted regularly to improve the curriculum and to meet labor market needs. These media are used to see feedback from stakeholders to later produce highly qualified graduates who meet job market requirements and according to user needs. (Appendix 10.1.3.)

It is important to conduct curriculum evaluation to ensure the quality of graduates and to connect alumni skills to the market needs they encounter. Curriculum evaluation was also carried out through intense discussions of leaders and lecturers and also based on the results of related research. Students can conduct an evaluation through the learning process or audience with the study program leader.

Curriculum evaluation and development also aims to improve curriculum standards from the national level towards international standards in accordance with the targets targeted by universities as World Class University. This evaluation and development also are adjusted to the latest use of technology.

Some recommendation from stakeholders related to curriculum development can be mapped as follows:

<p style="text-align:center; color:#C00000;">Tabel 16
Stakeholders' Recommendation</p>

Stakeholders	Recommendation
Judge, Lawyer, Legal Aid Services	1. To add more credits of courses for law practice subjects in courts both in religious and district courts. 2. To add more content of law courses 3. To intensify the implementation of internships in professional institutions to foster student experience 4. To enhance more legal training
Alumni	1. Collaboration needs to be increased in professional institutions to make it easier for alumni to be able to pursue a career in those institutions. 2. to add more practice subjects in the religious and district courts 3. to add more lecturers working as legal practitioners
Student	1. To increase cooperation with professional institutions to facilitate the implementation of internships 2. to practice procedural law directly in professional institutions 3. to facilitate courses related to practice so that students can have a certificate of expertise
Lecturer	1. To facilitate training for the development of certified lecturer competencies. 2. To reactivate legal discussion and response to the dynamics of legal issues in Indonesia. 3. To organize more seminars on law
Staff	1. to facilitate soft skills training to improve services in the study program

Based on the specific recommendation that has been described in the table above, it can be concluded that recommendations generally relate to academic aspects at the study program level. The advice in the form of adding course credit on legal subjects and practices, as well as providing training or seminars in the field of law, has been followed

up by optimizing the portion of the credit for study subjects. Some courses held as a form of follow-up on the recommendations from stakeholders, alumni, and internal parties are the course of Civil Procedure Law, Criminal Procedure Law, and Religious Judicial Procedure Law.

10.2 The curriculum design and development process is established and subjected to evaluation and enhancement

IFL develops the curriculum to achieve Expected learning Outcomes. A review of the curriculum is carried out through curriculum workshops regularly every year. The study program disseminates the results of the workshop to lecturers and students in detail in the Education Handbook, KKNI-Based Ulul Albab Curriculum Standard Book and Educational Philosophy Book, Competency Standards for Graduates and Ulul Albab Curriculum Development at UIN Maulana Malik Ibrahim Malang.

The curriculum is evaluated at least once every two years to maintain consistency with the department's vision, mission, and goals and to meet the dynamics and needs of the labor market or stakeholders. The curriculum is then ratified by the Dean of the Sharia Faculty and officially distributed in the Academic Handbook.

The process of reviewing and changing curriculum is carried out based on curriculum change procedures (Curriculum Change SOP). With this procedure, curriculum changes are not necessarily carried out as desired. However, the curriculum changes should undergo several stages of review carried out jointly by involving stakeholders to maintain good quality of the curriculum. One characteristic of a mature curriculum is the stability of the application of the curriculum in a fairly long period of time, for example 3-4 years.

In the past four years, workshops for IFL curriculums have been held for four times, in 2015, in 2016, in 2017 and in 2018. Curriculum workshops that have a significant structural change are carried out between 4-5 years. While the annual curriculum workshop is carried out to make minor adjustments. (Appendix 10.2.1) Results from Workshop Activities That Have Been Done During the Last Four Years)

The workshop activities are held regularly to evaluate and develop curriculum to improve the competence and professionalism of lecturers and students of IFL that are in line with Expected Learning Outcome (ELO) of study programs.

The review of the IFL curriculum had been conducted by the Asian Law School led by Prof. Tim Lindsey in 2013. At that time, Prof. Lindsey evaluated the latest curriculum that had been implemented by the program since 2011. In her review, Prof. Lindsey assessed that the curriculum has fulfilled the ideal curriculum because the structure of the curriculum could provide opportunities for students to develop knowledge and skills to the fullest indicated by oriented subjects with a substantial portion for around 60%.

In addition, the Indonesian IFL consortium named the Association of Indonesian Islamic Family Law Study Programs (APHKI) has an important role to strengthen the curriculum. The association formed at UIN Alaudin Makassar agreed on a number of decisions, including compulsory subjects for IFL in Indonesia.

This curriculum change is based on several recommendations from stakeholders, the vision of policymakers, and study program leaders about the opportunities and graduates challenges of Islamic family law study programs that are always dynamic and evolve according to the needs of the times. Thus, curriculum is absolutely changed and adjusted. As for these curriculum changes in the study program of Islamic family law are based on:

1. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualification Framework
2. The rector's decree of UIN Maulana Malik Ibrahim Malang Number: Un.3 / PP.01.2 / 3236/2016 concerning Education Guidelines of UIN Maulana Malik Ibrahim Malang
3. The rector's decree of UIN Maulana Malik Ibrahim Malang Number: Un.3/PP.01.2/4030/2017 concerning Education Guidelines of UIN Maulana Malik Ibrahim Malang
4. The rector's decree of UIN Maulana Malik Ibrahim Malang Number: B-2962/Un.3/PP.01.2/07/2019 concerning Education Guidelines of UIN Maulana Malik Ibrahim Malang
5. The Dean's decree of the Sharia Faculty of UIN Maulana Malik Ibrahim Malang Number: B1292 / F.Sy / KP.01.4 / 03/2019 concerning the Academic Guidelines of the Sharia Faculty

6. Academic Guidelines of Sharia faculty, UIN Maulana Malik Ibrahim Malang 2016/2017

7. Academic Guidelines of Sharia faculty, UIN Maulana Malik Ibrahim Malang 2017/2018

As for recommendations from stakeholders, curriculum changes, especially subjects, must always be updated in accordance with the needs of students to achieve student competency. Therefore, there are several changes and additional courses as well as the addition of course credits, such as the additional courses for Constitutional Court Procedure Law and State Administrative Court Procedure Laws, as well as additional credits for Civil Procedure Law and Religious Court Procedures.

10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

The implementation of the learning process is designed aligned to the vision, mission, goals, and curriculum. Semester Learning Plan or course outline (RPS) reflects all designs of teaching and learning activities. RPS prepared by lecturers was reviewed and evaluated by a consortium of lecturers in the similar field of expertise under the coordination of study programs. The study program monitors the compatibility between the RPS and the teaching-learning process in the class by regularly checking the teaching journal every week and calculating it at the end of the month. RPS review process is conducted once a year by involving a consortium of lecturers in the similar field of expertise to determine scientific feasibility and development that can be applied in the teaching and learning process.

In addition to teaching journals, IFLS carries out monitoring of the learning process in the classroom in several ways, for example, attendance for lecturers and students, coordination meetings with class leaders, and evaluation of Quality Assurance Institution (LPM) through the Student Satisfaction Index questionnaire. The presence of lecturers is recapitulated and reported to the head of the study program twice in one semester as an evaluation material for the learning process in the classroom.

In the teaching and learning process, students have the opportunity to improve their academic knowledge, both in the class and outside class. In class, students can interact with lecturers directly through formal lecture activities and internal discussions with lecturers and other students, mostly related to academic aspects. In addition, students can improve their knowledge by joining academic or non-academic activities held by other academic institutions. For example, seminars and training activities to improve their understanding of Sharia and Islamic civil law. The institution also facilitates visits to several institutions to see the real conditions and to learn about problem-solving and the process of resolving issues of Islamic civil law, both in religious courts, office of religious affairs, and other institutions.

<div align="center">

Chart 2

Student's Satisfactory Index

</div>
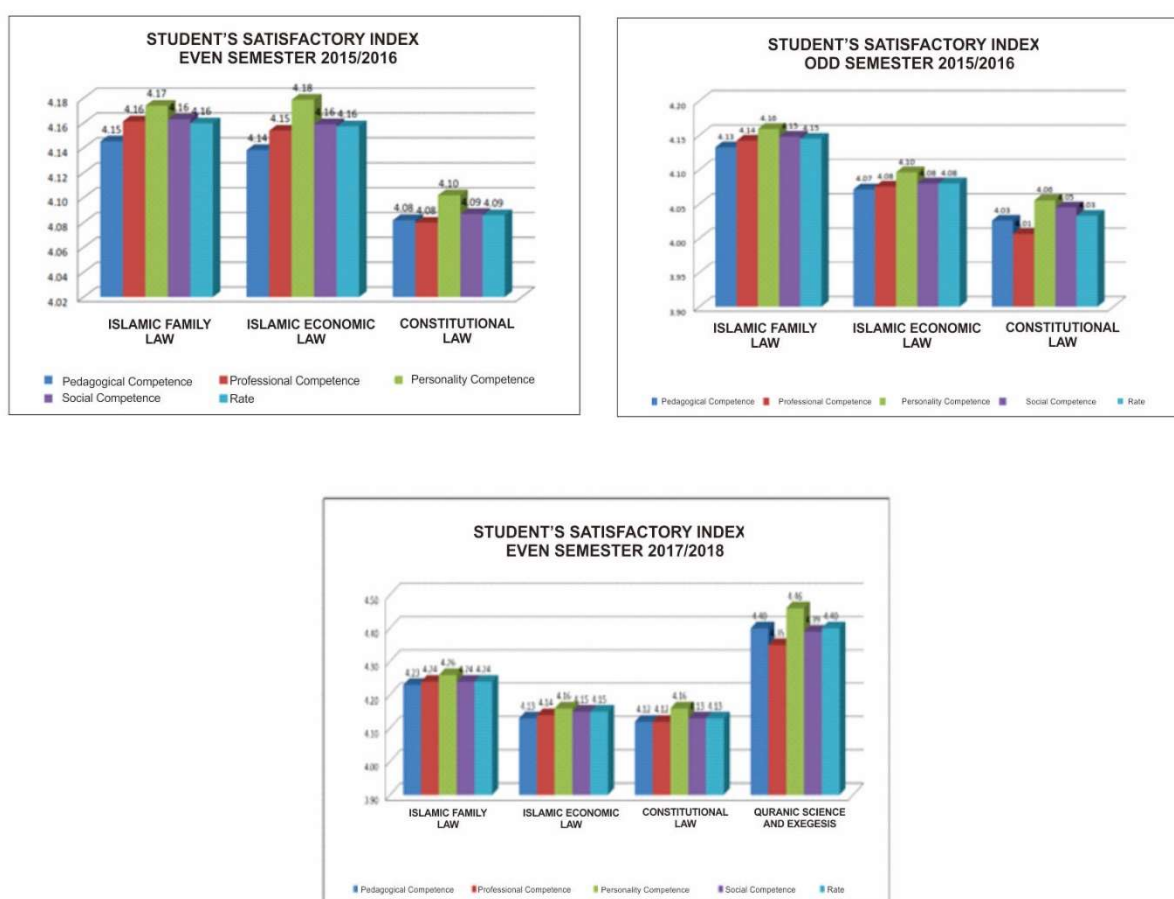
From the results of a survey conducted on student satisfaction above, the study program of Islamic Family Law made necessary improvements regarding the needs to enhance the upcoming teaching and learning process. As described in the table below:

Tabel 17

Academic Staff Competency

Pedagogic competency	To enhance the pedagogic competency, the faculty collaborates with the University Quality Assurance Institution, to conduct training on teaching both by online and offline systems. All lecturers must be able to carry out the two learning processes above proven by teaching certificate issued by the Quality Assurance Institution.
Professional competency	To enhance this professional competency, faculty and study programs take the policy to always update innovative IT-based teaching skills in the learning process. Like using youtube, e-learning, etc.
Social competency	To enhance this social competency, faculty and study programs always recommend placing students as partners who must be best served ethically. So that students' social problems can still be controlled within the sharia frame.
Personality competency	To enhance this personal competency, it is always reminded to behave according to the prevailing ethics in faculty and universities. (Appendix 10.3)

10.4 Research output is used to enhance teaching and learning

Every lecturer in IFL should conduct research based on the area of expertise as one of three pillars of higher education. This research activity can also strengthen lecturers' competence. Such research activity is carried out through rigorous monitoring of the Sharia Study Development Laboratory as the person in charge of activities, Chair of the Sharia Faculty Study Program and Dean in order to ensure that the research themes carried out by each lecturer are in the field of study and could improve the teaching-learning quality and professionalism. (Appendix 10.4.)

Institute for Research and Community Service (LP2M) UIN Maulana Malik Ibrahim Malang facilitates lectures who aim to conduct research which was integrated with Community Service (LITAPDIMAS) Islamic Higher Education, Directorate of Islamic Higher Education, Ministry Religious Affairs, the Republic of Indonesia through litapdimas portal. (https://litapdimas.app/).

In order to improve the learning quality, the lecturers have conducted various linear studies with the subjects they teach. Detailed information about this can be observed through the following table.

Tabel 18
Contribution of Research to Learning

No	Courses	Title of Lecturer Research	Contributions to Learning
1.	Psychology of Familyand Criminal Law	Criminological and Gender Approaches for Prisoners education	Empirical data-based teaching materials
2.	Psychology of Family	Complexities in Dealing with Gender inequality	Empirical data-based teaching materials
3.	Shari'a and Human Right andConflict Management	De-radicalisation of Indonesian Students: A Case Study of UIN Malang	Empirical data-based teaching materials
4.	Anthropology of Family Law	The Status of Children Born Out of Wedlock in Indonesian Context with Special Reference to Their	Empirical data-based teaching materials

		Inheritance Right Perspective of Maqasid Al-Shariah	

Gender research is closely related to several courses in Islamic Family Law Study Program. This topic is also an important global issue introduced through personality courses. As an effort to integrate research results into learning, essential points in research are always used as empirical data-based teaching materials. Thus, students can understand the concepts learned and relate them to factual contexts.

Research on radicalism in the name of religion is beneficial and fortifies students in the spread of ideas that are not nationalist. Research in this field is very much related to courses in the Study Programs of Islamic Family Law, such as conflict management and Sharia and human rights. This is an important international issue introduced through study subjects. As an effort to integrate research results into learning, important points in research are always used as empirical data-based teaching materials.

In addition, other subjects such as the Anthropology of Islamic Family Law are also a concentration of several lecturers to conduct in-depth studies and research. Because family problems are very broad and are always different in real society. Whereas Islam is a universal religion that must always be ready to accommodate these problems in accordance with the provisions of the Shari'a texts, which have a concept of justice and benefit. The concept of inheritance, marriage, and the custom of proposing marriage, for instance, is always different based on the background of the people. Following many different kinds of studies in the field of Islamic law, students are expected to provide solutions within the sharia corridor.

10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement.

A description of the facilities owned by the IFL is explained in criteria 9.3. Accessible facilities include services for students, libraries and laboratories. The facility is escorted, evaluated, and developed by the university every year.

Every year, the IFL Study Program always performs facility quality surveys progressively to improve the quality of these facilities. Some facilities used as benchmarks in the survey are: laboratories, libraries, classrooms, learning media, internet access, bathrooms, and environmental cleanliness.

The level of student satisfaction with the infrastructure facilities of the IFL is measured using a questionnaire consisting of 20 assessment aspects including available textbook material in the library, adequate computer laboratories and good conditions, comfortable and cool classrooms complete with internet networks. The results show that 33% of respondents rated the IFL Study Program infrastructure very good, 15% of respondents rated it well, 43% respondents scored enough and 9% of respondents rated the infrastructure facilities of the IFL Study Program and faculty enough. (Appendix.10.5.1)

<div align="center">

Chart 3

Student Satisfaction Index on facilities

</div>
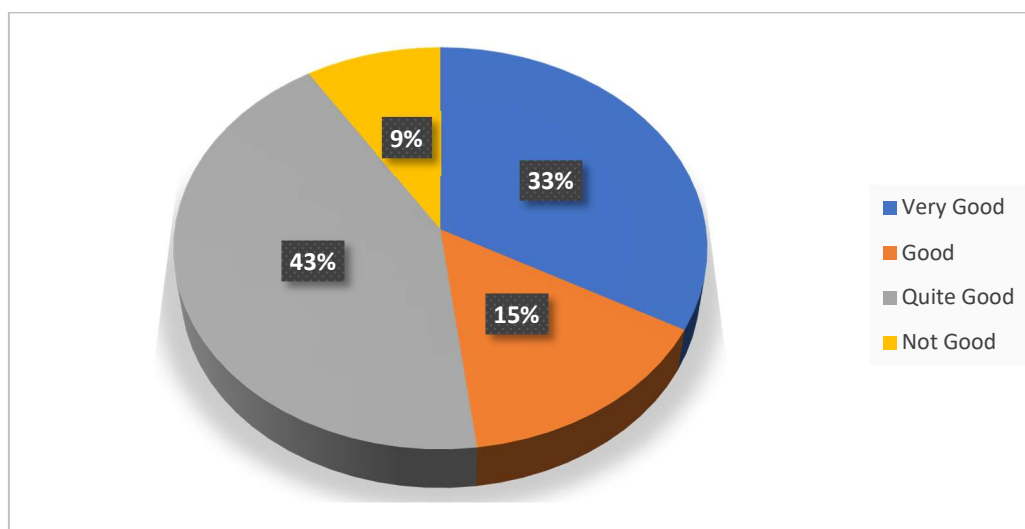
Chart 4

Student Satisfaction Value on Academic Facilities and Services
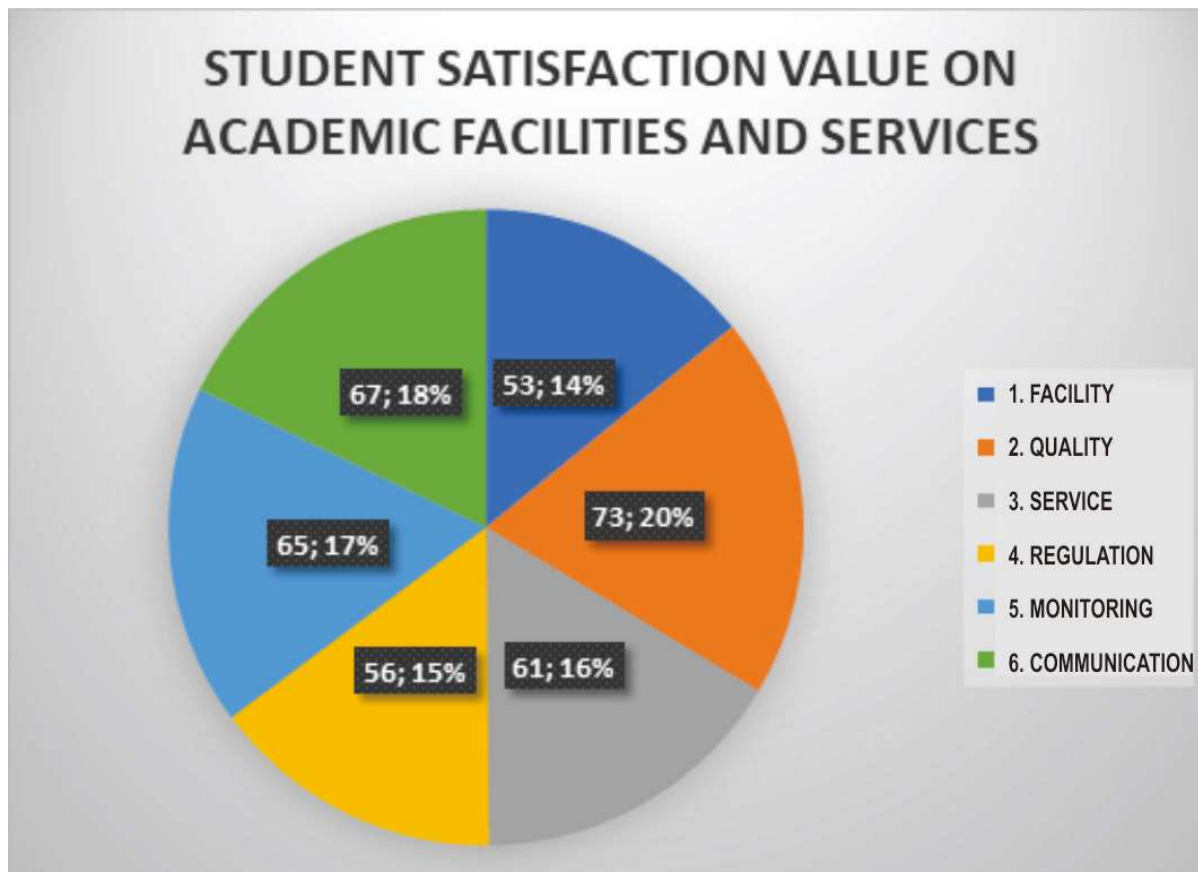
10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement

The structured feedback focuses one teaching-learning and supporting facilities such as course materials, administrative services, and other facilities to measure the perception or degree of satisfaction.

Table 19

Stakeholder's Feedback

No.	Survey	Point Score Average (1-5)	Result
1	Lectures and Academic Evaluation	3.60	Satisfy
2	Computer Lab and Reading Room Facilities	4.19	Satisfy
3	University's Facilities	3.60	Satisfy
4	Administration Service	4.24	Satisfy

The tracer study surveys and requests feedback from the alumni about curriculum suitability with user needs and about the waiting time to find their first job. The waiting time survey is conducted on 100 alumni who lived in many areas including Malang, Surabaya, Jakarta and several areas in Kalimantan and Sumatra.

The results show that most alumni (41.08%) need 0-3 months to get their first job; 27% of alumni need 3-6 months; 6.89% of alumni need 7-11 months; 11.52% of alumni need more than 11 months, and the remaining 13.51% alumni do not participate.

Chart 5

First Job
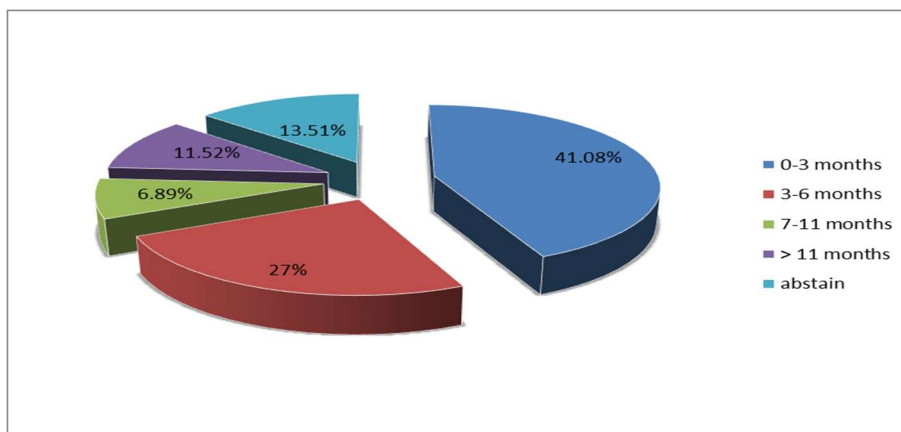
As for the work that has been obtained by alumni can be seen in the table below:

Chart 6

Job Distribution
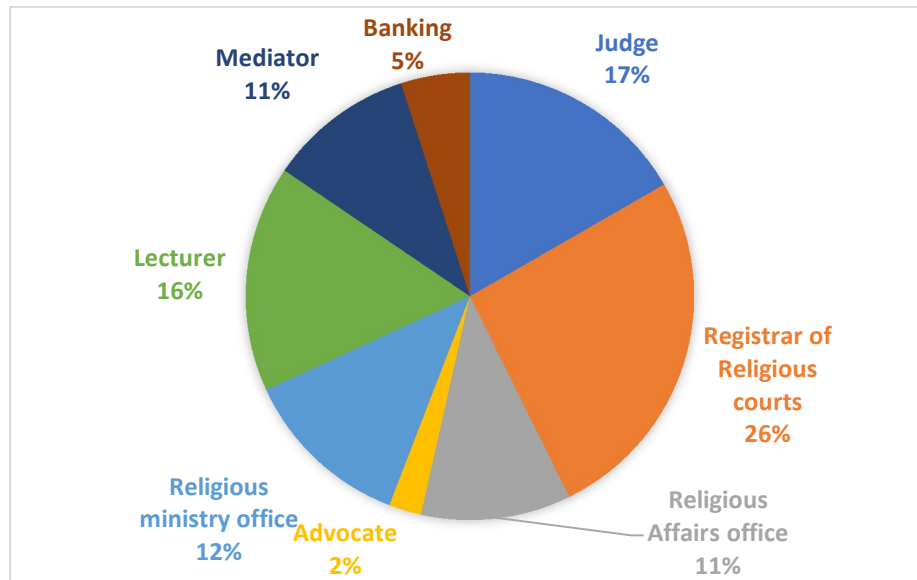
From the description of the diagram above, it can be seen that 638 identified students got jobs in accordance with the main competencies of IFL graduates, i.e., Religious Court Judges, amounted to 57 (17%) alumni, Employees of Religious Affairs office totaling 37 (11%) alumni, Registrar of religious courts totaling 89 (26%) alumni, officials in the Religious Ministry Office totaling 42 (12%) alumni, teachers and lecturers totaled 59 (16%) alumni, professional mediators certified nationally totaling 36 (11%), banking employees totaling 21 (5) %), and advocate totaling 9 (2%) alumni .

78% of IFL graduates obtained jobs in line with the main competencies of the Islamic Family Law Study Program. The rest got occupation outside the main competency of the study program, for example, as experts in the ministry office, employees of State-Owned Enterprises, entrepreneurs, and other fields of expertise in accordance with their graduate (Apendix 10.6.1).

Criterion 11: Output

11.1 The Pass rates and dropout rate are established, monitored and benchmarked for improvement

Table 20

The Pass Rate

COHORT	INPUT	MONTH OF GRADUATION	SMT	NUMBER	%	Grade Point Average		
						Lowest	Highest	Average
2014	202	48	8	110	54%	3,10	3,90	3,50
		49 – 54	8 – 9	46	23%	3,31	3,72	3,51
		55 – 60	9 – 10	15	7%	2,98	3,61	3,29
		> 60	10	0	0%	0	0	0
2015	198	48	8	102	52%	3,07	3,56	3,31
		49 – 54	8 – 9	61	31%	3,03	3,86	3,44
		55 – 60	9 – 10	4	2%	2,97	3,12	3,04
		> 60	10	0	0%	0	0	0
2016	198	48	8	0	0%	0	0	0
		49 – 54	8 – 9	0	0%	0	0	0
		55 – 60	9 – 10	0	0%	0	0	0
		> 60	10	0	0%	0	0	0
2017	191	48	8	0	0%	0	0	0
		49 – 54	8 – 9	0	0%	0	0	0
		55 – 60	9 – 10	0	0%	0	0	0
		> 60	10	0	0%	0	0	0
2018	198	48	8	0	0%	0	0	0
		49 – 54	8 – 9	0	0%	0	0	0
		55 – 60	9 – 10	0	0%	0	0	0
		> 60	10	0	0%	0	0	0
TOTAL				391	100%	2,69	3,90	3,29

The pass rate of IFL students shows that IFL is in a good category. In 2014 academic year, students who graduated on time for 8 semesters of 4 years are as many as 110 students (54%), graduated for 4 - 4.5 years as many as 46 students (23%) and for 4.5 - 5 years as many as 15 students (7%). In 2015 academic year, students graduated in 4 years

are 102 students (52%), 4 - 4.5 years as many as 61 students (31%), 4.5 - 5 years as many as 4 students (2%). As for the class of 2016, 2017 and 2018 there are no graduates. It indicates that IFL supports students to be able to do the teaching and learning process well and complete their study time on time.

The students who completed their study period above 4.5 years were 7% due to their failure in a comprehensive exam, courses that are not taken, and lack of routine consultation with the supervisor. The same thing happened in the class of 2015 and 2016.

In response to this problem, IFL emphasizes lecturers to further improve the teaching and learning process and provide opportunities for student remedies and evaluate the quality of questions tested on comprehensive examinations, improve and add student evaluations through academic meetings or semester student evaluation meetings.

This shows that IFL students have a great motivation to complete their studies on time according to the credit load set by the Study Program. The graduation data illustrates that teaching and learning activities in the IFL are conducive so that students feel comfortable in carrying out activities. In addition, infrastructure in the IFL also plays a very important role in facilitating the needs of students in daily learning activities so the pass rate of IFL students is very good.

College student status is divided into several categories, namely active, non-active, mutase, and dropout. Students with a dropout category are students who exceed the study limits set based on the regulation of Minister of Research and Technology and Minister of Higher Education Regulation Number: 44 of 2015 concerning National Standards of Higher Education, The rector's decree of UIN Maulana Malik Ibrahim Malang Number: B-4104/Un.3/PP.01.2/07/2018 about Education Guidelines 2019, The Dean's decree of the Sharia Faculty of UIN Maulana Malik Ibrahim Malang Number: B1292 / F.Sy / KP.01.4 / 03/2019 concerning the Academic Guidelines of the Sharia Faculty. Furthermore, students in that category are those who do not re-registration for 2 consecutive years, and students who have a GPA of less than 1.50 in the fourth semester. Students with dropout categories occur in semester two and four and mutations in other majors. This data can be seen in each student's Siakad system. The effort made by IFL to reduce the risk of student dropouts and mutations is by increasing the role of the guardian lecturer/academic advisor to conduct intense guidance and monitoring of students. In addition, faculty level leaders, especially the Vice Dean for Academic and Institutional

monitors the students in that category by providing periodic academic coaching to see the progress of the students. At the university level, the above efforts are made by entrance selection to higher education via national selection carried out professionally and accountably, as well as by adjusting to the interests and choices of students majoring in the first choice, if declared to pass the national college entrance examination.

11.2 The average time to graduate is established, monitored and benchmarked for improvement

Table 11.1.1 above shows that the IFL has increased gradually every year up to 10% every year, starting from 100 students in 2014 to 110 students in 2015. The details are 110 students in 2014, and 102 students of 2015 with GPA starting from 3.10 - 3.94. There are no graduates in the 2016-2018 period. The date of the graduation shows that students take 8-10 semesters in average. This data shows that facilities and infrastructure, climate, and the teaching and learning process in the IFL contribute positively and influence the study period of students. The academic progress is monitored through student monitoring books every semester. ([Appendix](#) 11.2.1)

Referring to table 15, the study period of students is evaluated annually based on the average time of students' graduation i.e., from the beginning of the lecture to the graduation year. The average student who graduated in the last five years is 8 semesters or the equivalent of 4 years (Table 16). The average student who graduated on time was 64% with an average GPA of 3.40 on a 4.00 scale. amount of credit load of 148 (originally 160 credits) and continuity of monitoring from the Head of Study Program in the academic development of students, the participation of guardian lecturers who always provide motivation to improve academic development and thesis supervisors who intensively guide the thesis completion process. One of the efforts made to accelerate studies is by involving students' thesis research into the lecturers' research. These efforts were made to improve the quality of the thesis and accelerate the study period of students.

11.3 Employability of graduates is established, monitored and benchmarked for improvement

To enhance the employability IFL graduates in the workforce, the student and alumni of the Sharia Faculty held a Job Exchange at the time of dissemination / judicium to provide the latest information about job vacancies from various institutions, especially institutions that already have partnerships with the Faculty of Sharia UIN Maulana Malik Ibrahim Malang (Appendix 11.3.1). The Job Market also facilitates recruitment through on-site interviews so that graduates immediately get the desired job and reduce the waiting time for graduates to get their first job.

In addition, the job fair also provides information about the apprenticeship program in partner institutions of the Sharia Faculty of Maulana Malik Ibrahim. This internship institute provides work experience to students. The partnership institutions often offer employment opportunities after students have finished their studies if they show a good record during the internship process. Such job fair is not conducted in other universities like in the Faculty of Law Universitas Brawijaya by the alumni or the faculty but mostly administered directly by the university staff.

The priority scale of IFL graduates as bachelor of law, 34 of IFL graduates in 2017 were accepted as Religious Court Judges. The judge's profession is the main competence of the Sharia Faculty graduates along with other professions such as Advocates and Technical Personnel in the Ministry of Religion and the Ministry of Law and Human Rights. IFL graduates who work in accordance with their fields of expertise, such as being judges and advocates, are always invited in academic activities, such as dissemination / judicial activities, new student orientation, curriculum workshops, and other scientific seminar activities.

The faculty often monitor and evaluate the quality and performance of IFL graduates working in partner institutions by presenting stakeholders in visitation activities, alumni gathering activities (Appendix 11.3.3), and tracer study activities (appendix 11.3.2). Particularly in the tracer study stakeholders agree to provide an assessment of the alumni's performance by filling in the assessment form determined by the Sharia Faculty in collaboration with the Sharia Faculty Alumni Association (IKAFASYA) UIN Maulana Malik Ibrahim Malang (Appendix 11.3.5). The assessment of the partner institutions will

be used as a basis for improving the curriculum, quality graduate quality standards, and alumni coaching materials facing the world of work.

The distribution of alumni based on the type of occupation can be seen in the table below:

Chart 7

Type of Job
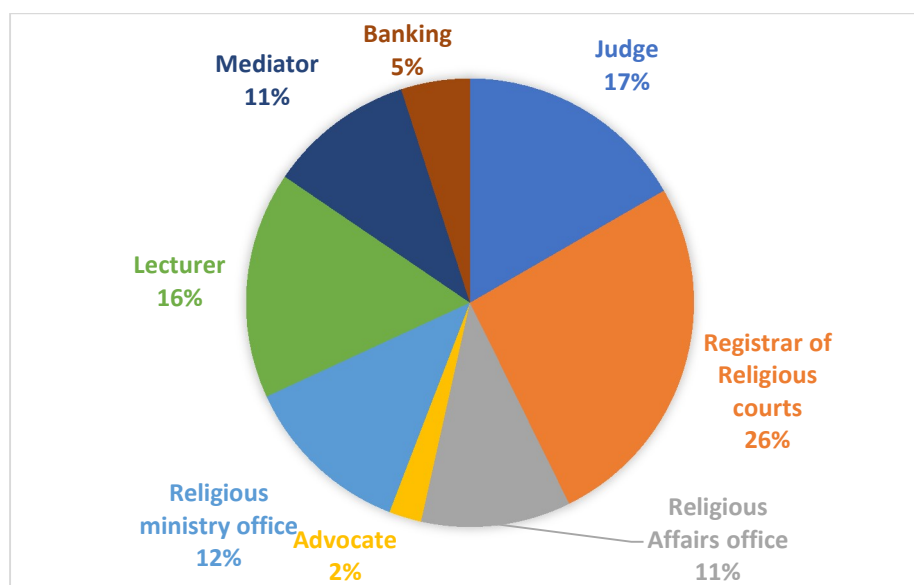
From the description of the diagram above, it can be seen that 638 identified students obtained jobs in accordance with the main competencies of IFL graduates, i.e., Religious Court Judges, amounted to 57 (17%) alumni, Employees of Religious Affairs office totaling 37 (11%) alumni, Registrar of religious courts totaling 89 (26%) alumni, officials in the Religious Ministry Office totaling 42 (12%) alumni, teachers and lecturers totaled 59 (16%) alumni, professional mediators certified nationally totaling 36 (11%), banking employees totaling 21 (5) %), and advocate totaling 9 (2%) alumni .

78% of IFL graduates obtained jobs in line with the main competencies of the Islamic Family Law Study Program. The rest got occupation outside the main competency of the study program, for example, as experts in the ministry office, employees of State-Owned Enterprises, entrepreneurs, and other fields of expertise in accordance with their graduate.

Jobs obtained based on the employment history of IFL graduates vary following the desires and career interests. The occupation varies in line with the field of expertise as a law degree. The graphic display below illustrates the waiting period for graduates to get their first job.

The results show that most alumni (41.08%) need 0-3 months to get their first job; 27% of alumni need 3-6 months; 6.89% of alumni need 7-11 months; 11.52% of alumni need more than 11 months, and the remaining 13.51% alumni do not participate.

<p align="center"><strong style="color:red">Chart 8</p>

<p align="center"><strong style="color:red">Waiting Time for First Job</p>
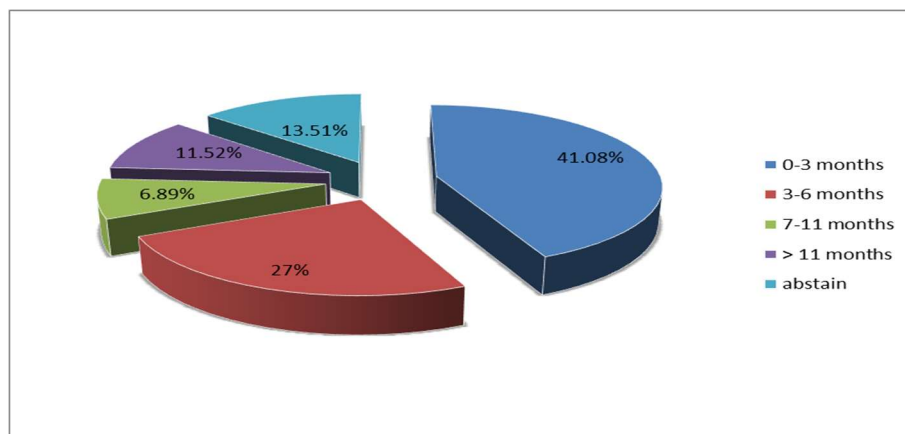
11.4 The types and quality of research activities by students are established, monitored and benchmarked for improvement

Research is part of the IFL teaching and learning activities. Most of lecturers and students interact in research activities via classroom assignment, for example, a research paper by referring to academic writing guideline issued by Sharia Faculty Furthermore, students conduct research when they do an internship or fieldwork practice. At the end of the study, they must write a bachelor thesis. The IFL requires students who have completed their thesis exam to publish in a journal.

To improve students' research skill, IFL opens student research grants every year on the area related to IFL. If successfully granted, students will be supervised by a lecturer appointed by the Sharia Study Development Laboratory (LPKS) to direct students carrying out research. Therefore, the student research competition is expected to be able

to improve the experience and competence in accordance with their respective fields. In addition, the research activities carried out by lecturers always involve students as a research team to let them undergo research activity prior to their thesis writing.

11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

Referring to the 10.6 standard charts above, the monitoring and evaluation in the development of the IFL Study Program are carried out intensively as an effort to guarantee the quality of graduates with the character of Ulul Albab. The IFL study program conducts a satisfaction survey of IFL stakeholders, including students, lecturers, and users of graduates. Lecturers' and students' satisfaction are measured based on 20 aspects of assessment contained in the questionnaire, while the graduate users' satisfaction is measured based on 5 aspects of assessment. Among the aspects assessed by students and lecturers are the availability of textbook materials in libraries, academic support units such as laboratories, and representative classrooms. The assessment is done with a score range of 1-4, so the results obtained in percentages are 33% (very good), 15% (good), 43% (good enough), and 9% (not good). (Apendix: 11.5.1).

The level of stakeholder satisfaction was analyzed through tracer study. This is done to see the strengths or weaknesses of graduates. Below is the result of the tracer study in 2016

<div align="center">

Table 21
Tracer Study on Alumni's Strength

1	**Professionalism**	**85%**
2	Ethics and Moral	75%
3	Arabic and English	79%
4	Mastery of IT	76%

</div>

The tracer study conducted with 100 respondents shows that the main strength of sharia faculty alumni in the job market related to their expertise or professionalism reaches 85%. In addition, the strength of ethics or morality of alumni is 75%. This illustrates the ethics of alumni very well in the workforce. The other item shows that the alumni of the

Sharia Faculty are very good at mastering English and Arabic with 79%. In the use of technology, according to stakeholders, the alumni of the IFL had IT mastery skills of 76%. This shows that the mastery of information and technology for graduates/alumni is very good. In conclusion, the satisfaction level of alumni is relatively high, with the four main pillars of alumni strength in the job market over 75% (Appendix 11.5.2).

This Tracer study is conducted in two stages. In the first stage, IFL graduates filled out the form related to their personal identity and satisfaction level questionnaire online through http://kemahasiswaan.uin-malang.ac.id/, and graduates' expectations in curriculum development in IFL. Graduates who have got a job are required to fill out the job form including the place of employment. The second stage is that the IKAFASYA Board sends letters and user satisfaction forms of IFL graduates to the institutions where they work. In addition, the data obtained will be processed as one of the recommendations in learning activities and curriculum changes in the curriculum workshop (Appendix 11.5.3).

Part 3
Program
Strengths and Areas
For Improvement
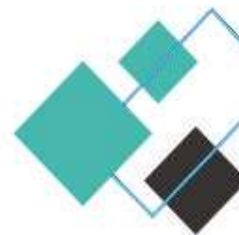
3.1.1 Program Strengths and Areas for Improvement

No	Criteria	Strengths	Areas for Improvement
1	Expected Learning Outcomes	ELOs are in line with the vision and mission of the university, faculty, and study program, as well as to the profile of graduates and stakeholder needs. Cognitive, affective, and psychomotor aspects have been adjusted to the character of each course.	The study program needs to be more intensive to involve alumni and stakeholders in ELOs design. The results of the feedback can be used to review the ELOs.
2	Program Specification	The specification program is dynamic and in line with the needs of society and adapted to the interests of graduates and stakeholders. The specification program is socialized through classroom learning, websites, campus activities, and printed media.	The study program should carry out a comparative study with the same study program (benchmarking), by direct visits, discussions with curriculum experts or through printed and electronic media.
3	Program Structure and Content	The ELO Achievement Program is preceded by the design of the curriculum program which has been designed to fulfill the demands of graduates and stakeholders, in national and international level.	The Study Program needs to improve collaboration with stakeholders to design the curriculum structure.
4	Teaching and Learning Approach	The learning process is based on the planning that uses some techniques to encourage students to think critically by exploring, creating, and emphasizing students as learning centers (Student Centered	The Study Program needs to conduct pedagogical training to encourage and facilitate academic staff to have broader view in the international level.

		Learning) that are active, critical, and independent.	
5	Student Assessment	The student attendance admission selection is so good that the student's input is good. Student academic development is assessed based on ELO, supplemented by assessment rubrics, scheduled, consists of five components (quiz, assignment, practicum, middle test and final test), and with a clear appeal mechanism.	The study program ensures that academic staff do the rubric assessments and oversee assessment procedures consistently.
6	Academic Staff Quality	Comparison of academic staff and students is fulfilled, namely 1:27. The ability of academic staff in accordance with the needs of IFL, and supported by participation in training is related to the improvement of competencies. The training is held by the study of program itself or held by other parties. Study Program has procedures for appointments, placements, and management systems of academic staff.	The study program needs to increase the training and the academic forums for academic staff. The training for improving scientific competence, teaching and learning methods.
7	Support Staff Quality	Mechanisms and regulations regarding recruitment of support staff are clear and are already made in the standard operating procedures.	The program study needs to train academic staff to improve scientific competence.

		Support staff are given training in order to provide good service for students and lecturers	8
8	Student Quality and Support	Study Program has various laboratories based on e-learning to support psychomotor-based subjects in particular, and facilitate various competitions, extra-curriculer activities, apprenticeships, and fostering talents in supporting the increase of student academic competence. Study Program has procedures to monitor student academic development through academic advisory.	Study program needs to support more actively the increasing foreign language competencies, especially Arabic and English, to enable international academic involvement. Study Program increases the role of academic advisors to encourage students to graduate on time.
9	Facilities and Infrastructure	The study program is supported by the faculty to provide adequate facilities, including the moot courtroom and wifi as a means of increasing student competence.	The study program needs to standardize the moot courtroom, and the Consultation and Legal Aid Laboratory through national accreditation to improve laboratory quality.
10	Quality Enhancement	Facilities and infrastructures are provided adequately. The curriculum is also periodically reviewed to meet national accreditation standards and AUN-QA documents.	Study Program needs to design standard operational procedures as a follow-up effort to consistently evaluate quality standards in various aspects related to improving the quality of the study program.

11	Output	The increase of alumni acceptance into the competitive world of work.	Study Program inquires responses from alumni and stakeholders.	

3.1.2 Checklist for AUN-QA Self-Assessment at Programme Level

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]				✓			
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]					✓		
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]					✓		
	Overall opinion							
2	Programme Specification							
2.1	The information in the programme specification is comprehensive and up-to-date [1, 2]				✓	✓		
2.2	The information in the course specification is comprehensive and up-to-date [1, 2]					✓		
2.3	The programme and course specifications are communicated and made available to the stakeholders [1, 2]				✓			
	Overall opinion							
3	Programme Structure and Content							
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes [1]					✓		

No.	Criteria	1	2	3	4	5	6	7
3.2	The contribution made by each course to achieve the expected learning outcomes are clear [2]					✓		
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5]					✓		
	Overall opinion							
4	Teaching and Learning Approach							
4.1	The educational philosophy is well articulated and communicated to all stakeholders [1]			✓				
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4]			✓				
4.3	Teaching and learning activities enhance life-long learning [5]			✓				
	Overall opinion							
5	Student Assessment							
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]					✓		
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]					✓		
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]					✓		
5.4	Feedback of student assessment is timely and helps to improve learning [3]					✓		

No.	Criteria	1	2	3	4	5	6	7	
5.5	Students have ready access to the appeal procedure [8]						✓		8
	Overall opinion								
6	Academic Staff Quality								
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]				✓				
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]						✓		
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]						✓		
6.4	Competencies of academic staff are identified and evaluated [3]						✓		
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]						✓		
6.6	Performance management including rewards and recognition is implemented						✓		
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]						✓		
	Overall opinion								
7	Support Staff Quality								
7.1	Support staff planning (at the library, laboratory, IT facility						✓		

No.	Description	1	2	3	4	5	6	7
	and tudent services) is carried out to fulfil the needs for education, research and service [1]							8
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]					✓		
7.3	Competences of support staff are identified and evaluated [3]					✓		
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]					✓		
7.5	Performance management including rewards and recognition is implementedto motivate and support education, research and service [5]					✓		
	Overall opinion							
8	Student Quality and Support							
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]			✓				
8.2	The methods and criteria for the selection of students are determined and evaluated [2]					✓		
8.3	There is an adequate monitoring system for student progress, academic performance, and workload [3]					✓		
8.4	Academic advice, co-curricular activities, student competition, and other studentsupport services are available to improve learning and employability [4]					✓		
8.5	The physical, social and psychological environment is conducive for education and			✓				

		1	2	3	4	5	6	7
	research as well as personal well-being [5]							
	Overall opinion							
9	**Facilities and Infrastructure**							
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]					✓		
9.2	The library and its resources are adequate and updated to support education and research [3, 4]					✓		
9.3	The laboratories and equipment are adequate and updated to support education and research [1, 2]					✓		
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6]				✓			
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]					✓		
	Overall opinion							
10	**Quality Enhancement**							
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]					✓		
10.4	Research output is used to enhance teaching and learning [4]					✓		
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and					✓		

		1	2	3	4	5	6	7
	student services) is subjected to evaluation and enhancement [5]							
10.6	The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]					✓		
	Overall opinion							
11	**Output**							
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]					✓		
11.2	The average time to graduate is established, monitored and benchmarked for improvement [1]					✓		
11.3	Employability of graduates is established, monitored and benchmarked for improvement [1]				✓			
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]				✓			
	Overall opinion							
	Overall verdict							

Study Program of Islamic Family Law
Faculty of Sharia

Universitas Islam Negeri
Maulana Malik Ibrahim Malang

Part 4
Appendices

SAR AUN-QA

ASEAN
University
Network

AUN-QA
A Seal of Quality

Part 1

Part 2