

THE ACCREDITATION, CERTIFICATION AND  
QUALITY ASSURANCE INSTITUTE

ACQUIN

AWARDS THE SEAL OF APPROVAL



FOR THE STUDY PROGRAMME

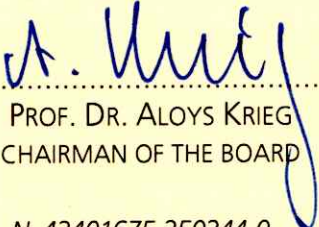
**QURANIC STUDIES**

**- BACHELOR -**

*AT THE SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA*

**THE ACCREDITATION IS VALID UNTIL 30<sup>TH</sup> OF SEPTEMBER 2032.**

*BAYREUTH, 01 DECEMBER 2025*

  
.....  
PROF. DR. ALOYS KRIEG  
CHAIRMAN OF THE BOARD

N. 42401675-250244-0

*ACQUIN is a member of the European Quality Assurance Register for Higher Education (EQAR)  
since 2009*

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To  
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Bayreuth, 23 December 2025

## Accreditation procedure at the Syarif Hidayatullah State Islamic University Jakarta: Religious Studies (Bachelor), Islamic Creed and Philosophy (Bachelor), Quranic Studies (Bachelor), Religious Studies (Master), Islamic Creed and Philosophy (Master): decision

On the 15 October 2022, the Syarif Hidayatullah State Islamic University Jakarta engaged ACQUIN to carry out an assessment of the following study programmes "Religious Studies" (Bachelor), "Islamic Creed and Philosophy" (Bachelor), "Quranic Studies" (Bachelor), "Religious Studies" (Master), "Islamic Creed and Philosophy" (Master).

On receipt of the self-documentation, an expert group was appointed by ACQUIN. The members were:

- **Dr. Philipp Bruckmayr**, Academic Advisor at the Chair of Islamic Studies at the University of Bamberg, Germany
- **Dr. Amanda tho Seeth**, Research Associate at the Seminar for Southeast Asian Studies, Humboldt University Berlin, Germany
- **Prof. Dr. Heidrun Eichner**, Professor of Islamic Studies, Faculty of Humanities Oriental and Islamic Studies, Eberhard Karls University Tübingen, Germany
- **Prof. (ret.) Mag. Dr. Rüdiger Lohlker**, Professorship in Islamic Studies at the University of Vienna, Austria
- **Jun. Prof. Dr. phil. Ulvi Karagedik**, Professor in Religious Studies with a focus on Islam, Department of Cultural Studies, Institute for Islamic Theology/Religious Education Studies – Head, University of Education Karlsruhe, Germany
- **Dr. Hermann Sottong**, Ceo SYSTEM + COMMUNICATION, Regensburg Germany
- **Bo Schachtl**, Bachelor Student for English, Linguistics B.A., University of Regensburg, Germany

On the 12 -13 December 2024, the members of the peer group participated in a visit and wrote an evaluation report, which the university received for statement.

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on its meeting on the 01 December 2025:

General recommendations for all study programmes:

- UIN should strengthen the communication of the faculty's unique profile by emphasising its lived linguistic, religious, and epistemological diversity rather than framing its mission primarily through the concept of "moderate Islam."
- UIN should expand the role, visibility, and programme portfolio of the Language Center to support higher proficiency in Arabic and English among staff and students.
- UIN should further develop the institutional internationalisation strategy in alignment with ESG 1.4, including clearer goals for academic mobility, cooperation, and global engagement.
- UIN should improve administrative processes for domestic and international students, with a particular focus on digitalisation, transparency, and support for heterogeneous student backgrounds.
- UIN should increase the share of academic staff with international academic experience and provide structured training on the ECTS system and workload calculation.
- UIN should enhance curricular transparency by translating national generic competencies into internationally compatible learning outcomes and integrating additional thematic components to strengthen academic mobility.
- UIN should ensure a structured feedback loop, where the outcomes of student evaluations and surveys are systematically analysed, published, and used for the continuous improvement of teaching and learning.
- UIN should revise and further develop the module handbooks by clearly defining the teaching content, learning outcomes, methods, and literature for each module and by aligning these elements more explicitly with national guidelines and framework curricula. This will improve transparency, support student orientation, and strengthen the academic profile of the programmes.
- It is recommended that UIN introduces faculty-level budgets for libraries and specific academic expenditures, thereby enhancing flexibility and responsiveness to programme needs.
- Data collection methods should be further diversified, involving more external stakeholders and employers.
- UIN is advised to enhance the clarity, accessibility, and usability of data to better support evidence-based decision-making.
- Follow-up activities should be structured more systematically to ensure that evaluation results are consistently translated into action.

- It is recommended that the announced measures — revising and fully populating the website with content, publishing the updated module handbooks online, and ensuring international accessibility of both the faculty and SIQA websites — be implemented consistently.
- UIN is encouraged to provide feedback to students on evaluation results more regularly, thereby strengthening the feedback loop and further supporting the culture of continuous improvement.
- UIN should present the underlying measures, responsibilities and monitoring processes of its quality-assurance model in a more systematic and accessible manner. To support transparency and internal understanding, these elements should be documented in a coherent structure and complemented by suitable visualisations that clearly illustrate the model's logic and interconnections.
- UIN should strengthen their commitment to linguistic and epistemological diversity by expanding the role and visibility of the Language Center and encouraging broader participation in advanced English courses. This would further reinforce the institution's profile as a bridge between Islamic and Western academic traditions and enhance overall language proficiency for all stakeholders of the university.

### **Religious Studies (Bachelor)**

**The study programme “Religious Studies” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30 September 2032.**

The following recommendations are given for the further development of the study programme:

- UIN therefore should ensure that students have access to a structured and continuous language-development pathway in both English and Arabic, enabling them to build the competencies required for academic progress and participation in international and regional contexts.
- UIN should strengthen the curriculum by systematically integrating contemporary Salafi and Wahhabi thought into relevant courses, ensuring that students gain a comprehensive understanding of their influence on modern Islamic discourse. Existing modules such as “Modern Thought in Islam” should be expanded accordingly, and additional content beyond the historical Salafiyya covered in “Introduction to Kalam Studies” should be incorporated to reflect current developments and their societal relevance.
- UIN should enhance the course “Introduction to Hadith Studies” by incorporating key approaches and findings from Western hadith scholarship. This will broaden students' methodological perspectives, strengthen their critical analytical skills, and align the curriculum with contemporary academic discourse in the field.
- Update the reading lists of national, university, and faculty courses by adding selected recent English-language standard works. This will broaden students' access to current scholarship and align the courses more closely with contemporary academic standards.

- Clarify the terminology used for course literature by renaming extensive book lists currently labelled as “core readings” to “suggested readings.” These should be complemented by a concise, clearly defined list of true core readings presented in a separate section to ensure transparency and usability for students and lecturers.

### **Islamic Creed and Philosophy (Bachelor)**

**The study programme “Islamic Creed and Philosophy” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30 September 2032.**

### **Quranic Studies (Bachelor)**

**The study programme “Quranic Studies” (Bachelor) is accredited without any conditions.**

**The accreditation is valid until 30 September 2032.**

### **Religious Studies (Master)**

**The study programme “Religious Studies” (Master) is accredited without any conditions.**

**The accreditation is valid until 30 September 2032.**

The following recommendations are given for the further development of the study programme:

- UIN should therefore update older literature by incorporating more recent scholarly publications to ensure the programme reflects current developments in the field.
- UIN should increase the inclusion of female authors in reading lists to strengthen the diversity and representativeness of academic perspectives within the curriculum.

### **Islamic Creed and Philosophy (Master)**

**The study programme “Islamic Creed and Philosophy” (Master) is accredited without any conditions.**

**The accreditation is valid until 30 September 2032.**

The following recommendations are given for the further development of the study programme:

- The module descriptions should be made more consistent in terms of structure and depth to provide students with a uniform orientation.
- A revision of the module order could strengthen the curricular coherence and support a more logical progression of learning.
- A clearer and more concise overview of the programme structure and its associated qualification objectives would improve transparency and help students navigate their studies more effectively.
- More specific and clearly articulated learning outcomes at both module and programme level would enable students to better understand and plan their competence development.

Revising the reading lists to focus on current and relevant academic sources would ensure that students engage with up-to-date scholarship and contemporary debates in the field.

For the accreditation of the study programmes, certificates with the seal of ACQUIN have been issued and attached to this letter.

On behalf of ACQUIN, I thank you for your trust and the cooperation. I wish you all the best and success for your programmes.

With kind regards



Prof. Dr. Aloys Krieg  
Head of the Accreditation Commission

Appendices: certificates of accreditation:

N. 42401675-250242-0

N. 42401675-250243-0

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