



SELF ASSESSMENT REPORT (SER) FIBAA

Bachelor of Accounting Programme (BAP)

Faculty of Economics

Bachelor of Islamic Family Law (BIFLP)

Faculty of Sharia

 <https://uin-malang.ac.id/>

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0.1. Profile of UIN Maulana Malik Ibrahim, Malang

The remarkable history of State Islamic University (UIN) Maulana Malik Ibrahim Malang may be traced back to a Presidential Decree No. 50 dated 21 June 2004. This institution grew from the ideas of East Java leaders to construct a higher Islamic educational institution under the Ministry of Religious Affairs. This led to the formation of the State Islamic Institute (IAIN) Surabaya Branch Establishment Committee through the Minister of Religion Decree No. 17 of 1961. Their primary mission was to set up the Faculty of Sharia in Surabaya and the Faculty of Tarbiyah in Malang. Both faculties were branches of IAIN Sunan Kalijaga Yogyakarta and were inaugurated simultaneously by the Minister of Religion on 28 October 1961.

Furthermore, in compliance with Minister of Religion Decree No. 66/1964, the Faculty of Ushuluddin was created in Kediri on October 1, 1964. As time passed, these three branch faculties joined under the auspices of the IAIN Sunan Ampel, which was established by Minister of Religion Decree No. 20 in 1965. From that moment, the Faculty of Tarbiyah Malang became a branch of IAIN Sunan Ampel. By mid-1997, through Presidential Decree No. 11 of 1997, the Faculty of Tarbiyah Malang transitioned from IAIN Sunan Ampel to become the State Islamic College (STAIN) Malang. This shift paralleled the change in institutional status of all branch faculties within IAIN across Indonesia, totaling 33 in number. Hence, STAIN Malang emerged as an autonomous Islamic higher education institution, independent from IAIN Sunan Ampel.

STAIN Malang's aspirations to become a university were expressed in their Strategic Plan for STAIN Malang Development for the Next Ten Years (1998/1999-2008/2009). Their hard work paid off when the President approved their university status by Presidential Decree No. 50 on June 21, 2004. The university was officially inaugurated by Coordinating Minister for People's Welfare, Prof. H. A. Malik Fadjar, M.Sc, on behalf of the President, on 8 October 2004. Since then, UIN Malang has had the primary mission of providing higher education in the fields of Islamic religious sciences and general sciences. This significant date, 21 June 2004, is celebrated as the university's foundation day.

The university previously went by the name Universitas Islam Indonesia-Sudan (UIIS) to honour a collaboration between the governments of Indonesia and Sudan. On July 21, 2002, the former Vice President of Indonesia, Dr. (Hc) H. Hamzah Haz officially recognized this, which was also attended by key Sudanese government officials. Academically, the university promotes knowledge not only derived from scientific methods such as observation, experimentation, surveys, interviews, and the like but also emphasises the importance of the Qur'an and Hadith, known as the integration paradigm. As a result, Islamic studies courses like the Qur'an, Hadith, and Fiqh hold a central position within this academic framework.

UIN Maulana Malik Ibrahim Malang has a remarkable academic organisation, with eight faculties: Tarbiyah and Teacher Training, Sharia, Economics, Humanities, Psychology, Science and Technology, and Medicine and Health Sciences. There

are 44 programs available at the university. This consists of 27 Bachelor programs, 12 Master's programs, and 5 Doctoral programs.

Nationally, UIN Maulana Malik Ibrahim Malang has achieved commendable recognition. It is accredited with an 'A' grade by BAN-PT, a testament to its academic excellence, as showcased by the certificate number 166/SK/BAN-PT/Akred/PT/IV/2019. Notably, the campus holds the distinction of hosting the highest number of foreign students among State Islamic Religious College (PTKIN) in 2021. The surge of overseas students attests to the university's diversified and welcoming academic environment. In addition, UIN Malang was named the Best Institution by PRISMA (*Prima Satker Utama*) the same year. This award underscores its commitment to academic integrity and its drive for continuous improvement in all facets of education.

In addition to institutional honours, UIN Malang's faculty and student bodies have received substantial recognition. For example, the university was recognized in 2021 as having the greatest librarian human resources, a tribute to its cutting-edge library facilities and the dedicated experts who manage them. Furthermore, its students have set a benchmark in religious studies, being renowned for having the highest student Qur'an reading ability index. Such achievements highlight the holistic development that the university emphasises, blending both academic prowess and spiritual growth.

On the international front, UIN Malang's contributions to the academic realm have not gone unnoticed. It has been acknowledged as the best PTKIN by external parties, a recognition further validated by its ranking in UniRank 2021. The institution's commitment to maintaining global standards is evident in its achievements, such as receiving the AUN-QA certificate in 2021 and implementing the ISO 9001:2015 International Certification. These certifications demonstrate UIN Malang's dedication to upholding international best practices in education and administration. Moreover, its prominence on a global scale is reinforced by its position among the top ten PTKIN in 2021, as per webometric rankings.

0.1.1. Profile of Bachelor of Accounting Programme (BAP)

The Bachelor of Accounting Programme (BAP) at UIN Maulana Malik Ibrahim Malang was inaugurated in 2008. Since its inception, the program has been accredited with an 'A' ranking, indicating its exceptional educational standards. The students of this program have consistently excelled, with notable national achievements such as Moh. Abdul Aziz, Fadhila Auliya Nisa', and Illona Faadihilah secured the second place at the Business Plan Islamic Banking Fair 6.0 at UIN Sunan Kalijaga Yogyakarta. Similarly, other students like Rifqi Rizaldi and Ahmad Alfiyan have also earned laurels at various national accounting and business plan competitions.

On the international front, BAP's students and faculty have presented their research at numerous conferences, ranging from the International Conference on Community Development (ICCD) and the Americas Conference on Information System to the 6th International Conference on Islamic Education. Career opportunities for graduates of this program are abundant, encompassing roles

such as Accountant, Auditor, Tax Consultant, System Analyst, and Financial Consultant.

0.1.2. Profile of Bachelor of Islamic Family Law Programme (BIFL)

The Bachelor of Islamic Family Law Programme (BIFL) is a well-known academic program at UIN Maulana Malik Ibrahim's Faculty of Sharia. It arose from the Sharia Department at Malang's Islamic State College (STAIN). The program was established in the academic year 1997/1998 by a decree issued by the Director-General of Islamic Institutional Development of Indonesia's Department of Religious Affairs on May 13, 1998. BIFL has earned a prestigious 'A' accreditation rank from National Accreditation Board for Higher Education (BAN-PT) in 2007, 2013, and 2018, signifying its consistent excellence at the national level. On the international platform, BIFL secured certifications from the UKAS Quality Management of England's SMM ISO 9001:2008 in 2008 and 2015 and was honoured with the ASEAN University Network Quality Assurance (AUN-QA) certificate in 2020.

In terms of career opportunities, BIFL graduates are well-prepared for a variety of occupations. They can work as judicial officials such as judges, lawyers, court clerks, case analysts, corporate legal personnel, and notary staff. They can also work as mediators, family law consultants, and Islamic religious counsellors. Moreover, opportunities in Islamic civil administration await, with roles like marriage registrars, religious court officials, and experts in Islamic endowments. Additionally, they can delve into theoretical law as educators, researchers, and legal experts.

0.2. Statistical Data

0.2.1. Bachelor of Accounting Programme (BAP)

The BAP has seen significant adjustments in the last three years. From 2019 to 2022, the number of study spots available continuously grew from 120 to 160. While the number of candidates fell sharply from 2120 in 2019/2020 to 1284 in 2020/2021, it rose marginally to 1409 in 2021/2022. Despite these variations in applicants, the percentage of occupied study places remained consistently high at around 97%.

The gender distribution amongst the applicants fluctuated, with the rate of female students ranging from a high of 64% in 2020/2021 to a low of 40% in 2021/2022. First-year male students notably increased in 2021/2022, outnumbering their female counterparts.

On the academic front, the programme maintained a zero dropout rate over the years.

Students' success rate, on the other hand, increased dramatically from 41% in 2019/2020 to 61% in 2021/2022. The average length of study for graduates was roughly 9 years, with a little decrease to 8.9 years in 2021/2022. The average final degree grade increased somewhat in the last year, hitting 3.5.

Notably, the program did not have any foreign students throughout these years.

***		2019/2020	2020/2021	2021/2022
# Study Places		120	140	160
# Applicants	∑	2120	1284	1409
	f	1272	770	845
	m	848	514	564
Application rate		1766,67%	917,14%	880,62%
# First-Year Student	∑	117	132	156
	f	63	84	63
	m	54	48	93
Rate of female students		54%	64%	40%
# Foreign Students	∑	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		97,5%	94,28%	97,5%
# Graduates	∑	149	138	120
	f	88	94	73
	m	61	45	47
Success rate		41%	45%	61%
Dropout rate		0	0	0
Average duration of study		9,1	9,5	8,9
Average grade of final degree		3.43	3.45	3.5

0.2.2. Bachelor of Islamic Family Law Programme (BIFL)

The BIFL witnessed a varying number of applicants over the years 2019-2022, with 1,815 in 2019-2020, 1,621 in 2020-2021, and 1,486 in 2021-2022. The study places ranged from 200 to 240, always being near or at full capacity, with an impressive 100% success rate and zero dropouts. The average duration of the study remained consistent at around 4.7 to 4.9 years.

The applicant rate varied from 675.42% to 907.5%, reflecting the program's popularity. Across the years, female students made up slightly more than half of first-year registrants, with rates ranging around 54%. The program also drew foreign students, who made up between 2.94% and 5.08% of the total student

body. Notably, the program maintained a high academic quality, with average final degree grades increasing from 3.63 to 3.73 over the course of three years.

		2019-2020	2020-2021	2021-2022
# Study Places		200	240	204
# Applicants	Σ	1815.	1621	1486
	f	987	903	843
	m	828	718	643
Applicant rate		907,5%	675,42%	728,43%
# First-Year Student	Σ	197	240	204
	f	106	123	111
	m	91	117	93
Rate of female students		54%	51%	54%
# Foreign Students	Σ	10	10	6
	f	5	6	4
	m	5	4	2
Rate of foreign students		5,08%	4,17%	2,94%
Percentage of occupied study places		98,5%	100%	100%
# Graduates	Σ	210	160	167
	f	100	77	97
	m	110	83	70
Success rate		100%	100%	100%
Dropout rate		0%	0%	0%
Average duration of study		4.9 tahun	4.7 tahun	4.7 tahun
Average grade of final degree		3.63	3.68	3.73

1. Objectives

1.1. Objectives of the Study Programme

1.1.1. Bachelor of Accounting Programme (BAP)

The Study Programme's objectives are to produce graduates with specific qualifications and skills. Graduates of this programme are anticipated to work in positions such as Accountant, Auditor, Tax Consultant, and Accounting Information System Analyst. They can find work in a variety of fields, including industry, consulting, and government.

Academically, these graduates will possess various hard skills. They will be able to independently assemble, analyse, and interpret financial reports of entities by applying relevant accounting principles. They can create reports on financial and non-financial information and make relevant and reliable disclosures for managerial decision-making using techniques and methods of accounting and finance. Under supervision, they can draft investment and funding reports which are relevant for financial and investment decision-making by applying financial and investment management techniques. They are also skilled in evaluating audit evidence for commercial entity financial statements as per audit standards and prevailing regulations. They have the capability to design the business processes of an entity within an accounting information system that supports IT-based information provision for management control and decision-making using the system development life cycle approach. Their expertise includes general concepts and principles of audit planning, methods, and reporting; financial asset investment principles; taxes concepts and regulations; and a thorough theoretical understanding of information required for decision-making. They also understand business ethics and the code of ethics for the accounting profession.

In terms of personal skills, graduates can employ logical, critical, methodical, and innovative thinking in the context of developing or implementing science and technology while keeping humanistic ideals in mind. They can analyse the ramifications of science and technology research and implementation while adhering to scientific ethics to produce solutions, ideas, designs, or critiques. They are adept at making precise decisions based on information and data analysis, taking responsibility for group work outcomes, supervising and evaluating the completion of tasks assigned to workers under their responsibility, documenting and securing data to ensure validity and prevent plagiarism, upholding human values in carrying out tasks based on religion, morality, and ethics, and working collaboratively with social sensitivity and care for the community and environment. They internalise academic values, norms, and ethics, as well as the spirit of independence, perseverance, and entrepreneurship.

Regarding the Bachelor/Master level, students are required to complete 147 SKS (211.68 ECTS) to graduate. They must achieve a minimum grade point average (GPA) of 2.00 on a scale of 4.0. Additional graduation requirements include not having any grade D, passing TOEFL and TOAFL, undergoing training in accounting software as a requirement for thesis exams, and passing "mahad" (boarding school activities for new students).

The curriculum of the program is in line with the Indonesian National Qualification Framework (KKNI). Learning outcomes are seen as the result of the overall learning process that students have undergone during their studies in a particular program. The outcomes include attitudes and values, work ability, knowledge, and rights/responsibilities. The evidence that the objectives align with the NQF/QF EHEA is provided through learning activities that equip students with various skills and knowledge, including foreign language skills, basic knowledge in the field of economics, general knowledge about Islam, entrepreneurial skills, analytical skills, financial planning skills, specialised skills in accounting, skills in the use of information technology, and practical fieldwork where students are directly

exposed to the community, agencies, or companies to apply theories learned in class and gain feedback on their work ability from the targeted professional world.

1.1.2. Bachelor of Islamic Family Law Programme (BIFL)

The BIFL provides its graduates with qualifications to work as judges, advocates, court analysts, corporate legal professionals, and notaries. They can also function as practical legal consultants, which includes positions such as mediators, family law consultants, and Islamic religious counsellors. Additionally, there are opportunities in Islamic civil administration such as marriage registrars and court employees. Furthermore, graduates can delve into theoretical law as educators, researchers, and legal experts.

Upon graduation, they can work in a variety of fields, including legal institutions such as notary and advocate offices, government institutions, secular and religious courts, and legal educational institutes. Academically, graduates will be able to comprehend and apply numerous theories, sources, and structures of both positive and Islamic law in the context of family law. They will be adept at logical, creative, systematic, and critical thinking to address family law issues both individually and at a societal level. They will understand and employ principles of law enforcement in both religious and secular judicial environments, adhering to Islamic, academic, professional, national, and global ethics. Furthermore, they will be competent in formulating and analysing court decisions in family law and communicating these to the general public. Graduates will also be proficient in resolving issues based on Islamic law in both court and out-of-court settings.

On the soft skills side, graduates will possess good oral and written communication abilities suitable for both academic and professional environments at national and international levels. They will be able to apply knowledge from the Intellectual Property Rights (HKI) domain and leverage technology and/or arts in resolving family law issues while adapting to various situations.

The Bachelor's level can be earned by finishing 146 SKS / 210.59 ECTS with a minimum grade point average of 2.50 on a scale of 4.00. Other graduation requirements include religious and cultural formations such as communal prayers, fasting, Quranic study, and a mastery of foreign languages, particularly Arabic and English.

The BIFL curriculum is tied to the KKNi (Indonesian National Qualification Framework). The connection thus guarantees that the program's objectives are consistent with the KKNi structure as a whole. The numerous courses available demonstrate this alignment by providing students with attitudes, broad knowledge, specific abilities, and general skills. These courses include studies in Pancasila (The foundation of the Indonesian state), Civics Education, Legal Ethics, Fiqh, Family Law Anthropology, and Alternative Dispute Resolution, among others. The teaching methods employed, such as discussions, presentations, and group tasks, aim to hone skills like public speaking, negotiation, and collaboration.

1.2. International Orientation

1.2.1. Bachelor of Accounting Programme (BAP)

The BAP represents a vision of uniting science and Islam with the goal of achieving international recognition. Regarding its graduates' international focus, the curriculum educates them to be ready and competent to function in an international setting both within and outside the country.

The international perspective of the program is visible in a variety of ways. Several courses in the curriculum contain international material or elements. Courses such as "*Sistem Informasi Akuntansi*" (Accounting Information System), "*Sistem Informasi Manajemen*" (Management Information System), "*Perpajakan Internasional*" (International Taxation), and "*Teori Keuangan dan Investasi Syariah*" (Sharia Financial and Investment Theory) are particularly noteworthy. These courses employ both English and Indonesian as mediums of instruction, with some even incorporating Arabic, showcasing a wide linguistic scope.

Moreover, there are particular courses entirely taught in foreign languages, such as courses equivalent to "English I" and "English II" which are taught in English, and a series equivalent to "Arabic Language I" through "Arabic Language IV" delivered in Arabic.

The programme boasts a diverse group of lecturers with international experiences. Faculty members like Yuniarti Hidayah Suyoso Putra and Ulfi Kartika Octaviana have studied in countries like Australia and Malaysia. Others, such as Eka Wahyu Hesty Budianto and H. Aunur Rofiq, have been educated at institutions in Egypt.

Some of those educators have job experience in foreign countries or in international contexts, which adds to the international aspect. Yuniarti Hidayah Suyoso Putra, for example, took part in a Blockchain and supply chain study project in Australia. Similarly, Kholilah worked with the Al Mali Group Consultant in Morocco as well as a Malaysian university.

The programme also encourages international exposure for its students. One of these initiatives is the student exchange programme, notably the student and cultural exchange with the Universiti Sains Islam Malaysia in 2019.

Lastly, the curriculum acknowledges the significance of global and cross-cultural knowledge. A course equivalent to "History of Islamic Civilization" provides students with a deep understanding of the history and development of Islamic civilization, granting insights into global cultural nuances.

1.2.2. Bachelor of Islamic Family Law Programme (BIFL)

The BIFL is infused with a strong international orientation. Its vision is rooted in a seamless integration of Science and Islam, aspiring to cultivate proficient legal scholars in the domain of family law who uphold integrity and are poised to be internationally competitive by 2025.

The curriculum reflects this dedication to promoting a global perspective. BIFL provides its students with a comprehensive module structure designed to develop their abilities to compete and thrive at the international level. Sharia and Human Rights courses, for example, contrast the essential values of Islamic law with widely accepted human values as defined in international treaties. This course offers students an expansive view of global human rights in harmony with Sharia values.

Another important course, History of Islamic Civilization, gives a historical examination of the Islamic judicial system, beginning with pre-Islamic periods and progressing through the prophetic age and successive Islamic caliphates. Such courses give students a multidimensional viewpoint, allowing them to comprehend how Islamic legal systems have changed and intertwined with world events over time.

Courses like Family Psychology and Legal Anthropology add richness to the international and cross-cultural perspectives. The former dives into the psychological complexities of families, emphasising the specific issues they face, whereas the latter provides a sociological and anthropological perspective on Islamic Family Law. It critically examines the formation, implementation, and societal perceptions of these laws, endowing students with a comprehensive understanding of the subject.

The addition of classes taught in different languages adds an extra layer of international flavour. Courses ranging from History of Islamic Civilization to Arabic Language are taught in Arabic, while others, such as English I and English II, are taught exclusively in English. This multilingual approach not only increases students' linguistic abilities, but also prepares them to deal with a variety of legal situations and primary materials from throughout the world.

BIFL's commitment to international orientation is supported further by its faculty members, many of whom have studied abroad. Scholars such as R. Cecep Lukman Yasin, Ph.D., of Australia's Deakin University, and Dr. Sudirman, MA, of Canada's McGill University, bring a richness of foreign exposure. Their diverse academic backgrounds from renowned global institutions infuse the teachings with a distinctive international perspective.

1.3. Positioning of the Study Programme

1.3.1. Positioning in the Educational Market

Bachelor of Accounting Programme (BAP)

Students often choose the BAP at UIN over other universities due to a few distinctive reasons. One of the prominent reasons is our outstanding accreditation status, known as "Akreditasi A". Another attractive feature is our unique two-semester "*Mahad*" programme, which is an additional draw for potential students. Furthermore, we offer high job opportunities in the accounting profession, enhancing the attractiveness of our programme.

The main competitors of our HEI are BAP Universitas Brawijaya and BAP Universitas Negeri Malang. When compared to these universities, our programme possesses several competitive advantages. Our graduates have the capacity to smoothly integrate Science and Islam, and there is a continual demand from consumers for our graduates who have a respectable attitude and moral standards. Another competitive advantage we have is that we are A-accredited. Our faculty is internationally certified, knowledgeable in the most recent accounting and auditing software, and the majority have practical experience as practitioners.

Our curriculum is regularly revised to ensure that the skills and information provided by our program correspond with the expectations of the business sector. This upgrading process comprises collaboration with the business and industrial sectors to provide insights about the market's required skills and knowledge.

Bachelor of Islamic Family Law Programme (BIFL)

Students predominantly choose the BIFL because many of them are alumni of religious schools who wish to delve deeper into Islamic law. This is driven by the wide range of job prospects BIFL offers in various societal sectors.

The main competitors of the Bachelor of Islamic Family Law Programme are BIFL UIN Sunan Ampel Surabaya, BIFL UIN Sunan Kalijaga Yogyakarta, and BIFL UIN Syarif Hidayatullah Jakarta.

A curriculum review and a needs survey are used to validate the program's demand. This is also reinforced by the Graduate Competency Standards (SKL) and Graduate Learning Outcomes (CPL) for Islamic Religious Higher Education, which were issued in 2018 by the Directorate General of Islamic Education of the Ministry of Religious Affairs. Furthermore, announcements in the directory of the Supreme Court of Indonesia and the Religious Court serve as additional justifications for the demand. There are also state regulations related to professions that enforce practical law, practical law consultants, Islamic civil administration, and theoretical law bearers.

In terms of competitive advantages, the programme has received national 'A' accreditation three times and has been certified by AUN-QA. Moreover, the program boasts three professors with the title "Guru Besar". They also emphasize traditional learning at Ma'had & Ma'had Aly. Permanent faculty members of the program serve as mediators for the Religious Court, with one being an assessor for BAN-PT, and others managing religious schools. Additionally, the adjunct faculty is composed of professionals like judges, clerks, heads of the Religious Affairs Office, lawyers, and notaries, bringing practical knowledge to the academic environment.

1.3.2. Positioning on the Job Market

All Study Programs

The study programmes regularly investigate the job market needs related to their curricula. Both BAP and BIFL undertake polls every year to determine the relevance of the professions that their alumni obtain. This exercise incorporates the participation of alumni and their companies, using an exit cohort technique. This approach targets graduates who have completed their courses either one or two years prior. Data collection for these surveys is done online through an application available on the website: <https://alumni.uin-malang.ac.id/tracer/>. Furthermore, it is worth noting that the programmes carry out these tracer studies on an annual basis.

Bachelor of Accounting Programme (BAP)

Based on a survey and its analysis, approximately 56% of the graduates have secured jobs in national or multinational companies between 2020-2022. Around 20% of the graduates are employed in the public enterprise sector, approximately 15% work in governmental institutions, and about 5% have taken up roles in educational institutions. In addition to these fields, many alumni are also employed in various other sectors, including non-profit organisations and social institutions.

Based on the findings from the survey or tracer study, the sectors that will increasingly require graduates relevant to the programme in the future include services and trade, public services, and education. Furthermore, as the job market evolves, there is an identified need for expertise in the area of digital transformation, which is relevant to the programme's offerings.

Bachelor of Islamic Family Law Programme (BIFL)

An analysis of the job market was conducted through a survey, which revealed that 28% of the BIFL graduates are employed in government bureaucracy, encompassing ministries, institutions, and local government. 10% of graduates work for state-owned enterprises, 8% for private companies, 28% for entrepreneurship, 12% for educational institutions, and 13% for non-profit organisations like political parties and NGOs, with the remaining 1% working in various other sectors.

A tracer study was also done to estimate the job market demand for BIFL graduates. According to the findings, BIFL graduates are eligible for around 34% of the annual civil servant job opportunities (CPNS). Furthermore, around 40% of job openings in the field of Islamic Family Law are offered to these graduates each year. Lastly, about 26% of BIFL graduates choose to become entrepreneurs every year.

1.3.3. Positioning in the HEI's Strategic Concept

All Study Programs

The decision by the UIIN to offer the program aligns with its vision of achieving integrative higher education, melding science and Islam to attain an international reputation. The program positions itself within the faculty/university with the purpose of cultivating graduates with a character reflective of '*ulul albab*', which translates to individuals possessing wisdom or being intellectual. This approach fits seamlessly into the HEI's mission of producing knowledgeable graduates and generating relevant science, technology, and art with a high competitive culture.

Ensuring academic proficiency and employability are at the core of the university's objectives. To uphold and measure these standards, the Rector has set key performance indicators, such as a high percentage of study programs achieving the 'A' accreditation or 'Unggul' status. Another performance metric emphasises the engagement of faculty members as speakers in national and international conferences, ensuring academic excellence is shared and recognized globally. Additionally, students' participation in national and international competitions serves as an indicator of the university's commitment to fostering competitiveness and excellence, fitting perfectly within the HEI's broader strategic concept. This positioning is not only plausible but also ensures the fulfilment of national requirements while maintaining an international orientation.

Bachelor of Accounting Programme (BAP)

The decision to offer the BAP by the University was influenced by the transition from IAIN to UIN status, necessitating the establishment of general departments. This decision was further bolstered by the industry's demand for accounting professionals.

BAP has launched a number of activities within the context of the university's vision. In terms of education, the curriculum adheres to the academic association's and the International Education Standard's criteria. Notably, Islamic-themed courses are offered, and the programme has both overseas alumni and international students. As for research, there's an emphasis on the publication of scholarly work by both faculty and students in both national and international journals. In terms of community service, faculty and students actively engage in national and international outreach.

Students in their first and second semesters are required to participate in *ma'had* activities with Islamic content in order to support the university's objectives. The learning process is designed to satisfy the needs of the sector, and it includes financial reporting, taxation, and technology-based audits.

BAP delivers accounting training and workshops for students in accordance with the Rector's Key Performance Indicators, strengthening their understanding of contemporary accounting concepts, regulations, and practices. Collaborations with linked companies or universities have been formed, providing students with internship opportunities. This collaboration extends to organising industry visits, guest lectures, and joint projects with professional entities in the accounting

sector. Additionally, BAP facilitates networking events and activities for alumni, reinforcing ties between alumni, current students, and the program itself.

Bachelor of Islamic Family Law Programme (BIFL)

The university founded the BIFL in response to the increased demand for professionals such as prospective judges, clerks, lawyers, and Office of Religious Affairs staff. This program is directly related to the profession of Religious Court Mediator.

To further promote the objectives of the university, the programme has reached significant milestones. In 2018, it was accredited 'A' by BAN-PT, valid until 2023, and was recognized with 'A' by AUN-QA in 2020, with validity until 2025. In keeping with its worldwide focus and to strengthen its academic status, the programme welcomed international scholars for 'Visiting Lecture' sessions. Notable academicians such as Prof. Raihanah, Ph.D., from the University of Malaya in Malaysia (2022), Prof. Shafinar, Ph.D., from UITM Malaysia (2019), and Prof. Dorothy Schuzel from Muenchen, Germany (2018) have contributed.

The programme has also launched a number of initiatives to strengthen the university's mission. There has been a 27% increase in publications, a 7% increase in international publications, a 40% increase in community engagement initiatives, and a 26% increase in student accomplishment.

Finally, in accordance with the Rector's Key Performance Indicators (IKU) performance, the programme maintained its BAN-PT 'A' certification in 2018. Furthermore, 58% of the lecturers now hold doctorates, 20% have participated in Training in Instructional Techniques, and an impressive 81% have attained instructor certification. All these achievements and endeavours underline the program's strong positioning within the university's strategic framework, showcasing its commitment to academic proficiency, employability, national standards, and international orientation.

2. Admission

2.1. Admission Requirements

The following are the entrance requirements for Indonesian citizens who intend to enrol: Applicants must have completed their studies no more than two years prior, preferably at Madrasah Aliyah or an equivalent institution. They must have graduated from a school (SMA/MA/SMK/MAK/Pesantren Mu'adalah) and passed the National Exam. If they have not yet received their diploma, they are allowed to submit a Graduation Certificate (SKL) from the Head of the School/Madrasah, accompanied by a passport-sized photograph. Furthermore, candidates should be in adequate health, ensuring that their learning process is not disrupted.

Foreign nationals have more stringent enrollment requirements. They must receive a recommendation from their respective country's embassy and approval from the Dean of Islamic Higher Education, Ministry of Religious Affairs. Furthermore, they must have graduated from an educational institution that has been legalised by the

relevant country's embassy and/or education attaché. They must also possess a valid passport from their country. Prospective students are subjected to a written test, a reading and writing test of the Qur'an, and an interview conducted by the committee. Just like their Indonesian counterparts, foreign students should be in adequate health, ensuring an uninterrupted learning process, and they should be free from diseases like HIV/AIDS and not addicted to drugs.

For the admission pathway, Indonesian citizens can be admitted through the National Academic Achievement Selection of State Islamic Higher Education (SPAN-PTKIN), the Entrance Exam for State Islamic Higher Education (UMPTKIN), or the independent route. Foreign students have the option of the International Student Scholarship (ISS)/ Scholarship Pathway or the Independent Written Selection/ Regular Pathway.

Regarding the involvement of the program in the admission process, it is not directly involved. Decisions related to admissions are made by the Rector, adhering to government regulations.

2.2. Counselling of Applicants

Individuals interested in the university's programs can learn more about them by visiting the website, Instagram, YouTube, Facebook, expos, Video Tron, fliers, banners, and brochures. If they have any further inquiries, they can call or text the admissions office at +6281553402097 or +62341-551354. Alternatively, they can send an email to pmb@uin-malang.ac.id. For those who wish to visit, the admissions office is located at Jl. Gajayana 50, Malang 65114. Additionally, the admissions office is also active on social media, specifically on Instagram under the handle @pmb_uinmaliki.

2.3. Selection Procedure

Domestic candidates are subject to the guidelines and processes of SPAN-PTKIN/UM-PTKIN/MANDIRI, which may be found on their individual websites. It is not enough to merely produce the paperwork; applicants must also pass rigorous tests. These tests include the Field Ability Test and the Academic Potential Test (TPA).

For foreign applicants, the procedure follows the MANDIRI guidelines, where they need to take the TPA and Language tests.

If there are applicants looking to transfer or change their study programme, the process is in accordance with the university's academic handbook. The decision regarding who receives a study place is determined based on the results of the aforementioned tests and procedures.

2.4. Professional Experience (if relevant)

Interested students are not required to have prior work experience before enrolling in the programme. Additionally, the study programme does not build upon the work experiences of the students.

2.5. Ensuring foreign language proficiency (Asterisk)

Specific language skills are necessary to study the programme. For bachelor's programs, the frequently required minimum TOEFL score ranges between 450 to 500 (PBT/ITP) or 45 to 60 (iBT), while the IELTS minimum score needed ranges from 5.0 to 6.0. This may vary depending on the program. For master's programs, TOEFL scores of 550 to 600 (PBT/ITP) or 79 to 100 (iBT) and IELTS scores of 6.5 to 7.0 are commonly required. There is a requirement for English language proficiency testing for foreign students with a minimum score of 450. Besides English, there is also a proficiency test in Arabic.

The programme offers a one-year intensive English language program and conducts various English language training initiatives by the Language Development Center, including programmes like Intensive English, Public Speaking, and English for Paper Writing, among others. Additionally, the programme provides a one-year intensive Arabic language course and conducts special Arabic language learning programmes for new students. There's also an Indonesian language programme for international students.

2.6. Transparency/Documentation of Admission Procedure and Decision

The admission conditions of the HEI are legally established in several rector decisions of UIN Maulana Malik Ibrahim Malang. These are specifically outlined in Rector Decision No. 3462 of 2022, which pertains to the terms for prospective students by the Independent Bachelor's Programme route; Rector Decision No. 2631 of 2022, which pertains to the terms for prospective students by the UM-PTKIN route; and Rector Decision No. 1317 of 2022, which pertains to the terms for prospective students by the SNMPTN route.

Applicants can learn about the admission requirements through a variety of means. The official website pmb.uin-malang.ac.id is the primary source. Furthermore, information is distributed on social media platforms such as the university's official Instagram account, @pmb_uinmaliki, and other promotional media such as the Facebook page "PMB UIN Maliki Malang" and the Twitter handle @pmb_uinmaliki.

Prospective students are informed of their acceptance status at each stage of the selection process on the website provided for each admission route, specifically <https://pmb.uin-malang.ac.id>. Also, they are informed of the final selection results over the university's official website and social media channels.

3. Contents, Structure and Didactical Concept

3.1. Contents

3.1.1. Logic and Conceptual Coherence

Bachelor of Accounting Programme (BAP)

The BAP is organised in such a way that it develops from basic to advanced courses, then electives, and finally an undergraduate thesis. The curriculum begins with core courses such as "Introduction to Accounting", "Introduction to Microeconomics", and "Introduction to Business". As students move through the program, they encounter advanced courses like "Auditing I", "Management Accounting", and "Public Sector Accounting".

There are also elective courses available for students to pick from based on their interests. These electives cover topics such as "Corporate Reporting", "Risk Management", and "Forensic Accounting and Audit Investigation". The approach guarantees that the learning outcomes of each educational component complement one another, giving students a comprehensive understanding of accounting.

The programme's intended learning outcomes reflect its qualifying objectives at both the programme and course levels. For example, courses such as "Financial Accounting I" and "Financial Accounting II" place a strong emphasis on the practical application of accounting ideas, as indicated by their evaluation methods, which include exam papers and case studies. On a broader programme level, the inclusion of courses from various categories, ranging from basic to advanced and electives, ensures that students are equipped with a comprehensive knowledge base that meets the qualification objectives of a Bachelor's degree in Accounting.

Lastly, students are required to undertake a final project or thesis, which includes "Research Methodology", "Statistics I", "Statistics II", "Student Community Service Program (KKM)", "Field Work Practice (PKL)", and culminates in the completion of a "Thesis". This segment of the curriculum emphasises practical application, project-based assessment, report writing, and seminars, ensuring students are well-prepared for real-world challenges in the field of accounting.

The curriculum of the programme is organised to cover the learning outcomes (LO) in areas such as Attitude (*Sikap*), General Skills (*Keterampilan Umum*), Specific Skills (*Keterampilan Khusus*), and Mastery of Knowledge (*Penguasaan Pengetahuan*).

In the area of Attitude, the program emphasises religious and ethical values, contribution to society and the nation, love for the homeland, respect for cultural diversity, cooperation and social sensitivity, adherence to law and discipline, internalising academic values and ethics, independent responsibility in one's field, and fostering a spirit of independence and entrepreneurship.

The General Skills area focuses on applying logical, critical, and innovative thinking in the development or implementation of science and technology. This includes demonstrating quality independent performance, examining the implications of science and technology development, producing scientific descriptions in the form of thesis or final project reports, making decisions based on data analysis, and building and maintaining professional networks.

Specific Skills mainly deal with accounting. They encompass preparing, analyzing, and interpreting financial statements; designing business processes in an accounting information system; and mastering auditing and taxation procedures according to applicable standards.

Mastery of Knowledge emphasises a thorough understanding and mastery of accounting theoretical concepts, such as the basic framework for presenting and preparing financial statements, auditing planning and procedures, financial management techniques, and understanding business ethics and the professional code of accounting.

According to the OBE curriculum, the Graduate Profile of the programme is for graduates to become Bachelor of Accounting with spiritual depth, noble character, technical competence, and professional abilities in accordance with national and worldwide accounting education standards. They are required to address societal requirements while being globally competitive.

The relationship between the LO and the Graduate Profile stresses the programme's educational components aligning to generate graduates who fit the defined profile. This guarantees that the learning outcomes directly contribute to the achievement of the graduates' main goals.

The relationship between LO and Course Learning Outcomes (CPMK) demonstrates how specific programme courses, such as Introduction to Accounting, ensure that students understand the fundamental concepts of accounting equations, master the scope and principles of accounting, and apply accounting principles logically and critically in a variety of contexts. This linkage helps in reinforcing the desired learning outcomes by mapping them to specific course outcomes.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL is structured in a way that students undergo basic courses, followed by advanced courses, then they have the option to select electives, and eventually conclude with a thesis or major project. The curriculum is organized in a logical progression, beginning with foundational subjects like "Pancasila," "Philosophy of Science," and "Qur'an and Al-Hadith Studies" in the first semester and progressing to more advanced courses like "Alternative Dispute Resolution" and "Socio-Anthropology of Family Law" in the later semesters. Compulsory content encompasses courses listed under Basic Courses and Advanced Courses which are foundational and advanced courses respectively. Elective content is under Elective Courses, where students can choose subjects based on their individual

interests, such as "Family Counseling," "Sharia and Human Rights," and "International Law."

The program's and its components' learning outcomes are meant to mutually reinforce one another, ensuring that students develop full knowledge and understanding of Islamic Family Law. The planned learning outcomes of the program match the qualification objectives at the program level, ensuring that students have both basic and specialised knowledge in the discipline. On the module or course level, each course has specific learning outcomes, demonstrated through varied assessment methods like discussions, presentations, assignments, and examinations, ensuring that they align with the broader qualification objectives of the program.

The curriculum is designed in a sequence that begins with basic courses, followed by advanced courses, electives, and culminates in an undergraduate thesis. The content that is compulsory includes foundational subjects such as "Five Principles of Indonesia (Pancasila)", "Citizenship", and "Philosophy of Science". However, students have the flexibility to elect specific courses according to their individual interests, which are aligned with different professional profiles such as "Practical Law Developer", "Practical Law Consultant", "Islamic Civil Administrator", and "Theoretical Law Developer".

The learning outcomes of the program and its educational components are mapped to demonstrate their mutual reinforcement through the correspondence between Learning Outcomes (LOs) and the Profiles of Graduates. For example, the profile "Practical Law Developer" is associated with the attitudes "S01" and "S02", and includes general skills "KU01" and "KU03".

The intended learning outcomes reflect the qualification objectives at the programme level. This is evidenced by statements of learning outcomes such as comprehending diverse theories, sources, and structures of positive law and Islamic law in the field of family law. These outcomes aim to foster critical, logical, creative, innovative, and systematic thinking in students, preparing them to face legal difficulties.

The intended learning outcomes at the module or course/unit level also reflect the qualification objectives. For example, "Introduction to Legal Studies" fits with the general knowledge outcomes "P01," "P02," and "P03," ensuring students understand fundamental legal concepts before moving on to more specialised areas.

Overall, the curriculum is meticulously planned to ensure that students not only acquire comprehensive knowledge in the field of law but also develop skills and attitudes that make them competent professionals upon graduation.

The course "Philosophy of the Indonesian State" aims to cultivate positive attitudes and behaviours that promote nationalism and patriotism, civilised democracy, legal awareness, diversity, participation in public policy issues based on the Philosophy of the Indonesian State, religious moderation, and an anti-corruption stance. For "Civics," the student should critically outline public issues related to forming

intelligent citizens and show citizen attitudes based on the Philosophy of the Indonesian State and the 1945 Indonesian Constitution's values. "Philosophy of Science" encourages scientific thinking and applying the theory of scientific truth, mastering the philosophy of science, and having scientific ethics and responsibility. "Introduction to Law Studies" and "Introduction to the Indonesian Legal System" focus on understanding the scope and relevance of the law, and recognizing and explaining the concepts of law, including both normative and empirical methods. There are courses on specific legal areas such as "Civil Law," "Constitutional Law," and "Criminal Law" which cover private law, state law, and criminal law respectively, emphasizing understanding, analysis, and explanation in their respective fields. Islamic study courses such as "History of Islamic Judiciary" and "Religious Courts in Indonesia" emphasise studying and applying Islamic fundamentals, incorporating Quranic interpretation, and highlighting the implementation and comparison of the Islamic Judiciary in Indonesia. Comprehensive exams, fieldwork practices, and student work lectures test the overall understanding of the coursework, ensuring the integration of academic and professional skills. Towards the end, courses such as "Fiqh and Management of Alms in Indonesia," "Fiqh and Endowment Management in Indonesia," and "Fiqh and Hajj Management in Indonesia" dive deeper into the intricacies of Islamic practices, regulations, and management in Indonesia. Lastly, courses like "History of Islamic Civilization," "Hadith Sciences," and "Contemporary Marital Fiqh" cultivate an understanding of the history of Islamic civilization, hadith science, and contemporary Islamic practices, all while promoting a love for scientific and Islamic studies.

3.1.2. Degree / Programme Name

All Study Programmes

The name of the degree programme was chosen based on regulatory requirements. PMA RI No. 38 of 2017, which amends PMA No. 33 of 2016, specifically addresses academic titles for religious higher education institutions, including the naming of programmes.

The degree conferred is in accordance with the regulations outlined in Regulation of the Minister of Research, Technology, and Higher Education No. 59 of 2018, which governs the issuance of academic degrees, competence certificates, professional certificates, and the manner in which degrees are written at higher education institutions. This ensures that the degree conferred is in accordance with established regulations and guidelines for academic qualifications.

Bachelor of Accounting Programme (BAP)

Program Sarjana Akuntansi (Bachelor of Accounting Programme) is the name of the degree/program. The name of the program was chosen to represent its primary focus on accounting as a topic of study. It is directly related to the program's academic and professional concentration, which emphasises the study and application of accounting principles, processes, and concepts.

The degree given upon completion of the curriculum is "*Sarjana Akuntansi (S.Akun)*," which translates to "Bachelor of Accounting" in English. This degree is completely suitable for the program because it closely replicates the academic specialisation and qualification that students obtain after successfully completing the BAP. It signifies their expertise in the field of accounting and their readiness to pursue careers or further studies in accounting-related disciplines.

Bachelor of Islamic Family Law Programme (BIFL)

The programme is named the *Program Sarjana Hukum Keluarga Islam* (Bachelor of Islamic Family Law Programme) with the degree awarded being *Sarjana Hukum (S.H.)* or Bachelor of Law in English. The programme's name alludes to its specialty in Islamic family law. The *S.H.* (Bachelor of Law) degree is suitable since it offers a thorough legal education covering a range of legal topics, including Islamic Family Law. With this degree, graduates are prepared for professions in Islamic Family Law by demonstrating their excellent foundation in legal studies.

3.1.3. Integration of Theory and Practise

Bachelor of Accounting Programme (BAP)

Throughout its programme, the BAP at our university places a heavy emphasis on the relationship between academic knowledge and real-world applications. Through case studies and real-world situations, the programme makes sure that theoretical concepts are consistently explained. Accounting theories are taught in conjunction with real-world examples in courses such as Introduction to Accounting, Cost Accounting, and Financial Accounting I. This approach allows students not only to acquire theoretical knowledge but also to understand how to apply it effectively in practical situations.

Our faculty members in the BAP program possess significant practical experience in the accounting field, and they actively integrate their real-world insights into their teaching. For example, lecturers like Dr. H. Ahmad Djalaluddin, Lc., MA, and Fajar Nurdin, M.Ak, have practical backgrounds in taxation and consulting, enriching the educational experience by providing students with valuable industry perspectives, case studies, and examples.

The structural design of the program strategically incorporates both theoretical and practical content. The curriculum ensures a balanced integration, starting with foundational theoretical courses and progressing to more advanced practical courses. This sequential arrangement helps students develop a comprehensive understanding of accounting while strengthening their ability to apply what they've learned.

The intended learning outcomes (LOs) of the BAP program explicitly reflect this integration. The program's Competency Profile (CPL) includes dimensions such as Knowledge, Attitudes, General Skills, and Specific Skills. Knowledge is acquired through theoretical classes, and specialised skills are developed through practical training. Graduates are ready for success in the accounting industry since they possess strong theoretical knowledge as well as practical competencies.

The relationship between the theoretical and practical components is mutually beneficial. The theoretical knowledge serves as the cornerstone for the development of practical abilities. In foundational courses, students get a solid theoretical grasp, which they subsequently use in practical courses. This interplay ensures that students view theory and practice as complementary components of their education, ultimately preparing them for a successful career in the dynamic field of accounting.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL strongly emphasises the fusion of theoretical content with practical applications. The integration of real-world examples and case studies into different courses makes this combination easily apparent. For example, classes like Fiqh Munakahat cover both the theoretical aspects of Islamic family law and provide instruction on how to apply the laws pertaining to marriage and family.

Moreover, the programme benefits from lecturers who bring forth substantial practical experience relevant to the field. Several professors have actual experience as religious court mediators, including Dr. Sudirman, MA., Dr. Hj. Erfaniah Zuhriah, S.Ag., M.H., Dr. Ahmad Izzuddin M.HI., and Erik Sabti Rahmawati MA., M.Ag. This richness of real-world insights and case studies enhances the learning experience by bridging the theoretical and practical divide.

The incorporation of theoretical and practical information is delicately woven into the structural structure of the program. Courses like Fiqh of Worship concentrate on the academic understanding of worship concepts and their relevance while also providing practical direction on how to complete rituals like *Thaharah*, Prayers, and Fasting. This dual approach ensures that students not only comprehend the theoretical underpinnings but can also adeptly apply them in practice.

These smoothly linked elements are also reflected in the program's targeted learning outcomes (LOs). For example, the course Civil Procedure Law aims to provide students with the ability to distinguish between procedural laws applicable in Religious Courts and District Courts (theoretical), while also empowering them to articulate the scope of procedural laws, initiate lawsuits, and comprehend judicial authority (practical).

The interplay between theory and practice stands as a cornerstone of the BIFL program. The program acknowledges that theory serves as the bedrock upon which practical skills are erected. Consequently, students are not merely encouraged but actively guided to cultivate a robust theoretical understanding through foundational courses. This understanding, once solidified, serves as the launchpad for practical applications in subsequent studies and, ultimately, in their future careers in the realm of Islamic family law. This dynamic interrelation ensures that students perceive theory and practice as not disparate entities but rather as interconnected and indispensable components of their education in this specialized field.

3.1.4. Interdisciplinary Thinking

All Study Programmes

Through the implementation of the Curriculum for Campus Independent Learning (MBKM), the program actively promotes interdisciplinary thinking. This curriculum incorporates knowledge from areas other than the program's initial study topic, resulting in a larger and more comprehensive educational experience. Students are provided with opportunities to explore subjects beyond their primary discipline, often in the form of elective courses. These electives enable students to delve into diverse areas of knowledge, including but not limited to history, sociology, philosophy, and other domains of general knowledge. This approach not only enriches students' perspectives but also encourages a well-rounded and interdisciplinary understanding of various subjects, nurturing versatile and adaptable learners.

Bachelor of Accounting Programme (BAP)

The BAP encourages interdisciplinary thinking through its curriculum. It offers students the opportunity to explore subjects outside their original field of study by enrolling in relevant courses from other programmes at UIN Malang, promoting a diverse educational experience.

Furthermore, by providing internships or practical work experiences in accounting-related firms or institutions, BAP promotes interdisciplinary thinking. This hands-on experience allows students to apply their academic knowledge in real-world circumstances, resulting in a more in-depth comprehension of the subject matter.

BAP covers broad knowledge courses such as Pancasila and Entrepreneurship in addition to accounting-focused courses. These classes expose students to broader areas like philosophy and sociology, broadening their education and encouraging interdisciplinary thinking.

The Bachelor of Accounting Programme at UIN Malang encourages interdisciplinary thinking by providing students with a well-rounded education that extends beyond their major field of study through numerous course options, practical experiences, and exposure to general knowledge subjects.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL actively promotes interdisciplinary thinking within its curriculum. It goes beyond the boundaries of its original study field by offering students the opportunity to explore subjects outside their primary area of study. This is made possible through the implementation of the Curriculum for Independent Campus Learning (MBKM), which allows students to enroll in courses from different fields. The program's structure reflects its commitment to interdisciplinary education, evident in various courses such as Islamic Economic Law, Entrepreneurship, Management Science, and Conflict Management.

Furthermore, BIFL offers general knowledge classes in its curriculum to equip students with a well-rounded education. Pancasila (Indonesian philosophy), Fiqih (Islamic jurisprudence), History of Islamic Jurisprudence, Falak (Islamic astronomy), Socio-Anthropology of Family Law, Management Science, Entrepreneurship, and Anti-Corruption Education are among the topics covered in these courses. This approach not only enhances students' understanding of their core discipline but also encourages them to think critically and broadly across different domains of knowledge.

3.1.5. Ethical Aspects

Bachelor of Accounting Programme (BAP)

Ethical aspects are integrated into the BAP through various courses that cover different dimensions of ethics.

Firstly, there are courses specifically dedicated to professional ethics relevant to the accounting profession. "Business and Professional Ethics" is one such course, which is a 2-credit course offered in the third semester. Furthermore, courses in "Islamic Banking Accounting" and "Islamic Financial Accounting," which are taught in the fourth and fifth semesters, contain ethical issues pertinent to Sharia-compliant financial processes. In the fifth semester, "Feasibility Study for Business" tackles ethical issues in the context of company feasibility evaluation.

Second, the programme covers classes on societal and social ethics in general. "Pancasila" and "Civics Education," which are presented in the first and second semesters, respectively, examine general ethics and citizenship responsibilities. In the third semester, "Fiqh Science," and in the fourth semester, "Theosophy," students examine ethics from a theological and philosophical standpoint.

Finally, ethical concerns in research are addressed in courses such as "Research Methods" in the sixth semester and "Audit Laboratory" in the seventh semester. The sixth semester course "Audit Investment and Forensic Accounting" stresses ethical behaviour in the context of auditing and forensic accounting. Furthermore, "Statistics I" and "Statistics II" in the third and fourth semesters provide a foundation for ethical data analysis. "Accounting Information Systems Laboratory" in the fifth semester also incorporates ethical aspects related to accounting information systems.

Overall, BAP ensures that ethical aspects are not only included in one specific course but are woven throughout various courses, covering professional, societal, and research ethics to prepare students with a well-rounded ethical perspective in the field of accounting.

Bachelor of Islamic Family Law Programme (BIFL)

Ethical aspects are woven into the fabric of the BIFL in several meaningful ways:

In a specific course, "Professional Ethics in Law," students delve into the ethical dimensions of the legal profession. This course, lasting two credit hours over a

semester, equips students with a solid understanding of the ethical considerations that are particularly relevant to the legal field.

Furthermore, several courses incorporate ethical questions within broader societal and cultural contexts. For example, "Pancasila" and "Civics Education" courses investigate moral and ethical ideals within a social and national context. "Family Psychology" also digs into ethical elements within the family unit. These ethical discussions are spread across different semesters, ensuring that students engage with ethical topics consistently throughout their academic journey.

Furthermore, the BIFL curriculum addresses ethical issues in research. Courses such as "Research Methodology" and "Legal Research Methods" introduce students to the ethical considerations that must be made when conducting research in the field of Islamic Family Law. These courses are taught at various periods throughout the curriculum to ensure that students acquire a thorough education in research ethics.

In essence, ethical dimensions are seamlessly interwoven throughout the BIFL curriculum. They are a fundamental part of specific courses, deeply rooted within the social and community context, and considered in the research process. This holistic approach ensures that students graduate with a profound ethical foundation that is not only relevant but essential for their future roles as legal professionals and researchers in the domain of Islamic Family Law.

3.1.6. Methods and Scientific Practice

Bachelor of Accounting Programme (BAP)

Students in the BAP are actively trained in their academic skills through a variety of techniques. They work on academic projects that are interwoven into various courses, giving them the opportunity to apply theoretical knowledge to real-world scenarios. Entrepreneurship, Feasibility Studies, Cost Accounting, and Internships are among the courses offered.

Furthermore, the BAP highlights the significance of methodological expertise in scientific work. In their sixth semester, students take the "Research Methodology" course to learn research skills and procedures that are necessary for doing rigorous research at the bachelor's level.

Throughout their academic journey, BAP students are encouraged to engage in independent research, both as part of their coursework and through their undergraduate thesis. This hands-on experience prepares them to write their undergraduate theses and contribute to the field of accounting.

In addition, BAP encourages students to publish their research in peer-reviewed journals and to attend academic conferences. This exposure assists students in gaining attention for their scientific work and prepares them for higher levels of scientific study if they decide to pursue master's or doctoral degrees.

In summary, BAP's approach to academic skills training involves academic projects, undergraduate thesis preparation, methodological competence, independent research, and opportunities for publication and conference participation. This comprehensive approach ensures that students are well-equipped to engage in scientific work at the bachelor's level and beyond.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, students are exposed to a comprehensive approach to academic skill development and scientific practice. This includes:

Academic Skill Development - Students receive training in academic skills throughout their program. They engage in assignments, projects, practical work, internships, and research activities under the guidance of professors. These activities provide them with hands-on experience and help them apply theoretical knowledge in practical contexts.

Specific Courses - BIFL offers specialised courses such as "Research Methodology" and "Legal Research Methodology." These courses equip students with essential research skills and techniques needed for academic projects and thesis writing.

Academic Project Work - Academic project work is integrated into relevant courses, allowing students to apply their research and analytical skills. These projects prepare students for more extensive academic work, including thesis writing.

Thesis Preparation - The programme ensures that students are well-prepared for thesis writing. They receive guidance from thesis advisors and must attend a minimum number of advisory meetings to meet the program's criteria for thesis acceptance and completion.

Ensuring Scientific Work at Every Academic Level - The program employs a tiered strategy to ensure scientific work is completed at every academic level. Research methodology and legal research methodology foundation courses give the foundations for scientific activity at the Bachelor's level. As students progress to higher levels, they build upon this foundation to engage in more advanced and specialised research.

BIFL places a strong emphasis on academic skill development and scientific practice to prepare students for research and scholarly work at different academic levels, including Bachelor's, Master's, and potentially PhD levels.

3.1.7. Examination and final thesis (Asterisk)

The examination forms chosen for assessing students' achievement of the learning outcomes in all study programs are based on regulations specified in the Rector's Decree Number 316/Un.3/HK.005/06/2018 regarding Academic Guidelines for the Fiscal Year 2018. These regulations are documented in the academic handbook and the Dean's Decree.

Regarding the thesis/final project, the criteria, rules, and procedures are published in the "Thesis Writing Guidelines" handbook, which is made available to students. The objectives of the thesis/final project are to assess students' ability to conduct independent research, apply the knowledge and skills they have acquired throughout their program, and contribute to the field of study by producing original academic work.

Bachelor of Accounting Programme (BAP)

The BAP uses a variety of examination types to measure students' achievement of learning outcomes (LOs). Written exams, presentations, practical evaluations, and projects are examples of these forms. These test forms were chosen for specific reasons connected to the content and objectives of each course. For instance, written exams are chosen for courses like Taxation I, Introduction to Business, and Arabic I-II to evaluate the students' grasp of concepts and theories before practical implementation. Presentations are preferred for courses like Islamic Jurisprudence, Citizenship Education, Accounting Theory, and Islamic Finance and Investment Theory, which deal with contemporary issues and require students to stay updated. Practical assessments are used for courses like Statistics II, Introduction to Accounting, Cost Accounting, and Public Sector Accounting to measure students' ability to formulate and present financial and non-financial information accurately through practical scenarios. Finally, project-based assessments are implemented in courses like English I-II, Financial Accounting I, Advanced Financial Accounting II, Islamic Financial Accounting, and Small and Medium Enterprises (SME) to evaluate students' understanding of entrepreneurship concepts and their application in real-world projects.

The undergraduate thesis or final project in the BAP enables students to generate scholarly work through in-depth and rigorously proven research. These tasks are intended to examine students' research abilities as well as their ability to apply theoretical knowledge in real-world circumstances. The objectives include evaluating students' capacity to conduct thorough research, present their findings, and contribute to the body of knowledge in their respective fields. Furthermore, the undergraduate thesis or final project aims to develop students' critical thinking, problem-solving, and research skills, preparing them for academic and professional challenges.

Within the programme, the criteria, norms, and procedures for publishing the thesis, dissertation, or final project are clearly stated. When publishing, students must include the name of their thesis advisor as well as the name of the academic institution to assure the quality and acknowledgment of their work. Moreover, the publication should be in reputable scholarly journals or platforms recognized by *SINTA Ristekdikti*, ensuring the work's credibility and integrity within the academic community. These criteria contribute to the dissemination of valuable research findings and uphold the standards of academic research in the field of accounting.

Bachelor of Islamic Family Law Programme (BIFL)

The examination and final thesis processes in the BIFL are intended to completely evaluate students' knowledge and skills. To guarantee a thorough assessment of

learning outcomes, many exam formats such as written, oral, practical, and report submissions are used.

The thesis criteria, guidelines, and processes are fully described and publicised inside the program. To propose an undergraduate thesis, students must have completed 120 credit hours. All study criteria and prerequisites must be met before submitting a thesis for assessment. These prerequisites involve passing a seminar on the thesis proposal and successfully completing a comprehensive exam assessing program competencies. The comprehensive exam covers essential program knowledge, Islamic studies, and specialised field knowledge.

The primary objectives of the thesis or final project in BIFL are to engage students in the following:

- Conduct a minimum of 10 advisory sessions with their assigned thesis advisors.
- Verify the originality of their scholarly work through an academic originality check.
- Successfully defend their final project in a final project examination.
- Complete any necessary revisions and obtain relevant approvals.
- Upload the finalised thesis to the UIN Maulana Malik Ibrahim repository.

BIFL offers thesis advisors to guide students through the process. Students propose undergraduate thesis titles as part of the adviser selection process, and advisors are selected based on faculty members' competencies. Students work with their thesis advisors to construct their proposals once assigned. After receiving approval from the advisor, students participate in a seminar on their thesis proposal. Following a successful seminar presentation, students register for the thesis examination. After a successful defence, students make any required revisions based on recommendations from examiners and advisors.

3.2. Structure

3.2.1. Modular structure of the study programme (Asterisk)

Bachelor of Accounting Programme (BAP)

The BAP follows a modular structure with specific credit point allocations. The program is designed to be completed in 8 semesters, comprising 54 compulsory modules (141 credit points/203.04 ECTS) and 3 elective modules (6 credit points/8.64 ECTS). Each credit point (CP) is equivalent to 1.44 European Credit Transfer System (ECTS) credits.

To understand the national credit point system, one ECTS credit is equivalent to 27.5 hours of workload. In the BAP, one credit point (CP) is equal to 1.44 ECTS credits. This equivalency allows for the conversion of national credit points to the ECTS system.

The programme's workload is determined by the number of contact hours and self-study hours necessary. The educational program is made up of 147 credit points, with each module having a set amount of contact hours. The total contact hours for the program are 1715 hours (214.38 hours a semester) calculated over 8 semesters.

The final thesis, which takes approximately 6 months to complete, is worth 6 credit points (8.64 ECTS). This comprehensive structure ensures that students receive proper credit for their efforts and accomplishments throughout the program.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL employs a modular structure with specific credit point allocations and workload calculations.

The program is designed to be completed in 8 semesters and consists of a total of 58 compulsory modules, accounting for 136 credit points (195.84 ECTS), as well as 18 elective modules, contributing 36 credit points (51.84 ECTS). Each credit point (CP) is equivalent to 2.83 hours of workload.

According to the national credit point system, one credit point (CP) equals 170 minutes, or around 2.83 hours. This is comparable to the European Credit Transfer System (ECTS), where credit points are based on a 25-30 hour workload per credit. 1 CP equals roughly 2.83 ECTS credits in the BIFL program.

The program's workload calculation takes into account the total number of contact hours necessary. With 146 credit points in the program and defined contact hours for each module, the total contact hours for the whole program are about 1691.67 hours (or 212.92 hours per semester).

Additionally, the final thesis, which requires 6 months of processing, is worth 6 credit points (8.65 ECTS). This modular structure ensures that students receive proper credit for their academic efforts and achievements throughout the program.

3.2.2. Study and exam regulations (Asterisk)

All Study Programmes

The study and exam regulations at UIN Malang are officially governed by the Rector's Decree No. 3545 of 2022, which outlines the educational guidelines for the year 2022.

Students can find all necessary information regarding program requirements, structure, and exams within these official regulations. The institution supports academic mobility, allowing students to study abroad for short periods, typically one semester, through the MBKM (Credit Transfer) system.

The university recognizes study periods abroad and adheres to the Lisbon Recognition Convention, which entails recognizing equivalent study time or qualifications acquired abroad, with the exception of non-recognition only if substantial differences are proven.

The grading method for final grades uses a numerical scale from 0 to 100, with corresponding letter grades and grade point averages (GPA). The grade distribution table shows the range of values and related categories, as well as passing marks (A, B, C, D) and failing grades (E). To graduate, students must

achieve a cumulative GPA of 2.00 or higher, with varying predicates based on their GPA, ranging from "Adequate" to "Cum Laude."

In summary, UIN Malang's study and exam regulations are officially established, and students can obtain detailed information on program requirements and exams. The university encourages academic mobility and recognizes study abroad periods in accordance with the Lisbon Recognition Convention. The grading system uses numerical and letter grades with specific GPA requirements for graduation and predicate distinctions.

Bachelor of Accounting Programme (BAP)

The conditions of the study program at UIN Malang, specifically the BAP, are officially regulated through the Academic Guidebook, which can be accessed by students at <https://fe.uin-malang.ac.id/dokumen-resmi/>. This guidebook provides comprehensive information about the program's requirements, structure, and examination procedures.

Students can find all the necessary information about the program, including its requirements, structure, and examination details, in the Academic Guidebook mentioned above.

The program's structure allows students to interrupt their studies for academic mobility, including studying abroad. The university supports the recognition of academic achievements acquired during such exchanges.

The program provides supporting documents such as the Course Catalog, Learning Agreement, Transcript of Records, and Traineeship Certificate to promote credit recognition for academic mobility. These documents include information about attained learning outcomes, which aids in credit recognition and transfer.

Students receive final grades according to the grading scale provided by the program, which is based on both letter grades and numeric values. The program uses a specific grade distribution table, indicating the percentage of positive grades awarded in each field of study.

The University accepts study abroad periods in accordance with the criteria of the Lisbon Recognition Convention. It recognizes similar study time or qualifications obtained abroad, with exceptions allowed only if the University can demonstrate significant disparities.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL study programme conditions are officially governed through numerous documents and methods. BIFL offers an Academic Handbook to students, which is accessible at the program's website, the Faculty of Sharia's website, and physical copies available at the program's office. Additionally, an Academic Calendar is available and can be accessed through UIN Maulana Malik Ibrahim's website or physically obtained from the Academic Administration Office.

Regulations related to credit transfer and recognition are outlined in the Faculty of Sharia's Educational Guidelines for the Academic Year 2021/2022. These regulations cover the process and criteria for credit transfer from academic mobility, including both internal transfers within the faculty and inward transfers from other institutions.

The structure of the program allows for students to interrupt their studies and engage in academic mobility, following established procedures and criteria. When students opt to study abroad or transfer between schools, BIFL follows these laws to guarantee that they have access to full information on program requirements, structure, and credit recognition.

The University recognizes study abroad periods in accordance with the Lisbon Recognition Convention, on the basis that equivalent study time or qualifications obtained abroad are acknowledged. Non-recognition is only feasible if the University can demonstrate significant disparities.

Furthermore, BIFL employs a grading system that includes grade distribution tables that show the statistical distribution of positive grades issued in each topic of study. The grade distribution tables demonstrate how the national or institutional scale is applied in the institution and enable comparisons with statistical distributions in other institutions. These tables help provide transparency in grading practices and outcomes for graduates.

3.2.3. Feasibility of study workload (Asterisk)

All Study Programs

The successful completion of students' studies within the appropriate time frame is ensured through various measures. Firstly, students are required to complete a learning evaluation at the end of each semester, allowing them to reflect on their progress and performance. To support students in their studies, the program provides a range of services and counseling options. These services may include guidance and assistance from lecturers who can provide academic advice and support. Furthermore, professional counsellors and administrative staff may be available to assist students with various areas of their academic journey, ensuring they receive the required assistance and support to effectively complete their studies within the timeframe planned.

Bachelor of Accounting Programme (BAP)

Through an established curriculum created in compliance with educational standards, the BAP ensures that students complete their studies effectively and on schedule. This planned curriculum gives students with clear procedures and a thorough understanding of the accounting sector. Additionally, BAP offers an effective academic guidance system where academic advisors assist students in selecting the right courses, monitoring their academic progress, and providing advice to complete their studies on time. Furthermore, BAP provides the necessary support and resources for students to successfully complete their studies.

Academic advisors or academic mentors play a crucial role in assisting students in their academic planning, personal development, and career guidance, addressing both academic and non-academic issues to ensure successful and timely completion of their studies.

To assist students, BAP provides counselling services such as academic and psychological counselling. Faculty, staff, and counsellors are responsible for providing these services. Counselling services attempt to address all elements of students' academic and personal requirements.

The revision of the programme's curriculum is based on several factors. It considers current academic standards, feedback from students and alumni, statistical data, and trends in education, such as innovative learning approaches, the use of technology, and the emphasis on interdisciplinary skills. BAP, along with its faculty and administrative staff, conducts a comprehensive assessment of these factors to formulate curriculum revisions that align with the needs of students, the industry, and the accounting profession. This ensures that the program remains up-to-date and relevant.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL provides a variety of counselling services and support systems to guarantee that students complete their courses effectively and on schedule. These services include academic and non-academic consultations with Academic Advisors. BIFL also has a unit called "Sakinah" in the Family Corner of the Faculty of Sharia at UIN Maulana Malik Ibrahim, which provides additional support to students.

BIFL monitors and helps students through their academic path to help them complete their courses on schedule. This comprises Academic Advisor (DPA) support and the organisation of interim semesters for students who want to speed their studies or improve their marks in courses they have not passed.

Academic Advisors in the program play an important role in assisting students throughout their academic journey. They are in charge of understanding the curriculum and course scheduling, assisting students in planning their coursework for each semester, addressing academic issues, holding periodic consultation meetings, recording advisory activities, and assisting students in selecting and approving their thesis topics.

Furthermore, the BIFL curriculum is amended on a regular basis depending on a variety of variables, including workshops held every four years that include curriculum experts and stakeholders. Meetings with associations of Islamic Family Law professors and program associations also inform revisions, as do joint evaluations with student representatives, alumni feedback via tracer studies, and internal quality assurance processes such as the Internal Quality Assurance System (SPMI), which evaluates semester lesson plans (RPS).

These measures collectively ensure that students receive the necessary support, counselling, and curriculum improvements to complete their studies successfully within the stipulated time frames.

3.2.4. Equality of opportunity

The UIN has regulations in place to ensure equality and non-discrimination among its academic community members, regardless of religion, colour, gender, or other considerations. These principles are specified in the HEI's regulations, specifically in the Rector's Decree No. 417 of 2020, which gives instructions for the admission procedure at the HEI. These policies apply not only to students but also to faculty and staff.

The HEI has incorporated many facilities to assist students with disabilities, including as accessible routes to faculty buildings and classrooms on the second floor, elevators for access to upper floors, designated wheelchair-accessible pathways, and special restrooms for disabled individuals.

Regarding financial support, the HEI has regulations in place to adjust tuition fees for students experiencing financial difficulties. Additionally, the institution offers various scholarships to assist students, including scholarships for academic achievement, Quran memorization, underprivileged students (*Bidikmisi*), students with outstanding academic performance (*Teladan*), and more. There are also scholarships available for international students managed by the KUI-International Office (IO).

In summary, the HEI promotes equality and nondiscrimination, offers some facilities for students with impairments, and gives financial assistance and scholarships to students in need.

3.3. Didactical Concept

3.3.1. Logic and Plausibility

Bachelor of Accounting Programme (BAP)

The BAP didactical concept includes a variety of teaching and learning methods such as lectures, seminars, tutorials, group discussions, films, conversation practice, jigsaw, case studies, practical exercises, and project studies. These strategies are intended to actively engage students throughout the learning process, allowing them to effectively attain the stated learning outcomes.

While the educational program employs a variety of instructional approaches, it does not make heavy use of blended learning or distance learning. Instead, the major way of remote education is through the university's e-learning capabilities, which allow students to access course materials and resources online.

The BAP employs a diverse set of teaching and learning methods to facilitate meaningful engagement and learning among students, and it leverages e-learning platforms for distance education.

Bachelor of Islamic Family Law Programme (BIFL)

The didactical concept of the BIFL incorporates various teaching and learning methods, including hybrid learning, blended learning, classical lectures, discussions, simulations, role plays, and project-based learning. These methods are employed to facilitate effective learning experiences for students.

Classical lectures are implemented to efficiently deliver course material. Discussions promote active student participation and the exchange of perspectives and ideas. Simulations and role plays provide students with practical insights into real-life situations, assisting them in grasping specific topics and abilities. Projects are used to enhance competency development and provide meaningful learning experiences.

In addition, the BIFL curriculum uses blended learning and distance learning methodologies. Lecturers frequently use a variety of methods for online instruction, including in-person classroom sessions, remote lectures using platforms like Zoom and Google Meet, and the use of the university's online learning platform, which provides a variety of features for online education. This combination of in-person and online teaching methods allows for flexibility in the delivery of course content.

3.3.2. Course Material

All Study Programs

The lecturers throughout all programs provide students with a variety of course materials to support their learning. These materials include textbooks, scripts, literature recommendations, practical examples, and case studies.

Students can access these course materials through the university's e-learning portal, Moodle, where faculty publish electronic materials related to their courses. Furthermore, the university library provides services that allow students to access electronic content such as e-books.

Furthermore, the program provides course materials to students through a Learning Management System (LMS) called e-Learning UIN Malang. This LMS provides a variety of tools and features to help lecturers deliver course content, track student attendance, assign and assess tasks, facilitate online discussions, conduct online exams, grade student work, monitor student activities, manage student transfers between classes, create student groups, and manage final grades. These e-learning materials can also be used as teaching modules to enhance the learning experience.

Bachelor of Accounting Programme (BAP)

In the BAP, lecturers provide students with a range of learning materials, including modules, video lessons, e-books, journal articles, books, and related literature. These materials are designed to support the students' learning experience.

The program incorporates a variety of ways to ensure that each student has an adequate amount of learning resources. Collaborations with publishers are used to disseminate printed products such as textbooks. In addition, electronic materials in the form of soft files are sent through the Learning Management System (LMS) to students. This ensures that students have access to the necessary learning resources both in print and digitally.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, lecturers provide students with various types of learning materials to support their studies. These materials include PowerPoint presentations (Salindia), textbooks, modules, research findings by faculty members, and scholarly journals.

The programme incorporates a variety of ways to ensure that each student has an adequate amount of learning resources. Students can borrow hardcopy items such as textbooks and research findings from the library. Furthermore, modules of materials are made available immediately within the program, guaranteeing that students have access to the necessary learning tools.

3.3.3. Guest Lecture

Bachelor of Accounting Programme (BAP)

The BAP has a policy in place for guest lecturers who are invited to provide special lectures. These guest lecturers come from a variety of backgrounds, including other universities' academics, government agencies, politicians, and business practitioners. The program's work plan includes a budget for guest lecturers, which is funded by both Non-Tax State Revenue (PNBP) and the Operational Aid Fund for State Universities (BOPTN).

The guest lecturer program covers a wide range of topics, and some renowned guest lecturers have previously been invited. Dr. Fuadah Binti Johari of USIM (Malaysia), for example, held a lecture on "Islamic Context in Business Transactions" in 2022. Dr. Yvette Blount of Skyline Higher Education and Deakin University in Australia spoke about "Big Data Analysis," and Monika Lieberam of SES in Germany spoke about "Disaster and Risk Management in a Global Context," both in 2022. Wendy Nurdianto, SEBKP of Indonesian Taxpayer Consultant (Indonesia) shared information on "Financial Statement Preparation for Tax Reports & Corporate Income Tax Return" in 2021. Monika Lieberam from Senior Experten Service (Germany) addressed "Risk Management and Disaster Management in the Global Context" in 2022.

Shendy Cahyadi, MSA., Ak., CA., CPA., ASEAN CPA from KAP was also present. Shendy Cahyadi and Erry Febrianto Saputra (Indonesia) talked on "The Role of Internal Audit in Strengthening Good Corporate Governance in Fraud Prevention Efforts" in 2022. Ubaidillah, SE., M.Sc., Ak., SAS., CA., CPA., CLICAP of UBICO Accounting & Consulting (Indonesia) also provided instruction on "Accurate Accounting."

These guest lectures enrich the learning experience of students by providing valuable insights into various subjects and real-world applications, fostering a deeper understanding of their field of study.

Bachelor of Islamic Family Law Programme (BIFL)

There is an established procedure in place at the BIFL governing the invitation of guest speakers to conduct special lectures. These guest lecturers come from a variety of backgrounds, including academics from foreign universities (including Malaysia, Brunei Darussalam, Germany, and the Netherlands) and non-academic professionals (such as judges, lawyers, Office of Religious Affairs heads, and notaries).

Budget allocation for guest lecturers is an essential component of the program's work plan and budget allocation, which has averaged Rp. 80,400,000 per year between 2017 and 2022. These guest lecturers provide unique insights and experience on a variety of issues, thereby contributing to students' academic and professional development.

Some noteworthy guest speakers who have been invited to conduct special lectures in the program include Prof. Ahmad Hidayat Buang, M.A, Ph.D from the University of Malaya (Malaysia) in 2022, who addresses the "Legal System of Malay States and Their Challenges in the International-Legal Communities." Other guest lecturers have addressed topics such as justice in the distribution of shared property, enhancing the quality of academic writing and journals, and the dynamics of Maqashid Al Shariah as a perspective in the study of Islamic Family Law.

These guest lectures greatly enhance the academic and practical knowledge of the students, offering them insights into various aspects of Islamic family law and its applications in real-world scenarios. Additionally, the program also organises international seminars related to its field of study, such as the "International Conference on Law, Technology, Spirituality and Society (ICOLESS)" and the "8th International Conference of Islamic Economics and Business (ICONIES 2022)," which feature prominent scholars and experts from various countries discussing relevant topics in Islamic family law and related fields.

3.3.4. Lecturing Tutors

Bachelor of Accounting Programme (BAP)

In the BAP, older students assist younger ones with tutoring. To be eligible to tutor, senior students must have completed at least the third semester, have a GPA of at least 3.25, and have successfully completed specific courses such as Introduction to Accounting I, Introduction to Accounting II, and Financial Accounting for tutors in the accounting and auditing labs, or Taxation I and Taxation II for tutors in the taxation lab. Additionally, they must demonstrate high loyalty and good conduct.

These tutors are involved in various courses and activities within the program, including Introduction to Accounting I, Introduction to Accounting II, accounting labs, auditing labs, and taxation labs. They dedicate time to assist younger students in understanding complex topics and provide valuable support in their academic journey.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, older students provide tutoring support to younger students. To qualify as a tutor, senior students must meet specific qualifications, including maintaining a GPA of 3.8, holding a leadership position within the Intra-Campus Student Organization (OMIK), and having a good conduct record as evidenced by a recommendation from their academic advisor.

These tutors participate in a variety of program courses and activities, including Fiqh of Worship, where master's students tutor for 5 hours per semester, Falak Science, where senior students tutor for 10 hours per semester, and Law Drafting Techniques, where senior students also tutor for 10 hours per semester. Their role is to assist younger students in mastering complex topics and enhance their learning experience.

3.4. International Orientation

3.4.1. International Contents and Intercultural Aspects

Bachelor of Accounting Programme (BAP)

International content is integrated into the BAP curriculum through a variety of activities and courses. The programme hosts frequent international conferences, such as the 9th International Conference of Islamic Economics and Business in 2023, the 8th International Conference in 2022, and the 7th International Conference in 2019. These conferences bring together international speakers, authors, and participants to discuss current issues in accounting, business, and economics.

There are also student and cultural exchanges between Indonesia and Malaysia, which promote cross-cultural understanding and collaboration. Activities such as Calls for Papers, Business Management Competitions, and Cultural Exchanges are part of these exchanges.

In terms of specific courses with international subjects, BAP provides Arabic I through IV, which involves learning the Arabic language. There are also courses such as International Taxation, which deals with international financial concerns, and Business Management, which deals with international business aspects. Furthermore, courses like Introduction to Islamic Civilization and Teosofi provide students with an understanding of different cultures and civilizations.

To prepare students for international work environments, BAP offers theory and practical courses with international content. These courses incorporate the use of foreign languages and solving cross-border cases to familiarize students with

international practices and challenges. This approach ensures that students are well-prepared to work on an international scale.

Bachelor of Islamic Family Law Programme (BIFL)

International content is included into the curriculum of the BIFL through a number of courses. These courses include topics like Islamic Civilization History, English language classes (both theory and practice), and Arabic language courses. These language courses are meant to provide students with the linguistic abilities required for international communication.

BIFL also offers courses in International Law, Conflict Management, and Alternative Dispute Resolution, all of which focus on international issues and cross-cultural understanding. These courses introduce students to international legal frameworks and dispute resolution mechanisms that can be applied in a variety of cultural contexts.

Intercultural aspects are integrated into the program through courses like Sociology and Anthropology of Family Law, which provide insights into the cultural and societal dimensions of family law. Additionally, courses like Modern Developments in Islamic Law and Administrative Law expose students to contemporary legal issues with international relevance.

BIFL prepares students for the international arena by offering theory and practical courses with international content. This includes the use of foreign languages and the resolution of cross-border cases in their learning experiences. These approaches help familiarise students with international practices and challenges, ensuring they are well-prepared to work on an international scale.

3.4.2. International Students

Bachelor of Accounting Programme (BAP)

In the BAP, there are international students enrolled from various countries in Asia and Africa. These countries include Libya, Malaysia, Timor Leste, Somalia, Vietnam, Sudan, and Gambia. The program has a small but diverse group of international students.

The programme is intended to be inclusive, and international students are welcome. However, language adjustment is one of the most difficult problems that overseas students confront. To remedy this, the university offers a policy that allows prospective international students to learn Indonesian (BIPA) for 6 months before beginning their academic studies. Additionally, during the admission interview, candidates' English language proficiency is also assessed to ensure they can effectively participate in the program.

The program's efforts to support international students in language acquisition and academic adaptation demonstrate its commitment to accommodating and attracting students from abroad, contributing to a more diverse and global learning environment.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, there are international students from various countries. The program has attracted students from Libya, Malaysia, Madagascar, Algeria, Thailand, and Papua New Guinea. The presence of international students adds diversity to the program.

The program appears to be designed to attract international students as it has a significant number of students from different countries, indicating its willingness to welcome and accommodate a diverse student body.

3.4.3. International Lecturers

Bachelor of Accounting Programme (BAP)

International lecturers from Malaysia, Australia, and Germany are among those who teach at the BAP. There are also lecturers who have international experience, such as teaching, research, or working in other countries. These lecturers contribute to the worldwide perspective of the program.

The lecturers' worldwide experience aids students in a variety of ways. For starters, it gives students insights into worldwide accounting methods and perspectives. Students, for example, can learn about worldwide accounting standards and how accounting is practised in other nations. This exposure allows students to compare theoretical knowledge with real-world international practices.

Furthermore, having international lecturers strengthens the program by combining actual examples and case studies from many places. This method assists students in gaining a wider understanding of accounting concepts and their applications in a variety of foreign contexts.

Overall, the presence of international lecturers and those with international experience enhances the students' learning experience by providing a global perspective and practical insights into the field of accounting.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, there are lecturers from various countries, including Sudan, Saudi Arabia, and Malaysia. Additionally, there are lecturers who have substantial international experience, either through research, studies, or work in foreign countries.

The students benefit from the international experience of these lecturers in several ways. Firstly, they gain insights into religious practices and legal systems from other countries, allowing them to compare and contrast these with Indonesian practices. This exposure broadens their understanding of Islamic family law and its applications on a global scale.

Furthermore, the participation of international lecturers strengthens the program by incorporating multiple perspectives and practical experiences from other regions.

For example, lecturers may present case studies and real-life examples of how Islamic family law concepts are used in diverse cultural and legal circumstances.

Overall, the international expertise of the BIFL faculty gives students a more thorough understanding of Islamic family law and its variances between nations. This exposure aids students in developing a global perspective and better equips them to negotiate the difficulties of international family law.

3.4.4. Foreign Language Contents

Bachelor of Accounting Programme (BAP)

In the BAP, language instruction is provided in Bahasa Arab (Arabic) and Bahasa Inggris (English). Several courses are conducted in foreign languages, such as Bahasa Arab and Bahasa Inggris. These courses include Bahasa Arab I, Bahasa Arab II, Bahasa Inggris I, and Bahasa Inggris II. The program also offers course materials in foreign languages, which can be in either electronic or printed formats.

Additionally, there are courses aimed at enhancing students' foreign language skills. These courses focus on Bahasa Arab and Bahasa Inggris, providing students with opportunities to improve their language proficiency.

The programme's integration of foreign language instruction and materials aims to equip students with the language skills necessary for academic and professional success in a globalised world.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, the program utilises both *Bahasa Arab* (Arabic) and *Bahasa Inggris* (English) as instruction languages. There are several courses offered in foreign languages, which include Bahasa Arab and Bahasa Inggris.

A total of eight courses are taught in Arabic, and four courses are taught in English. These courses are a mix of both mandatory and elective courses.

The program also provides course materials in foreign languages, specifically in Arabic and English. These materials can be in various formats, such as printed or electronic.

Furthermore, BIFL offers courses designed to enhance students' foreign language skills. These courses focus on Arabic and English, aiming to improve students' proficiency in these languages.

The inclusion of foreign language instruction and materials in the program contributes to a comprehensive and global educational experience for students.

3.5. Multidisciplinary Competencies and Skills

Bachelor of Accounting Programme (BAP)

Students in the BAP acquire a number of generic skills through a variety of courses and activities. These capabilities include linguistic competence, managerial abilities, and communication abilities. Language proficiency is developed through courses such as Arabic I-IV and English I-II, which include methods such as role plays, presentations, and conversations. Managerial skills are honed through courses like Introduction to Management, Financial Management I and II, and Management Accounting, utilising discussions, role plays, and mutual projects. Communication skills are enhanced through courses like Indonesian, Entrepreneurship, and Budgeting, with a focus on presentations and role plays.

Furthermore, students build personal skills through a variety of programmes and courses. KKM (Community Empowerment), PKL (Internship), *Kewirausahaan* (Entrepreneurship), *Studi Kelayakan Usaha* (Business Feasibility Study), and *Metodologi Penelitian* (Research Methodology) are a few examples. These activities enable students to develop leadership, communication, conflict handling, problem-solving, teamwork, adaptability, negotiation, and other essential skills.

Practical experiences in communities and internships encourage social commitment. Students participate in debates, collaborative projects, cooperative case studies, and presentations to solve real-world difficulties, fostering a sense of responsibility and dedication to societal demands.

Bachelor of Islamic Family Law Programme (BIFL)

In the BIFL, students acquire various generic skills through different courses and teaching methods. These skills encompass language proficiency, problem-solving, adaptability, communication, and more. Language proficiency is cultivated through courses such as Bahasa Arab and Bahasa Inggris, using teaching methods like discussions, role plays, and presentations.

Problem-solving skills are developed through courses like *Alternatif Penyelesaian Sengketa* (Alternative Dispute Resolution), *Hukum Acara Peradilan TUN* (Administrative Court Procedural Law), *Perancangan Peraturan Perundang-undangan* (Regulation Drafting), and *Hukum Adat* (Customary Law), employing methods such as discussions, role plays, and case studies.

Adaptability is fostered through courses like *Psikologi Keluarga* (Family Psychology), *Kewirausahaan* (Entrepreneurship), KKN (Community Service Program), and PKL (Internship), utilising discussions, mutual projects, and presentations.

Courses such as Indonesian Language, *Alternatif Penyelesaian Sengketa* (Alternative Dispute Resolution), *Konseling Keluarga* (Family Counseling), and *Kewirausahaan* (Entrepreneurship) focus on conversations, presentations, and role plays to enhance communication skills.

Moreover, personal development activities in the program include learning Arabic and English, which not only enhance language proficiency but also contribute to better communication skills. Courses like *Kewirausahaan* (Entrepreneurship), KKN (Community Service Program), and PKL (Internship) offer students practical experiences in addressing real-world issues, thereby developing skills like leadership, conflict handling, teamwork, adaptability, and negotiation.

Social commitment is encouraged through programs and courses like *Fiqh dan Manajemen Zakat di Indonesia* (Fiqh and Zakat Management in Indonesia), *Konseling Keluarga* (Family Counseling), *Kewirausahaan* (Entrepreneurship), KKN (Community Service Programme), and PKL (Internship). These activities require students to engage in discussions, mutual projects, and presentations while addressing social and community issues, instilling a sense of commitment to society.

3.6. Employability

Bachelor of Accounting Programme (BAP)

The BAP lays a considerable emphasis on training its alumni for professional success. The curriculum is meticulously created to equip students with a wide range of essential skills and competences that are highly sought after by businesses in order to improve employability.

The integration of diverse instructional approaches that promote skill development is one of the primary strategies used. Students actively engage in sharpening their abilities through conversations, collaborative projects, shared case studies, presentations, and role plays. They improve their research abilities, for example, by working on projects that demand in-depth analysis and problem-solving. They also gain proficiency in economic analysis, which is crucial in understanding financial markets and making informed business decisions.

In today's digital age, technological competency is another crucial part of employability. This is addressed in the BAP curriculum by including courses in accounting information systems, financial analysis software, and management tools. This guarantees that students are not only knowledgeable about accounting principles, but also capable of exploiting cutting-edge technology in their future employment.

Entrepreneurship is encouraged in the classroom by requiring students to create business plans, sell products, and apply marketing methods. These experiences foster an entrepreneurial mindset, making graduates more versatile and resourceful in the workplace.

Effective communication and teamwork skills are nurtured through language courses and collaborative projects. Whether it is public speaking, conflict resolution, or working seamlessly in a team, these skills are honed throughout the program.

The BAP conducts tracer studies and maintains a strong connection with its graduates to validate the curriculum's effectiveness in improving employability. These studies provide significant insights into the job market and aid in identifying the most in-demand talents. By collecting input from alumni on a regular basis, the program can make the necessary adjustments to guarantee that students are well-prepared for their intended careers.

The BAP curriculum goes above and beyond to prepare students for the challenges of the professional world. It does so by cultivating a diverse set of skills and competencies, validated through alumni tracking studies and ongoing curriculum enhancements, to ensure that graduates are highly employable in their chosen fields.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL is committed to enhancing the employability of its graduates by equipping them with a diverse set of skills and competencies that are highly relevant to their future careers.

To promote employability, the curriculum of BIFL employs a multifaceted approach. It ensures that students acquire essential skills through various teaching methods, including role plays, presentations, and experiential learning. Communication skills are a primary focus, with courses such as Alternative Dispute Resolution, Family Counseling, and Language Proficiency in both Arabic and Indonesian. These courses enable students to effectively communicate, mediate conflicts, and engage in discussions, essential skills for working in legal and family-oriented professions.

The curriculum also emphasises research abilities, preparing students to use a variety of applicable research approaches. Legal Research Methods and Legal Research Methodology courses provide students with problem-solving skills as well as the ability to participate in collaborative projects and case studies. These skills are highly valuable in legal professions that involve in-depth analysis and critical thinking.

Collaboration and teamwork are fostered in courses such as Management and Administration of Religious Affairs and Community Service (KKN), in which students work on projects together and engage in conversations. This develops their ability to collaborate effectively, which is highly valued in a variety of professional situations.

The educational programme also hones legal abilities, such as those required for religious and civil court proceedings. Through discussions, role plays, and experiential learning, courses such as Modern Developments in Islamic Law, Administration and Management of Religious Courts, and Islamic Civil Law Administration educate students to succeed in these disciplines.

Furthermore, the curriculum incorporates mediation skills through courses like Conflict Management, Islamic Economic Law, and Family Psychology, in which

students work together on mutual projects and presentations to gain experience in mediating disputes—a critical ability in legal and family-related occupations.

The BIFL program conducts tracer studies and maintains strong contacts with alumni to guarantee that students are sufficiently equipped for their chosen professions. This comprehensive strategy includes curriculum evaluations, alumni meetings, stakeholder partnerships, and regular surveys conducted by the UIN Maulana Malik Ibrahim Malang Career Development Center (CDC). These efforts provide valuable insights into the employment market and the most in-demand skills, validating the program's commitment to enhancing employability.

In summary, the BIFL program goes to great lengths to prepare its graduates for successful careers by imparting a wide array of skills and competencies. Through innovative teaching methods and continuous engagement with alumni, the program ensures that students are well-equipped for their future working positions.

4. Academic Environment and Framework Conditions

4.1. Faculty

4.1.1. Structure and Quantity of Faculty

Bachelor of Accounting Programme (BAP)

The BAP employs 29 lecturers to deliver its courses. There are 27 full-time lecturers and 2 part-time lecturers among this group. The program's faculty consists of one professor. Furthermore, there are 6 doctoral instructors and 23 master's lecturers who contribute their knowledge to strengthen the academic atmosphere of the programme.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL is supported by a faculty of 36 lecturers who actively teach its courses. There are 26 full-time faculty members and 10 part-time lecturers in this group. The program is enhanced by the presence of five professors who lend their significant expertise and experience to the academic atmosphere. Furthermore, there are 24 lecturers holding doctoral degrees and 12 lecturers with master's degrees, collectively contributing to the program's teaching staff.

4.1.2. Academic Qualification of Faculty

All Study Programmes

In the UIIN, the academic criteria for becoming a full-time or part-time lecturer and/or professor are as follows:

Full-Time Lecturer: Candidates can follow two recruitment paths. The first is the Civil Servant Candidate (CPNS) recruitment process, which involves registering through the SSCASN portal, selecting the desired lecturer position, and completing the required documentation. This process includes administrative

selection, Basic Competency Selection (SKD), and Field Competency Selection (SKB) - Candidates who pass each stage are accepted. The second path is the University's Independent Recruitment, in which candidates submit a letter of application together with supporting documentation, go through competency tests (psychological exams, pedagogical tests, and interviews), and are accepted.

As previously stated, the CPNS recruitment process and the University's Independent Recruitment are used to hire lecturers at the HEI. Candidates must register online, choose the lecturer position, and go through a series of selection phases, including administrative and competency-based examinations, as part of the CPNS process. In the University's Independent Recruitment, candidates submit their applications, undergo competency tests, and successful applicants are accepted as lecturers.

To become a professor at the HEI, lecturers must fulfil the following requirements - hold a minimum of a doctoral degree (S3), meet the Credit Number Guidelines, and have scholarly work published in reputable international journals that align with their field of expertise. The process involves registering for access to the Academic Qualification Score (PAK) system, which is approved by the Higher Education Institution's Personnel Department. Lecturers then fill out forms and upload the required documents, which are verified and validated at two levels. The final assessment is conducted after verification and validation, and the Academic Qualification Score (PAK) is issued by the Ministry of Education and Culture.

For lecturers, the HEI offers chances for higher qualification and professional growth. Participation in conferences, research projects, and cooperation with other universities are all examples of this. These events assist lecturers improve their qualifications and stay current on changes in their disciplines.

Bachelor of Accounting Programme (BAP)

Regarding academic qualifications and the recruitment process for faculty at UIN :

Full-time Lecturers - To become a full-time lecturer, candidates must achieve the academic standards established for both Civil Servant Candidate (CPNS) recruitment and the University's Independent Recruitment. Candidates apply for CPNS positions by registering on the State Civil Apparatus Candidate Selection System (SSCASN) portal, selecting the desired lecturer position, and submitting the appropriate documentation. This process involves administrative selection, Basic Competency Selection (SKD), and Field Competency Selection (SKB). Successful candidates in each stage are accepted. In the University's Independent Recruitment, candidates submit their applications along with supporting documents, including CV, photocopies of diplomas and transcripts, a passport-sized photo, a copy of their identification card (KTP), a letter detailing work experience, scholarly work, and relevant certificates (if applicable). Candidates then undergo competency tests, including interviews, and successful applicants are accepted based on the alignment of their qualifications with competency requirements.

Part-time Lecturer Recruitment: The recruitment procedure for part-time lecturers involves candidates submitting applications aligned with their field of expertise to the Faculty Dean. They must submit supporting documents such as a CV, diploma and transcript photocopies, a passport-sized photo, a copy of their identification card (KTP), a letter explaining job experience, academic work, and relevant certificates (if applicable). Candidates are interviewed, and those who fulfil the competency standards are hired; those who do not meet the requirements are not.

Academic Criteria for Part-Time Lecturers - Part-time lecturers are required to hold a minimum of a Master's degree (S2) in a relevant field and have practical experience in Accounting.

Support for Lecturer Qualification Enhancement - The HEI helps lecturers improve their qualifications by offering pedagogical training, opportunities to participate in international conferences, national and international competence certifications, workshops on writing scholarly articles for reputable international journals, workshops on writing textbooks, and capacity-building for religious moderation. These initiatives ensure that lecturers have access to continuous professional development opportunities, enabling them to stay current in their fields and deliver high-quality education to students.

Bachelor of Islamic Family Law Programme (BIFL)

Regarding the academic qualifications for faculty roles at the UIIN , the criteria differ depending on the type of lecturer or professor.

Full-time lecturers can follow two recruitment processes: the Civil Servant Candidate (CPNS) or the University's Independent Recruitment. Candidates for the CPNS post must register through the SSCASN portal, select the lecturer position, and submit the necessary documentation. Administrative assessments, Basic Competency Selection (SKD), and Field Competency Selection (SKB) are all part of this process. Successful candidates move through each stage to secure their roles. In the University's Independent Recruitment process, applicants submit their applications to the Faculty Dean along with supporting documents such as their CV, diploma, transcript photocopies, a passport-sized photo, a copy of their identification card (KTP), a work experience letter, scholarly work, and any relevant certificates. Following this, candidates undergo competency evaluations, including interviews, and successful applicants are selected based on their qualifications matching the competency requirements.

For part-time lecturers, the recruiting process begins with candidates submitting applications to the Faculty Dean in their particular fields of competence. Applicants must provide a CV, diploma, transcript photocopies, a passport-sized photo, a copy of their identification card (KTP), a work experience letter, academic work, and any applicable certificates. Candidates participate in interviews, and those who meet the competency requirements are accepted, while those who do not are not considered.

To become a professor at the HEI, several steps must be followed. This includes meeting Credit Score Guidelines, holding a doctoral degree (S3) relevant to their

field of expertise, having scholarly work published in reputable international journals that aligns with their expertise, registering for the lecturer's Professional Development Program (PAK), approval of registration by the Human Resources/Personnel Department, completing necessary forms, uploading required documents, verification and validation of documents at the HEI's level 1, subsequent verification and validation at level 2, and assessment after verification and validation. The Ministry of Education and Culture issues the Professorship Certification (PAK) upon successful completion.

Furthermore, the HEI is committed to improving lecturer qualifications by offering various sorts of assistance. This includes pedagogical training, opportunities to attend international conferences, national and international competence certifications, workshops on writing scholarly articles for reputable international journals, advice on textbook authoring, and capacity-building for religious moderation. These initiatives underscore the commitment to ensuring that lecturers have access to continuous professional development opportunities, allowing them to stay current in their fields and deliver high-quality education to students.

4.1.3. Didactical Qualification of Faculty

All Study Programmes

The criteria for pedagogical and didactic qualifications for lecturers at UIIN are as follows:

Lecturers are required to participate in training programs designed to improve their pedagogical skills. PEKERTI (Competency Enhancement Program for Lecturers), Pedagogical Competency Training for Lecturers, e-learning workshops, and curriculum workshops are among the programs offered. These initiatives are designed to improve lecturers' teaching abilities and keep them updated on the latest didactical techniques.

Information about the qualifications and pedagogical backgrounds of our lecturers is available through their CVs.

Furthermore, our HEI offers opportunities for further qualification and professional development for lecturers. This includes the introduction of new didactical techniques and other relevant training programs aimed at continuous improvement in teaching methodologies and practices. This commitment to ongoing professional development ensures that our lecturers remain effective and up-to-date in delivering quality education to our students.

Bachelor of Accounting Programme (BAP)

Pedagogy and didactics qualifications for lecturers at UIN include numerous fundamental characteristics. Full-time lecturers must complete pedagogical training in order to prepare course syllabi (RPS) that adhere to Outcome-Based Education (OBE) criteria. They should also demonstrate the ability to implement

teaching methods aligned with the OBE curriculum and develop course materials that adhere to the OBE framework.

Part-time lecturers, on the other hand, are expected to possess the capability to apply teaching methods that align with the OBE curriculum.

Information regarding the pedagogical qualifications of our lecturers is accessible to experts through their respective CVs.

Furthermore, our HEI is committed to providing opportunities for lecturers to enhance their qualifications continually. This commitment includes offering training programs focused on introducing new didactical techniques and other relevant methods to further develop teaching competencies. These initiatives ensure that our lecturers remain effective and updated in delivering high-quality education to our students.

Bachelor of Islamic Family Law Programme (BIFL)

The criteria for pedagogical and didactic qualifications for lecturers at The UIN differ between full-time and part-time lecturers.

Full-time lecturers must have a Master's degree in law or Islamic law as a minimum academic qualification. They should also have at least one year of teaching experience, educator certification for lectures, and have passed the micro-teaching test.

Part-time lecturers, on the other hand, must have a minimum academic qualification of a Master's degree in law or an associated field, or they must be practising lawyers or Islamic law. They must have at least one year of teaching experience in the course they will be teaching or four years of related job experience.

Information about the pedagogical qualifications of The HEI's lecturers is made available to experts through their CVs.

Furthermore, the HEI is committed to offering chances for continued education and professional development for its faculty members. This comprises training and seminars aimed at improving pedagogical abilities and introducing new didactical strategies in order to ensure that teaching competencies are continuously improved.

4.1.4. Practical Experience

Bachelor of Accounting Programme (BAP)

The BAP faculty has extensive practical and business expertise. Full-time lecturers must have at least a Master's degree in the discipline of law or Islamic law. They must also have at least one year of teaching experience, lecturer certification, and have passed the micro-teaching test.

Part-time lecturers, on the other hand, must have at least a Master's degree in law or a related discipline, or be practising lawyers or Islamic law. They must have at least one year of teaching experience in the course they are teaching or four years of related job experience.

Information about the pedagogical qualifications of the lecturers is provided through their CVs.

Furthermore, the UIIN is committed to offering opportunities for lecturers' further qualification and professional development. This includes providing training and workshops focused on enhancing pedagogical skills and introducing new didactical techniques to continually improve teaching competencies.

The lecturers at the BAP bring a wealth of practical and business experience to the academic environment. Notable examples include:

Yona Octiani Lestari, SE., M.S. A (Full Time) with experience as a Financial Consultant and in Auditing at PT Sinergi Cipta Solusi.

Sri Andriani, M.Si (Full Time) as a Tax Consultant with expertise in UMKM (Small and Medium Enterprises) and association with Dinara Wooden Heels.

Fajar Nurdin, M.Ak (Full Time) as a Tax Consultant affiliated with Bina Muda Inspira.

Isnani Murdiansyah, M.S. A (Full Time) serving as the Managing Partner at KJA Yasin & Yasin.

Kholilah, M.S. A, CA., CFA (Full Time) with experience as a Financial Consultant and in Auditing with KAP Robby Danang Budi & KAP Mohamad Wildan Adi Darmawan.

Dr. Sulis Rochayatun, M.Akun., Ak. CA., CMA, CSRA (Full Time) holding the position of Director (Consultant) at PT. Insan Cendekia Bina Benua.

Yuniarti Hidayah Suyoso Putra, SE., M.Bus., Ak., CA., Ph.D (Full Time) with expertise in Auditing at KAP J Tanzil & Rekan.

Lutfi Ardhani, S.E., M.S. A (Full-Time) specialising in Auditing.

Wuryaningsih, M.Sc (Full Time) with experience in Auditing with KAP Hari Purnomo & Jaswadi.

Hj. Nina Dwi Setyaningsih, SE., M.S. A (Full Time) working as an Accountant at PT.

Ditya Permatasari, M.S.A., Ak (Full Time) as an Accountant associated with ANDA Catering.

Drs. H. Abdul Kadir Usry, MM., Ak., CA (Part Time) serving as a Supervisor at RSIA Muhammadiyah, Director of Tiga Cahaya Utama, and engaged in Auditing at Tiga Cahaya Utama.

Dr. Ahmad Djalaludin, Lc., MA (Full Time) holds various significant positions, including Chairman of the Sharia Supervisory Board at Koperasi Agroniaga Syariah Jawa Timur and serves as a Trustee for the *Wakaf Yayasan Ihyaul Qur'an Indonesia* and is part of the board of directors at IAEI (Indonesian Association of Islamic Economists), focusing on the study of Muamalah Maliyah law. Additionally, he is involved in Shariah supervision at Laznas YDSF Malang and oversees the *Rumah Tahfidz*.

This diverse and experienced faculty ensures that students at the BAP benefit from a practical and business-oriented educational approach.

Bachelor of Islamic Family Law Programme (BIFL)

The lecturers at the BIFL contribute a wealth of practical and business experience that significantly enhances their teaching capabilities.

Among the part-time lecturers at BIFL, several have extensive backgrounds in the legal profession. For instance, Nanda Rizki and Nurul Maulida both serve as judges, offering real-world legal expertise to their teaching roles. Sumardhan, Tulus Wahjuono, Nasrullah, and Susianto are lawyers actively practicing law or associated with legal consultation firms. They each teach courses related to law, such as criminal and civil procedure.

In addition to legal professionals, there are part-time lecturers holding administrative positions. Ahmad Shampton and Hadiri work in administrative roles and share their practical knowledge in courses related to management and administration, particularly those involving the Office of Religious Affairs (KUA).

Chafidz Syafiuddin, in his capacity as a Panitera, which involves responsibilities related to court proceedings, provides valuable insights into court management and administration.

Furthermore, M. Syafrizal Bashori, a notary, specialises in teaching courses on agrarian law, offering expertise in this specialised field.

Expanding on this, there are additional part-time lecturers at the BIFL with noteworthy practical experience:

Erik Sabti Rahmawati, Dr. Erfaniah Zuhriah, Dr. Sudirman, and Jamilah are full-time lecturers at BIFL who specialise in Islamic family law mediation. They have substantial experience as mediators in Islamic court procedures, which makes their teaching especially useful for students learning about mediation in the context of family law.

When considering part-time lecturers, it's important to note that Nanda Rizki and Nurul Maulida roles as judges complement their teaching of courses related to legal skills and procedural law.

Sumardhan, Tulus Wahjuono, Nasrullah, and Susianto, who are lawyers and legal consultants, offer insights into criminal and civil law procedures, civil litigation, and legal ethics, enhancing the practicality of the curriculum.

Ahmad Shampton and Hadiri's roles in administration, especially within the Office of Religious Affairs (KUA), contribute to the teaching of courses related to management and administration in religious institutions.

Chafidz Syafiuddin, as a Panitera with responsibilities in court proceedings, enriches courses on court management and administration.

Finally, M. Syafrizal Bashori, a notary, shares expertise in agrarian law, providing students with a unique perspective on property and land-related legal matters.

The inclusion of these additional examples emphasises the breadth of practical knowledge and skills that part-time lecturers bring to BIFL. Their practical experience aids students greatly by bridging the gap between theory and practice in the field of Islamic family law. This combination of academic excellence and practical wisdom ensures that students are well-prepared for the challenges of applying Islamic family law in real-life situations.

4.1.5. Internal Co-operation

Bachelor of Accounting Programme (BAP)

The lecturers at the BAP engage in several forms of cooperation and communication to ensure effective teaching practices and prevent overlapping course content.

For starters, lecturers may work as part of a team to teach courses in the same or similar topic areas. In the "Accounting Information Systems" cluster, for example, lecturers Yuniarti Hidayah Suyoso Putra, Zuraidah MSA, and Ditya Permatasari work together to provide a variety of courses. This teamwork helps streamline the teaching process and ensures consistency in content delivery.

Furthermore, the program holds frequent internal sessions to enable knowledge exchange among lecturers. These sessions take place at the start of each semester, halfway through the semester, and at the end of the semester. Curriculum planning, teaching evaluation, and content calibration are all reviewed at these meetings. This systematic approach ensures that lecturers stay updated on course content and teaching methodologies.

The program provides a curriculum review procedure and content calibration for each course to prevent overlapping content in the courses. This means that the curriculum is evaluated on a regular basis to detect and correct any potential topic overlaps between courses. Additionally, the calibration process ensures that the

content of each course is aligned with the program's objectives, eliminating redundancy and ensuring a cohesive learning experience for students.

The lecturers in the Bachelor of Accounting Programme collaborate on teaching efforts, have regular internal meetings to exchange information, and perform curriculum reviews and content calibration processes to avoid overlapping course content and ensure effective teaching methods.

Bachelor of Islamic Family Law Programme (BIFL)

The lecturers in the BIFL engage in various forms of collaboration and communication to ensure effective teaching practices and prevent overlapping course content.

Firstly, lecturers are organised into teams based on subject clusters, teaching courses that are related or belong to the same field. For instance, the "Language" cluster is coordinated by Hersila Astari Pitaloka and includes members such as Rizka Amalia, Dr. Suparmi, Muhammad Nuruddin, Jumriyah, Dr. Samsul Ma'arif, and Ahmad Zamroni. This team-based approach helps in the exchange of ideas and content alignment within their respective subjects.

Within the programme, regular internal meetings are held to encourage information sharing among lecturers. These sessions take place twice a semester and serve as a forum for discussing a variety of subjects such as curriculum preparation, teaching evaluation, course implementation plans, and teaching methodologies. This regular interaction ensures that lecturers are up-to-date with course content and pedagogical approaches.

To prevent overlapping content in the courses, coordination among lecturers within related subject clusters is crucial. The program uses a consortium approach, with lecturers from the same subject cluster collaborating to align their course content and teaching methods. This ensures that there is consistency in the coverage of topics and that students receive a coherent learning experience without redundant content.

The lecturers at BIFL engage in collaborative teaching efforts, hold regular internal meetings for information exchange, and use a consortium approach to coordinate course content and teaching methods. This ensures effective teaching practices and prevents overlapping course content within the program.

4.1.6. Student Support

All Study Programmes

Student support within the study programs is arranged to give dedicated consultation time for students, regardless of whether the lecturers are full-time or part-time. Lecturers make themselves available to students who need advice or assistance. This assistance is often provided through a variety of channels, including in-person discussions before or after lectures, phone calls, email conversations, and office hours.

The availability of lecturers to students guarantees that they have access to support and clarification on course materials, assignments, and academic difficulties. This dedication to assisting students is shared by both full-time and part-time lecturers.

Bachelor of Accounting Programme (BAP)

Student support within the BAP is organised through various means to cater to the needs of students. Lecturers make themselves available to students for consultations, which can occur both in person and through digital communication channels such as WhatsApp (WA). The timing of these consultations is typically arranged by mutual agreement between the lecturer and the concerned student.

Part-time lecturers, however, have a different role in this aspect. They are primarily responsible for classroom teaching and are not obliged to provide additional consultation time outside of the lectures. This distinguishes them from full-time lecturers who offer consultation services.

Student support is provided through consultation sessions organised either in person or by digital communication with lecturers, albeit this practice may differ for part-time lecturers. The Bachelor of Accounting Program does not use blended or distance learning methodologies.

Bachelor of Islamic Family Law Programme (BIFL)

A structured approach is used to organise student support at the BIFL. Lecturers provide advice to students, which can be initiated in a variety of ways. Students can request appointments for consultations over WhatsApp (WA) or email. Additionally, face-to-face meetings can be arranged at the program office, contingent upon mutual agreement between the lecturer and the student.

Part-time lecturers' availability for student consultation varies. Full-time lecturers can provide consultations during office hours on any of the five working days. Part-time lecturers, on the other hand, are available for consultation both before and after class sessions..

In terms of learning style, BIFL employs a hybrid of traditional and digital methods. The program facilitates learning through e-learning platforms, Zoom, or Google Meet, with a maximum allocation of 30% of total contact hours for digital or distance learning. This strategy enables educational flexibility and accessibility..

Consultations with lecturers, which can be organised through digital means or in-person meetings, are part of student support in BIFL. Part-time lecturers have set consultation times, whereas full-time lecturers have greater freedom. In addition, the educational program employs a mixed learning approach, with a maximum of 30% digital or distance learning.

4.2. Program Management

4.2.1. Programme Director

The management of the study program involves several key individuals. The program is overseen by the Program Chair, supported by the Program Secretary and Program Staff. These individuals collectively handle both academic and organisational aspects of the program's management.

The primary responsibilities of the program management encompass tasks such as planning the operational development of academic and student affairs, allocating tasks related to academic and student affairs development, providing guidance for task execution, supervising implementation, executing technical and operational activities, evaluating programme activities, compiling required reports, and fulfilling other official duties as instructed by superiors.

In terms of support units for the program, various units play a crucial role in its implementation. These supporting units include the Tahfidz and Memorization Unit, Internship and Apprenticeship Unit, Falak Laboratory, Quality Assurance Lab, Family Counseling Guidance Unit (Family Corner), Accounting Lab, Law Lab, Auditing Lab, Journal Management Unit, International Collaboration and International Class Unit, Information and Media Center, Student Talent and Interest Development Unit, Library and Originality Validation of Scientific Works Unit, Research and Community Service Unit, Constitutional Studies, Regional Autonomy, and Environmental Studies Unit, and Sharia Economics Studies Unit.

The program's coordination is a collaborative effort including important stakeholders. The Dean, Vice Deans I, II, and III, the Program Chair, the Program Secretary, and the Laboratory Heads all work together to ensure that programs and activities are carried out in an efficient and non-overlapping manner.

Indicators or criteria proving the program's smooth operation include the use of quality assurance instruments and tools. Internal quality audits are undertaken on a regular basis at the university level, with the results reviewed during Management Review meetings. Additionally, the program maintains records of faculty and student attendance and holds regular faculty meetings to discuss program-related matters.

The Program Chair, Secretary, and Staff are responsible for academic and organisational components of the program. They support the program's smooth running by carrying out a set of predefined duties. The program is sponsored by numerous units, and coordination is handled by important academic members. Indicators for smooth program operation include quality audits, attendance records, and regular faculty meetings.

4.2.2. Process Organisation and Administrative Support

Administrative support for students is organised by the Academic Staff and Administrative Staff. Their responsibilities include verifying academic registration documents, preparing course contract documents at the beginning of each

semester, checking the format of reports (internships, seminars, theses), assisting with course programming, inputting class schedules into the academic information system, and verifying academic advising data in the system.

Administrative support for examinations is handled by the Academic Staff and Program Staff. They assist in preparing examination documents (mid-term and final exams), such as question sheets and answer sheets. They also verify final examination documents (outlines, seminar proposals, comprehensive exams, thesis defenses) through the Faculty's Access application.

Scheduling and classroom usage are managed by the Facilities Staff and Administrative Staff. Their duties include ensuring that classrooms are suitable and ready for use, as well as scheduling classroom usage.

Technical support for equipment and media is provided by Laboratory Technicians, Technicians, and Operators. They ensure that LCD projectors, projectors, and computers installed in classrooms and laboratories are functioning correctly.

To help students and lecturers find these services, the university may use workshops and training programs for staff to enhance service quality and provide training for archivists. This ensures that staff are well-equipped to handle administrative responsibilities effectively.

In conclusion, administrative support for students and lecturers is managed by various staff members with specific responsibilities. The university also offers workshops and training programs to improve the qualifications of staff involved in administrative roles.

4.3. Cooperation and Partnership

4.3.1. Cooperation with HEI's and Other Academic Institutions or Networks

All Study Programmes

The UIN has established partnerships with professional field entities and various organisations. These collaborations are governed by the "Guidelines for Cooperation at UIN Maulana Malik Ibrahim Malang," as specified in Rector's Decision No. 867 of 2022.

These regulations encompass a wide range of cooperation activities, including partnerships with other universities and collaborations with companies, institutions, and organisations. The cooperation benefits students in the study programmes by providing opportunities for internships, exposure to real-world examples and practices, participation in mutual projects, and engagement in various collaborative activities.

In summary, the HEI actively engages in collaborations with both educational institutions and external organisations, and these partnerships are regulated by the guidelines established in Rector's Decision No. 867 of 2022. These

collaborations offer valuable experiences and opportunities for students to enhance their learning and gain practical insights into their respective fields of study.

Bachelor of Accounting Programme (BAP)

The UIN has formed cooperation with a variety of domestic and foreign partner institutions for the BAP. These collaborations are governed by special regulations established in the *Keputusan Rektor no. 867 tahun 2022* (Rector's Decree no. 867 of 2022) addressing cooperation guidelines at UIN Maulana Malik Ibrahim Malang.

The collaborations with partner institutions benefit BAP students in several ways, including opportunities for internships, real-world examples from practice, mutual projects, and more. The collaborations encompass institutions such as FEB Universitas Negeri Malang, FEBI IAIN Salatiga, FEBI UIN Sunan Ampel Surabaya, FEBI IAIN Kediri, FEBI IAIN Madura, FEBI UIN Imam Bonjol Padang, FEBI UIN Sunan Kalijaga Yogyakarta, FEB Universitas Pendidikan Indonesia Bandung, FEBI IAIN Metro, Universitas KH. A. Wahab Hasbullah, and many others.

These collaborations are strategically designed to enrich the learning experiences of BAP students, offering them a wide array of opportunities, including internships, research projects, seminars, workshops, and interactions with professionals from diverse fields.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL has established collaborations with various partner institutions, both domestically (DN) and internationally (LN). These collaborations are governed by specific regulations and provide valuable benefits for the students in the study programme.

Songkla University in Thailand is one of the partner universities with which BIFL conducts academic collaboration. This relationship provides BIFL students with chances for student exchange, visiting lectures, collaborative research, academic publishing (journal articles), and internships.

There is also a collaboration with universities such as Wollongong University in New South Wales, Australia, to build international academic programmes. Students in the BIFL program can benefit from this relationship by participating in student exchanges, attending visiting lectures, participating in research projects, publishing academic articles, and gaining useful internship experiences.

The collaboration with Universiti Kebangsaan Malaysia focuses on academic leadership training in Shariah. Students can benefit from student exchanges, visiting lectures, research collaboration, academic publications (journal articles), and internships as part of this partnership.

These collaborations serve to enrich the learning experiences of BIFL students, offering them diverse opportunities such as international exchanges, research

projects, visiting lectures, and internships, all aimed at enhancing their academic and practical knowledge in the field of Islamic Family Law.

4.3.2. Cooperation with Business Enterprises/Organizations

All Study Programmes

Collaborations with professional partners and other organisations are regular practice at our university. These collaborative initiatives are governed by specific documents, as specified in Rector's Decision No. 867 of 2022, which gives complete guidelines for collaboration at UIN Maulana Malik Ibrahim Malang.

These relationships are intended to greatly benefit students enrolled in the study programs. Students have access to a variety of options, including internships, exposure to practical examples from real-world circumstances, participation in collaborative projects, and more. Interactions with external partners strengthen the educational experience of students and prepare them for future employment.

The institution maintains ongoing partnerships with professionals and organisations, ensuring that these collaborations align with the institution's objectives and the academic growth of its students.

Bachelor of Accounting Programme (BAP)

The BAP at UIIN actively engages in partnerships with a diverse range of professional entities and organizations, both at the national and international levels. These collaborative efforts are governed and structured by official documentation in accordance with the guidelines stipulated by Decision No. 867 of 2022, issued by the university's rector.

Our relationship with PT. Victory Internasional Futures, an Indonesian financial services organisation, is one tangible example of such collaboration. Students in the BAP will be able to participate in internships and receive personal knowledge in financial markets and trading as a result of this collaboration. Additionally, PT. Victory Internasional Futures provides guest speakers for seminars and workshops, offering valuable insights into the dynamic world of finance.

Another notable collaboration is with PT Nutrifood Indonesia. This Indonesian food and beverage industry assists our programme by hosting seminars and training sessions for our students. These lectures cover a wide range of industry topics, from product creation to marketing techniques. Moreover, students often engage in case studies based on Nutrifood's real-world challenges, applying their knowledge to propose innovative solutions.

Furthermore, the BAP has a fruitful collaboration with the *Asosiasi Marketing Produk UKM Hebat (AMPUH)*, a non-profit organisation dedicated to assisting small and medium-sized firms (SMEs). This collaboration provides students with the opportunity to strengthen their soft skills by participating in AMPUH's training programs. It also facilitates student involvement in community-based projects, where they assist local SMEs in enhancing their marketing strategies.

An international example of cooperation is our joint ventures with universities such as Songkla University in Thailand and Aga Khan University in Pakistan. These collaborations extend beyond geographical borders, enabling student exchanges, visiting lectures, and research collaboration. Students benefit from exposure to diverse academic and cultural perspectives, broadening their horizons and enriching their academic journey.

The BAP at UIIN is committed to fostering a wide-ranging network of collaborations with professional entities and organizations. These partnerships, as exemplified by PT. Victory Internasional Futures, PT Nutrifood Indonesia, Asosiasi Marketing Produk UKM Hebat (AMPUH), and international universities like Songkla University and Aga Khan University, provide students with practical experiences, exposure to industry practices, and opportunities for skill development. These examples illustrate how such collaborations significantly enhance the educational journey and future prospects of our students.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL at UIN actively engages in collaborations with various professional entities and organisations, both nationally (DN) and internationally (LN). These collaborations are regulated by official documents and serve several beneficial purposes for our students.

One example of such collaboration is with Indonesia's Ministry of Foreign Affairs' Directorate of ASEAN Cooperation. This connection is centred on participation in the NAFSA Annual Conference, which offers chances for research collaboration and visiting talks. Through this collaboration, students benefit from exposure to international academic forums and engage in research projects.

Another notable collaboration exists with the Constitutional Court (*Mahkamah Konstitusi*) and the Supreme Court (*Mahkamah Agung*). These partnerships involve research initiatives and study excursions, enabling students to actively participate in collaborative research projects and internships. The engagement with the judicial sector provides students with practical insights into the legal landscape and courtroom procedures.

Furthermore, collaborations extend to lower-level courts throughout Indonesia, such as district courts (*Pengadilan Negeri*) and religious courts (*Pengadilan Tinggi Agama*). Students can obtain hands-on experience in legal procedures and contribute to research data collection for further study and analysis by interning at these institutions.

The BIFL program also works with the Office of Religious Affairs (*Kantor Urusan Agama*) across the country, giving students the opportunity to intern and gain practical experience in Islamic family law. Furthermore, collaborations with religious courts in Indonesia provide internships for students, enhancing their understanding of legal practice in the context of Islamic family law.

To summarise, the BIFL at UIN works actively with a wide range of professional bodies and organisations. These agreements are governed by official documents

and provide students with internships, research collaborations, and firsthand experience with legal practice in a variety of judicial institutions both domestically and overseas. These interactions contribute significantly to enriching the educational experience and career prospects of our students.

4.4. Facilities and Equipment

4.4.1. Quantity, Quality, Media and IT Equipment of Teaching and Group Rooms

All Study Programmes

The study programmes at UIIN utilise various facilities for academic activities, including teaching and group rooms. These rooms vary in number, size, and equipment to cater to the specific needs of each programme. They are equipped with essential tools such as whiteboards and projectors to facilitate effective teaching and learning.

Accessibility is a key consideration, and the facilities used for study programmes are designed to be barrier-free. This ensures that all students, including those with disabilities, can comfortably access and utilise the rooms.

Furthermore, students have access to the internet throughout the campus. The institution's Wi-Fi network provides internet access, which may be accessed using Academic System (SIKAD) credentials. This Wi-Fi network is unrestricted and available 24 hours a day, allowing students to connect to the internet for academic and research purposes.

Bachelor of Accounting Programme (BAP)

The Bachelor of Accounting (BAP) program makes use of a variety of academic facilities and rooms, each with its own set of attributes to aid learning. Lecture rooms, research units, quality assurance units, rooms for the development of Islamic economics, thesis examination rooms, seminar rooms, service rooms, program chair rooms, and secretary rooms are among the amenities available. These rooms are equipped with essential amenities such as computers, Wi-Fi access, air conditioning, desks, chairs, TVs, LCD projectors, sound systems, filing cabinets, bookshelves, printers, and whiteboards.

There are also computer labs dedicated to statistics and accountancy, as well as a Tax Centre outfitted with smart TVs. The classrooms and labs are well-appointed and well-equipped, with desks, seats, whiteboards, LCD projectors, and Wi-Fi connectivity.

In terms of equipment, the program has a supply of whiteboards, desks, chairs, Wi-Fi routers, computers, TVs, LCD projectors, web cameras, tripods, filing cabinets, printers, and laptops. These are kept in good working order for the benefit of students and faculty.

To ensure the proper functioning of all facilities, media, and equipment in each room, the program conducts regular checks through room inventories and faculty teams to maintain the readiness of the facilities and infrastructure.

In terms of accessibility, the facilities are designed to be barrier-free, ensuring that all students, regardless of physical abilities, can access and utilise them effectively.

Furthermore, students have access to the internet throughout the campus via Wi-Fi. This Wi-Fi access is available around the clock and is unrestricted, allowing students to use it for their academic activities and research.

Bachelor of Islamic Family Law Programme (BIFL)

For its operations, the BIFL makes use of a variety of facilities. Faculty offices offer facilities such as dispensers, tables, seats, air conditioning, and whiteboards. There are other areas dedicated to research, community service, and quality assurance, all of which are outfitted with necessary furniture and equipment. For undergraduate thesis examinations, there is a room equipped with an LCD projector and a whiteboard. A seminar room is also available, furnished with computer software and hardware, Wi-Fi, air conditioning, PCs, tables, chairs, cabinets, and a printer. Program chairs have their designated rooms with desks, chairs, computers, cabinets, dispensers, guest tables, chairs, and printers. Moreover, there are secretary rooms used for lectures, each containing LCD projectors, whiteboards, tables, and chairs. Furthermore, a spacious computer lab is provided with tables, chairs, and air conditioning.

The equipment available for these facilities includes glassboards, desks, chairs, Wi-Fi routers, computers, TVs, LCD projectors, web cameras, tripods, filing cabinets, printers, sofas, laptops, telescopes, air conditioning units, cameras, and CCTV systems.

To ensure the proper functioning of all facilities, media, and equipment in each room, the program conducts regular checks through the facilities department and confirms with users. This control and maintenance process is facilitated through room inventory cards and faculty teams, ensuring that the resources are in good working order.

The facilities are designed to be barrier-free, ensuring accessibility to all individuals. Additionally, students have access to the internet through Wi-Fi across the campus, ensuring connectivity for academic purposes.

4.4.2. Access to Literature

Bachelor of Accounting Programme (BAP)

The BAP has access to relevant literature thanks to a joint effort comprising the curriculum development process and input from business partners (DUDI), ensuring that it is up to date and aligned with industry demands. Students in the program have access to a variety of databases and resources, including

Cambridge, which provides access to journal articles, book series, and case studies, Springer, which provides access to journal articles, book series, and case studies, and Emerald, which provides access to journal articles, book series, and case studies.

Furthermore, the library houses a variety of literature used as references in the curriculum. For example, there's "Introduction to Accounting" by Carl S. Warren, James M. Reeve, Jonathan E. Duchac, available in print and electronic formats with 12 sample copies. "Accounting Information Systems" by Marshall B. Romney and Paul John Steinbart is also available in print and electronic formats, with 15 sample copies. "Principles of Macroeconomics" by N. Gregory Mankiw is available with 3 sample copies. "Corporate Finance" by Eugene F. Brigham and Joel F. Houston is available with 10 sample copies. "Cost Accounting" by Charles T. Horngren, Srikant M. Datar, and Madhav V. Rajan is available with 5 sample copies. "Quranic Studies" literature is available in print and electronic formats, with 200 sample copies of the Quran.

Additionally, there are 4,835 printed books and 126 electronic books related to the field of study. The library also subscribes to three databases/resources: Cambridge Core, Emerald, and Springer, which provide valuable academic content.

To ensure that the literature remains up-to-date, ongoing collaborations with business partners (DUDI) and the inclusion of their input during curriculum development help maintain the relevance of the program's literature and resources.

Bachelor of Islamic Family Law Programme (BIFL)

Access to literature for the BIFL is facilitated through various means, ensuring that students have comprehensive resources for their academic pursuits. The program maintains an array of databases and physical collections to support student learning.

Databases - BIFL provides access to several reputable databases, including:

Springer - A global scientific, technical, and medical portfolio that offers quality content, including journals, book series, and case studies.

Emerald Insight - A digital-first publisher that curates and showcases research, collaborating with universities and business schools worldwide.

Cambridge Core - Governed by the University of Cambridge, it publishes content meeting rigorous academic standards, including journals and books.

Physical Literature - The program's library contains 2,153 books relevant to the field of study, ensuring that students have access to foundational texts and references for their coursework.

Online Resources: In addition to physical collections, students benefit from numerous online resources and journals available through the databases mentioned above. These resources cover a broad spectrum of topics, supporting research and academic endeavors.

Up-to-Date Literature: To keep the literature up-to-date, the program maintains collaborative ties with industry and business sectors. These partnerships enable the program to align its curriculum and recommended readings with current industry trends and requirements. Regular feedback and input from these stakeholders help ensure that students receive the most relevant and current literature.

4.5. Additional Services

4.5.1. Career Counseling and Placement Service

Bachelor of Accounting Programme (BAP)

The BAP offers comprehensive career services to its students through two distinct units:

University-Level Career Services (Career Center):

At the university level, the Career Center plays a crucial role in supporting students' career development and professional growth. It operates with the following responsibilities and services:

The Career Center, as part of the university, offers career services.

The Career Center's major objective is to prepare and enhance the careers of both current students and alumni, ensuring that they are well-prepared to negotiate the professional world. This is accomplished through the knowledge of a varied team of professionals, practitioners, academics, and specialists from numerous fields. These individuals collectively create and maintain an efficient and effective career management system.

The Career Center provides a complete set of services that includes both online and offline resources. Its website and social media channels, such as Facebook, Twitter, LinkedIn, and Instagram, are used to disseminate career-related information. It also provides offline information through career galleries posted on bulletin boards throughout the Career Center office. Beyond information dissemination, the centre conducts various career training activities aimed at enhancing students' job market readiness. It also offers personalised career counselling services to guide students in their career choices.

Furthermore, through coordinated industry visits, the centre improves students' exposure to real-world work contexts. The Career Center also maintains an online career application portal, which simplifies the job search process for students and ensures that they have easy access to suitable employment possibilities. Simultaneously, this platform serves as a valuable resource for companies

seeking to recruit individuals with specific competencies. The Career Center achieves this through on-campus recruitment, selection processes, and career days or career expos.

At the faculty level, the unit known as "Career Preparation, Job Career, and Tracer Study" focuses on activities that enhance students' employability and career prospects. This unit operates as follows:

The faculty-level career services are provided by the unit known as "Career Preparation, Job Career, and Tracer Study."

This unit is responsible for organising workshops dedicated to career development, hosting job fairs to connect students with potential employers, and conducting tracer studies to assess the outcomes and career paths of graduates.

The BAP provides its students with complete career services. The university-level Career Center is the major location for career-related events and assistance. It is staffed by a broad team of professionals and provides a variety of services, both online and offline, to assist students in advancing in their professions. Additionally, the faculty-level unit "Career Preparation, Job Career, and Tracer Study" complements these efforts by providing workshops, job fairs, and conducting studies to further enhance students' career readiness and prospects.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL at UIN Maulana Malik Ibrahim Malang has made considerable efforts to holistically cater to the career development needs of its students. This is evident in the extensive support structures at both the university and faculty levels.

At the overarching university level, the Career Development Centre (CDC) stands as a foundational support system. It plays an indispensable role in equipping students for the dynamics of the job world. The CDC not only provides insights into prospective job opportunities but also actively fosters alumni relationships. Moreover, its proactive strategies, such as tracking the career evolution of alumni through tracer studies, gathering feedback via alumni surveys, and diligently maintaining an alumni database, set the tone for a well-rounded career orientation.

When delving into the complexities of the Faculty of Sharia, one discovers a plethora of specialised sections, each intended to meet specific academic and professional features. The Falak (Astronomy) Unit, for example, immerses students in the practical aspects of Islamic astronomy. Topics like Qibla direction, moon seeing, and estimating the times for Ramadan and Eid become more approachable and tangible.

Another element where the academic meets the practical is the Law Lab. Students are frequently observed participating in mock trials, attending public legal seminars, or delving deeply into legal research fields ranging from constitutional studies to environmental law. The unit's collaboration with local government adds a layer of practicality to the academic endeavours.

Students with a penchant for classic Islamic texts find their haven in the Studies of Turats and Tahfiz Unit. Here, they are encouraged to engage with classical book readings, practise Quran memorization, and explore the many facets of classical Islamic sciences.

Concurrently, the Family Guidance and Counseling Unit extends its services beyond the academic, influencing students' personal lives. The unit's services range from family therapy and mediation to increasing awareness about intellectual property rights and hosting mental health clinics.

The Journal Management Unit serves as an academic lighthouse, leading both academics and students through the complexities of academic writing and journal management. In parallel, the Talents and Interests Development Unit guarantees that students' unique talents and passions are not overlooked.

Quality, a non-negotiable aspect of education, is diligently overseen by the Faculty Quality Assurance Unit. Working in tandem with the faculty leadership, this unit is relentless in its quest for academic excellence.

On the international front, the International Cooperation and International Classes Unit is ceaselessly working to foster global collaborations, curate international classes, and facilitate student exchanges, thereby adding an international flavor to the local curriculum.

Acting as the voice of the faculty, the Information and Media Center ensures that relevant information, both academic and otherwise, reaches students. Whether it's hosting academic podcasts or facilitating online exams, the centre is always abuzz with activity.

Integrity in academic pursuits finds its guardian in the Library and Validation of Academic Work Originality Unit. Besides safeguarding the faculty's literary treasures, it is also responsible for maintaining the authenticity of academic submissions.

Research finds its rightful place in the Faculty of Sharia, thanks to the Research and Community Service Unit. This unit is at the forefront of inculcating a research-oriented mindset, fostering collaborations, and championing community service initiatives.

Finally, the Islamic Economics Studies Unit demonstrates the faculty's dedication to expanding students' understanding of Islamic economics, stimulating conversations on current topics, and facilitating significant dialogues on states.

4.5.2. Alumni Activities

Bachelor of Accounting Programme (BAP)

At the BAP, there is an established alumni association named Alumni Association of Faculty of Economics (IKA-FE). This organisation engages in various activities aimed at fostering connections and camaraderie among alumni. Some of the key

events and initiatives they organise include alumni meet-ups during the FE UIN's Anniversary Celebration and hosting gala dinners for different alumni batches to create a warm and familial atmosphere. Furthermore, there's a dedicated alumni portal on the FE UIN website that alumni can access from anywhere. The association actively uses social media to facilitate collaboration across different alumni generations and disseminate various information, policy updates, and accounting studies. Alumni participation is quite evident in both academic and non-academic spheres. They contribute through donations, provision of facilities, and expanding the network. There's also an annual event called "Sharing Alumni" where past students are invited to share their professional experiences and discuss the practical skills sought by companies. Aside from these events, alumni play an important role in the program's academic development. They provide input on both academic (curriculum and teaching methods) and non-academic (extracurricular activities) components. This significant input from alumni includes the dissemination of scholarship information for outstanding students, employment vacancy information, and the active development of networks in the fields of research and social activities.

Bachelor of Islamic Family Law Programme (BIFL)

At the BIFL, there are two alumni organizations: Alumni Association (IKA) UIN Malang at the university level and IKAFASYA (Alumni Association of the Faculty of Sharia) at the Faculty of Sharia level. This alumni association is involved in a variety of activities, including sponsoring alumni meet-ups. The benefits of these alumni connections are multifaceted. They provide a platform for exchanging information related to the job market and offer insights for the development of the institution. Additionally, these activities help maintain strong social ties and build an extensive alumni network.

4.6. Financing of the Study Programme

All Study Programmes

The study program is financed through two main sources: the State Revenue and Expenditure Budget (APBN) and non-APBN sources. The APBN is funding received from the Indonesian Ministry of Religious Affairs. Non-APBN funding is generated through various avenues such as Community Service Fees, Operational Grants, Partnership Grants, and other operational incomes, which include revenues from land rental, building rental, room rental, equipment rental, and the reselling of goods.

As for what would happen if the UIIN decides to no longer offer the program, the text does not provide information on that specific point. However, there is a mention of cross-financing opportunities that exist due to the varying number of students and the availability of labs in each faculty. This suggests that there might be some financial flexibility or backup options to sustain programs that may face funding issues. The different tuition fees charged across faculties are a sign that cross-financing is a possible avenue for maintaining the programme.

Bachelor of Accounting Programme (BAP)

The BAP at the university is financed through multiple sources, including the State Revenue and Expenditure Budget (APBN) and non-APBN revenues. In addition, the university maximises other business units managed by the holding company of UIN Maliki Malang as another source of income. If the university decides to discontinue offering this degree, it will have made a calculated decision, especially given the break-even threshold. The current financial structure, which includes APBN and non-APBN monies as well as other earnings, would be adequate to meet the operational costs for students to complete their studies. Cross-subsidization from other university departments and programs is also in place as a financial safety net.

In terms of the break-even point, the program currently has 581 students enrolled as of the last count. Over the last three years, the average tuition fee income has been IDR 4.7 billion, whereas the average operational costs have been IDR 3.6 billion. Tuition fees from the current student body cover approximately 56.2% of the program's operational costs, while the remaining 43.8% is covered by other sources, including government funding, professional activities, and the Saudi Fund.

Bachelor of Islamic Family Law Programme (BIFL)

The BIFL is primarily supported by tuition fees collected from students already enrolled in the program. The campus revenue would decrease if the university decided to cease the program or stop accepting new students. However, the teaching and learning process would continue, funded by tuition from current students, guaranteeing that they could finish their degrees.

Regarding the break-even point, the program has a yearly enrollment of 886 students, generating revenue of IDR 4,031,389,000. The operational cost per student is IDR 6,637,000, and the government subsidy per student for one semester is IDR 3,075,240.

Student fees cover 78% of the overall costs associated with the program's running. The program's financial soundness is suggested by the high coverage of expenditures by student fees.

5. Quality Assurance and Documentation

5.1. Quality Assurance and Quality Development with Respect to Contents, Processes and Outcomes

A specific unit inside the program manages the quality assurance and development of the study program, which undertakes routine actions involving various standards or aspects. These activities include semester-by-semester evaluations and learning process reviews. The outcomes of these evaluations are then coordinated with program leadership, internal quality assurance units, and faculty-level quality assurance units.

Internal academic and non-academic evaluations undertaken by the program management unit are key components of quality assurance. This includes formal documentation outlining the internal quality assurance responsible parties, the availability of quality documents, the implementation of quality cycles or phases, structured and ongoing audit reports, quality monitoring and evaluation, quality documentation and recording systems, and the publication of internal quality assurance results to stakeholders.

Quality assurance participants span from the program's designated quality assurance unit to faculty-level quality assurance units and the dean. Internal stakeholders such as students and teachers, as well as external stakeholders such as alumni, graduate users, and the workforce, take part in these activities.

Various forms of assessments are carried out, with the primary focus being on education, given this is the program's primary provision. Research, community service, vision and mission, partnerships, and student affairs are among the other criteria. Statistical data is one of the foundations for assessing quality assurance and program development.

The dean is responsible for overseeing quality assurance at the programme level.

5.2. Instruments of Quality Assurance

5.2.1. Evaluation by Students

Students' course assessments are organised in a multifaceted manner. First, lecturers conduct quizzes to assess students' comprehension of the teaching and learning process. Each course lecturer determines the amount of quizzes provided throughout the semester, and these quizzes are accompanied by a clear assessment rubric. Second, a course contract is discussed between the instructor and the students at the beginning of the course. This serves as a control measure in case discrepancies are found in the learning process, such as whether the instructor started teaching as per the initial schedule. Third, a student satisfaction survey is conducted every semester after the course has concluded. This web-based survey is integrated through the academic system of UIN Maulana Malik Ibrahim Malang.

To ensure that the workload and credit points for each course are adequate and appropriate, the program follows regulations set by the National Accreditation Board for Higher Education. Decisions on workload and credit points are made through annual or biennial meetings that involve not only program and faculty representatives but also various stakeholders. This collaborative approach ensures that the workload and credit points are set appropriately, taking into consideration feedback from all relevant parties.

The unit responsible for quality assurance within the program analyses the evaluation results from students. Subsequent measures based on these evaluations are decided upon by both the program and the faculty leadership. Students are informed about the results of the evaluations and any ensuing actions by the program.

5.2.2. Evaluation by Lecturers

Lecturers can submit feedback on the study program and its courses through two main channels. First, during curriculum development activities, lecturers are requested for feedback on various parts of the study program, such as course organisation and other program development features. Second, in subject group discussions, lecturers discuss updates needed for the curriculum, reporting their conclusions to the programme for consideration in curriculum updates, such as offering new types of courses or updating existing course material.

The analysis of the evaluation results submitted by lecturers is carried out by the program itself. Decisions on any measures to be taken based on these evaluations are made jointly by the program and the faculty leadership.

Lecturers are informed about the results of the evaluations and any subsequent measures through communications from the program.

5.2.3. External Evaluation by Alumni, Employers and Third Parties

External parties such as alumni, employers, and other stakeholders are actively involved in the evaluation of the study program. The program and the faculty regularly invite these external stakeholders to participate in Curriculum Development activities. During these events, stakeholders are asked for feedback on many areas of the program, such as the relevance of the courses presented, graduates' employability, and their degree of satisfaction with the program's outcomes.

The analysis of this external feedback is conducted by the study program itself. Decisions on any subsequent measures to be implemented are made jointly by the program and faculty leadership.

External parties are informed about the results of these evaluations and any action plans through communications disseminated by the program.

5.3. Programme Documentation

5.3.1. Programme Description

Bachelor of Accounting Programme (BAP)

Interested parties can find comprehensive information about the Bachelor of Accounting Programme on its official website <https://akuntansi.fe.uin-malang.ac.id/>. The website is a rich source of various details, including the program's profile, its collaborations with external entities, achievements of its students, academic services offered, career information, satisfaction surveys, and an e-complaint mechanism for grievances or suggestions.

For those interested in more interactive or current updates, the programme also maintains official social media accounts. These can be found on Instagram <https://instagram.com/akuntansi.uinmalang> , Twitter

<https://twitter.com/akuntansimlg> , and YouTube <https://www.youtube.com/user/akuntansiinmalang> . These platforms feature content such as tutorials on course programming, highlights of student achievements, activities involving alumni, and other events or activities related to the program.

The curriculum of the Bachelor of Accounting Programme is well-documented and made public. Specifically, it is available on the program's official website, both under the general academic section and as an e-document at <http://akuntansi.fe.uin-malang.ac.id/akademik/kurikulum-program-studi/> . Moreover, a detailed course catalogue can also be accessed at <http://akuntansi.fe.uin-malang.ac.id/akademik/course-catalog/>, and it is open to the general public. This ensures transparency and allows anyone interested to thoroughly understand the structure and offerings of the program.

Bachelor of Islamic Family Law Programme (BIFL)

Interested parties looking for information on the Bachelor of Islamic Family Law Programme can primarily refer to the program's official website, <https://hk.uin-malang.ac.id>. The website contains plenty of information about the program, such as its profile, academic procedures, academic calendar, registration processes, thesis title catalogue, thesis guidance and assessment, student affairs such as scholarships, achievements, and journal publications, as well as announcements, downloadable documents, and galleries.

In addition to the official website, the program is active on social media platforms, which can be accessed through Instagram at <https://www.instagram.com/hki.uinmalang/>, Facebook at <https://www.facebook.com/pages/Fakultas-Syariah-Uin-Malang/271929839568919>, and YouTube at <https://www.youtube.com/@syariahuinmlg>. These platforms feature various activities and events like thesis assessments, new student admissions, academic mobility activities, program workshops, webinars, and podcasts.

The curriculum for the Bachelor of Islamic Family Law Programme is well-documented and available to the public. It is stored both in soft file and hard file formats. The soft file version can be accessed on the programme's official website under the profile section at <https://hk.uin-malang.ac.id/profil/kurikulum/>. The hard file version is stored in the program's office. This curriculum is accessible not only to students and faculty but also to any other parties who may require this document for academic or professional needs.

5.3.2. Information on Activities During the Academic Year

Interested parties can find comprehensive information on the activities of the UIN and the study program on the official university website, <https://uin-malang.ac.id/>. This website includes a profile of the university, the latest news, announcements, details about the faculties, registration information, and details on international workshops and seminars.

In addition to the official website, the university is active on various social media platforms. These platforms include Facebook, accessible at <https://www.facebook.com/uinmlg/>, Twitter at <https://twitter.com/uinmlg>, Instagram at <https://www.instagram.com/uinmlg/>, and YouTube at <https://www.youtube.com/c/uinmlg/>. The content on these platforms typically includes general information, announcements, news, campus activities, training events, and the university's achievements.

Furthermore, the university publishes an annual report. This report is distributed by UIN Maulana Malik Ibrahim's Planning Department and Quality Assurance Agency. These organisations are in charge of publishing the annual report, which provides a comprehensive assessment of the institution's performance, activities, and initiatives over the previous academic year.