

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of Universitas Indonesia, Indonesia
for the Accreditation of the Doctoral Study Program "Administrative
Science",
Doctor of Administrative Science**

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Decision

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1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the Accreditation Commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

IV. The AHPGS accreditation decision

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: “Business Administration”, “Fiscal Administration”, “Public Administration”, along with a Master study program “Administrative Science” and a doctoral study program “Administrative Science”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Universitas Indonesia (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on September 28, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Universitas Indonesia and the AHPGS was signed on April 24, 2024.

The application documentation submitted by the Universitas Indonesia follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Doctoral study program “Administrative Science”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Administrative Science”

Annex	Description
1	Module Descriptions
2	Teacher CVs
3	Teaching Matrix
4	Rector Decision 2020 Doctoral Program Administrative Sciences Curriculum

Alongside the study-program-specific documents, the following documents pertain to all study programs submitted for external evaluation:

Annex	Description
A	Ministry Regulation 3 of 2020 on National Standards for Higher Education
B	Reform Regulation of the Republic of Indonesia
C	Credit Score Guidelines

D	University Handbook on Freedom to Learn
E	Strategic Learning
F	Number of Students by Degree
G	Semester Internal Evaluation and Annual Internal Evaluation (23-24)
H	Evaluation Form
I	Internal Quality Assurance System Guidelines

The application, the open questions (OQ) and the answers to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

2.2 Information about the University

Universitas Indonesia was established in 1950, initially comprising various faculties across multiple Indonesian cities. Over time, some faculties evolved into separate universities, while the core University expanded in Jakarta by adding more faculties and campuses. In 1987, the campus in Depok was established, accommodating most faculties, while certain programs remained on the Salemba Campus.

As of 2025, the University has 50,712 active students, including 212 international students. The University counts 14 faculties, one vocational school, and two interdisciplinary postgraduate schools (Environmental Sciences and Strategic and Global Studies), offering a total of 253 programs. The center of academic and research activities is located on Depok Campus in West Java, which houses most faculties, the central library, research institutes and administrative offices.

The University provides three directorates for research, innovation and community service, supporting research and development of research activities. It fosters exchange of knowledge through technological advancements, such as startup initiatives and training sessions, as well as provides grants. Through this, the University commits itself to improving academic standards, operational efficiency, and global competitiveness. As of 2024, the QS World University Rankings made the University the highest-ranking university in Indonesia.

The Faculty of Administrative Science was established in 1950. It offers 5 study programs of different educational levels. The Faculty has three departments:

Department of Business Administration, Department of Public Administration, and Department of Fiscal Administration. In 2024, the number of students at the faculty was 2,039 in total. The programs are the following:

Bachelor's programs	Public Administration Fiscal Administration Business Administration
Master program specializations	Public Administration and Policy Business Administration and Policy Tax Administration and Policy Public Sector Human Resource Development and Administration Regional Government Innovation and Intrapreneurial E-Government Regional Tax Administration and Retribution Regional Financial and Asset Administration Supervisory Administration
Doctoral program specializations	Public Administration and Policy Business Administration and Policy Tax Administration and Policy

The Faculty underscores its commitment to research and education by facilitating academic exchange with leading global institutions, such as the University College London or Harvard University, adjunct professorship programs, contributing to journals, and organizing international conferences.

2.3 Structural data of the study program

University	Universitas Indonesia
Faculty/Department	Faculty of Administrative Science
Cooperation partner	Cooperation with three national and one international institution
Title of the study program	„Administrative Science“
Degree awarded	Doctor of Administrative Science
Organizational structure	Full-time Monday to Friday 6:30 pm – 9:00 pm

Language of Studies	Bahasa Indonesia																																										
Period of education	6 semesters																																										
Semester Credit Units (SCU) according to the internal credit system	42 SCUs																																										
Hours per Credit	50 minutes/SCU																																										
Workload	<table border="1"> <thead> <tr> <th>Learning Methods</th> <th>Total SCUs</th> <th>Interactive & Cooperative Learning (hrs. per week)</th> <th>Structured Assignments (hrs. per week)</th> <th>Independent Learning (hrs. per week)</th> <th>Total Number of Sessions per module</th> <th>Total Workload for Entire Program (hrs.)</th> </tr> </thead> <tbody> <tr> <td>Lectures with interactive discussions</td> <td>13</td> <td>173</td> <td>173</td> <td>173</td> <td>16</td> <td>519</td> </tr> <tr> <td>Fieldwork (work-placement time)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Elective modules</td> <td>3</td> <td>40</td> <td>40</td> <td>40</td> <td>16</td> <td>120</td> </tr> <tr> <td>Final projects</td> <td>26</td> <td></td> <td></td> <td></td> <td></td> <td>1265</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1904</td> </tr> </tbody> </table>	Learning Methods	Total SCUs	Interactive & Cooperative Learning (hrs. per week)	Structured Assignments (hrs. per week)	Independent Learning (hrs. per week)	Total Number of Sessions per module	Total Workload for Entire Program (hrs.)	Lectures with interactive discussions	13	173	173	173	16	519	Fieldwork (work-placement time)							Elective modules	3	40	40	40	16	120	Final projects	26					1265							1904
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Credits for the final paper/project	Dissertation 20 SCUs, publication 6 SCUs																																										
Launch date of the study program	Academic year 2007/2008																																										
First accreditation	November 2007																																										
Time of admission	May to June																																										
Number of available places on the program	16																																										
Number of currently enrolled students in the program	72																																										
Number of graduates since launch date of the study program	71																																										
Particular enrollment conditions	Accredited Master 's degree with minimum 3.0 GPA TOEFL certificate or equivalent Research proposal interview																																										

Tuition fees	Category of fees	Indonesia Rupiah (IDR)	Euro (EUR) Rate in 2023: 1 EUR = 16.490 IDR
	Development Fund (only in 1st semester)	Rp. 29,000,000 (Indonesian Nationality)	€1,759 (Indonesian Nationality)
		Rp. 23,000,000 (Foreign student)	€1,395 (Foreign student)
	Education Operational Cost (1-6 semester)	Rp. 30,000,000 x 6 = Rp. 180,000,000 (Indonesian Nationality)	€1820 x 6 = €10920 (Indonesian Nationality)
Rp. 40,000,000 x 6 = Rp. 240,000,000 (Foreign student)		€2426 x 6 = €14556 (Foreign student)	
Total Tuition Fees		Rp. 209,000,000 (Indonesian Nationality) (12.675 EUR) Rp. 263,000,000 (Foreign student) (15.949 EUR)	€12,675 (Indonesian Nationality) €15,949 (Foreign student)

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on February 2-3, 2026, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on February 1, 2026, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Administrative Science, the chair, vice chair and the teaching staff of the program “Administrative Science” as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms and library. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University and the Faculty of Administrative Science serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

Summary

The objectives of the Doctor of Administrative Science study program are defined in accordance with Rector's Decree No. 1393/SK/R/UI/2021 of Universitas Indonesia. The program aims to qualify graduates to develop new knowledge and research-based contributions in the fields of public, business, and tax administration, to address complex administrative problems through inter-, multi-, and transdisciplinary approaches, and to manage and lead research activities that achieve national and international recognition.

The qualification objectives are supported by the academic and research environment of the Faculty of Administrative Science, which maintains eight research clusters and integrates research, teaching, and community service activities. The program fosters scientific competence through participation in international conferences, research-related training, English-medium instruction, collaboration with partner institutions, and professional engagement. The qualification objectives are aligned with Level 9 of the Indonesian National Qualifications Framework and are documented within the program's outcome-based education framework.

The program learning outcomes are formally validated by Rector's Decree No. 1393/SK/R/UI/2021 and serve as a mandatory reference for curriculum implementation. They describe disciplinary, methodological, learning, social, and overarching skills, and their integration with teaching and learning methods is outlined in program documentation.

With regard to labor market orientation and career opportunities, tracer studies conducted at University and faculty levels indicate that graduates typically pursue careers in top management positions within public or private organizations. Tracer study data further show that students and alumni are already employed, often as senior practitioners or permanent lecturers, and that graduate employment and labor market absorption are described as stable.

Judgment

The University demonstrates a clear strategic commitment to internationalization. By seeking international accreditation, it aims to benchmark its study programs against internationally recognized standards and best practices. This approach reflects the University's intention to position itself within a global academic environment and to ensure the comparability and competitiveness of its graduates. The University describes internationalization as one of the main goals of Universitas

Indonesia. The current Ministry of Education encourages universities to expand their international activities. The long-term goal is to create collaborations in research and teaching with leading international universities, attract more international students and lecturers, and to offer more mobility programs. According to the University management, the Faculty of Administrative Science plays a central role in this transformation process as the youngest faculty at UI.

The doctoral program is a continuation of the Master's program and is accordingly broad in scope. From the experts' point of view, the doctoral study program "Administrative Science" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

The experts highly appreciate the development of competencies from the bachelor's to the doctoral level. It shows the importance of the Faculty of Administrative Science within the University.

Furthermore, both the University and the graduates of the study program convey that the career opportunities are good and the acquired competences are relevant for the labor market.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.2 Structure of the study program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)¹ and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 12 courses, out of which 9 are obligatory and 3 are elective courses. Out of the 3 elective courses, 1 is mandatory. All modules have to be completed within one semester.

The doctoral program offers three primary specialization areas that guide elective selection:

1. Public Administration and Policy
2. Business Administration and Policy
3. Tax Administration and Policy

In the first semester, students of the program will gain theoretical and philosophical knowledge for fundamental experience from several compulsory courses which includes: 1) Philosophy of Science; 2) Development of Organization Theory; 3) Theory and Practice of Administrative Reform. After the first semester, the following semesters will continue to support students in rigorous research method knowledge through several courses that include Research Methodology, and seminars which are specified based on the student's specialization. Moreover, several activities also help students enrich their research knowledge for example, publication seminars, writing workshops, and public lectures.

The list of modules offered:

Nr.	Title	Sem.	CP
ADAD900001	Philosophy of Science	1	3
ADAD900002	Organizational Theory Development	1	3
ADAD900003	Administrative Reform Theory and Practice	1	3
			9
ADAD900004	Research Methodology	2	4
ADAD900005	Public Policy and Governance Studies Seminar	2	3
ADAD900006	Business Strategies and Governance Seminar	2	3
ADAD900007	Taxation Policy and Administration Studies Seminar	2	3
			7
ADAD900008	Research Proposal Examination	3	6
			6
ADAD900009	Research Results Examination	4	6
			6
ADAD900010	Presentation at National Conference	5	2
ADAD900011	Article Writing to be published in an Indexed International Journal	5	4
			6
ADAD9000	Doctoral Oral Defense	6	8
			8
	Total:	6	42

Chart 2: Module overview

The module description covers the following aspects: module number and title, level/semester, credit hours, language, learning outcomes, content of the module and examination.

The University utilizes various didactic concepts and methods of teaching, for example interactive learning, cooperative learning, group assignment, independent learning and research, seminar, talk show and conference, guest lecture and field work. The description of the teaching methods can be found in SER 4.1.5.

The study program implements a combination of learning and teaching methods. The platforms used for online learning are described in the table below:

No.	Platforms	Type	Scope and Content
1	e-Learning Management System (EMAS) (https://emas2.ui.ac.id/)	Asynchronous; and synchronous	<ul style="list-style-type: none"> ● Assignment ● Discussion forum ● Repository of the learning process ● Chat (lecturer and students) ● Quizzes ● Monitoring of students' activity
2	Academic Information System - New Generation (SIK-NG)	Asynchronous	<ul style="list-style-type: none"> ● Monitoring students' activity ● Monitoring of students' achievements and administration ● Chat (lecturer and students)
3	Microsoft Teams, Google Meet and Zoom	Synchronous	<ul style="list-style-type: none"> ● Video conference for learning
4	UI library (http://lib.ui.ac.id/)	Asynchronous	<ul style="list-style-type: none"> ● Final projects; thesis and dissertation collection. ● E-journal ● E-book

According to the University, research is an essential part of the doctoral study program "Administrative Science". Research capability is achieved through quantitative research methodology, qualitative research methodology, and scientific writing. In each subject at the compulsory level of faculty and student specializations, special tasks are assigned, including field visits, simple research work, and intervention designs. Students need to create a final research paper that follows scientific principles. The Faculty of Administrative Science at Universitas Indonesia has 9 research clusters led by professors to facilitate research that has a scope of administrative science. The research clusters are: Innovation and Government (CIGO), Policy, Governance and Administrative Reform (PGAR), Politics of Taxation, Welfare and National Resilience (PoITax), Governance, Legal Framework for Transparency, Effective-Efficient and Accountability Taxation (GAP), Democracy and Local Governance (DeLOGO), Collaborative Governments and Dynamic Public Services (CG-DPS), Competitiveness and Governance of Corporation (CGC), Financial Institutions (Inskeu). Students are integrated into research with one of the relevant research cluster lead by professor or associate professor. Student also must do the doctoral colloquium organized by the research cluster.

The curriculum was designed to align with the national association's (Indonesian Association for Public Administration, Indonesian Association of Business Administration Sciences, Indonesian Fiscal and Tax Administration) curriculum reference. According to the University, the program has cooperations with a university in Austria and China.

Judgment

The doctoral study program “Administrative Science” has a course-based structure and a course-related examination system. Descriptions of the courses contain information on module number, title, level/semester, credit hours (in lecture hours, practical hours, and self-study hours), language, learning outcomes/goals/skills, content of the module, and examination.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

On site, it became clear that the study program represents a continuation of the Master’s program offered by the Faculty of Administrative Science. According to the University, the program is designed with a broad academic structure in order to accommodate and integrate graduates from the different specializations of the Master’s program. This approach allows students to further deepen their knowledge while building on the diverse academic backgrounds acquired during their undergraduate studies. There are currently around 20 doctoral candidates, which makes an individual support manageable.

The experts inquire about the form of dissertation. According to the University, both cumulative and monographic dissertation are possible but the exact details remain unclear. The expert recommend adding more information on the form of dissertation to the module handbook.

The University further explains, that all doctoral students are integrated in one of the nine research cluster. The experts commend the direct integration into research. To expand the integration into the international research community, the experts recommend offering modules in English. Besides research, the students are also involved in teaching.

The experts note, that the University has highly qualified and extremely motivated teaching staff. They emphasized a student-centered teaching and learning approach and illustrated this with concrete examples from their teaching practice. The experts particularly appreciated that the lecturers apply well-aligned and relevant teaching methods and show a strong openness toward innovative forms of teaching, such as service learning and challenge-based learning.

The experts acknowledge the detailed course files with their contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

The internationalization of the University and the study program is also discussed. The International Office is working to expand the internationalization efforts through a range of different ways. The University as a whole has already established connections to a number of other universities. Currently, mobility is used on an individual level and not in a structured manner. The experts support the measures that are already in place and encourage the University to further expand the efforts. The experts recommend that the University develop an internationalization concept with strategies for the individual faculties.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.3 Admission and Feasibility

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

The admission is organized via a test-based selection process. Applicants must:

- Hold a Master degree from an accredited institution
- Obtained a GPA of a minimum of 3.00 (in the range 0 - 4.00)

- Have a Indonesian language proficiency test certificate with standards determined by Universitas Indonesia.

Prospective students can participate in the selection process, namely the written exam. The written exam is in the form of an Academic Potential Test (TPA) and English TOEFL, with a minimum score of 500 for both exams (SER 5.1.1).

Compensation measures for students with disabilities are in place. Admissions may be conducted in three ways: general admission with special assistance, special admission, and/or affirmation. Universitas Indonesia also has an inclusive admission system based on the Guidelines of the Internal Quality Assurance System at Universitas Indonesia. Students with disabilities are allowed to use the university's facilities and can contact the admission committee throughout the process for support.

Universitas Indonesia defines the standards for credit transfer as follows:

- 1 Course materials are equivalent to the course in the study program curriculum.
- 2 If it does not fulfil the requirement (1), credits of the course can still be transferred as elective courses if it is deemed supporting competence achievement;
- 3 If acquired at other HEI's, it must be from an accredited study program;
- 4 Transferable credits are a maximum of 50% of the total SCUs needed to complete the study program curriculum.
- 5 The number of credits that can be acquired is assessed by the Credit Transfer Team that is formed by the Dean of FAS UI.

The Doctor of Administrative Science program at the Faculty of Administrative Science, Universitas Indonesia, provides a range of academic, administrative, and personal support services to assist students throughout their studies. These services include academic counselling, mentoring and tutoring program, financial support, and access to university-wide counselling facilities.

Academic counselling is offered regularly, particularly prior to each semester, and is supplemented by additional support for students facing academic difficulties. Faculty members serve as academic advisors and receive capacity-building training to strengthen their advisory role. Students may consult lecturers, program coordinators, and administrative staff during designated office hours at faculty and

postgraduate offices, while university-level counselling services are available through the Student Counselling Body.

Financial support mechanisms include tuition fee instalment options and a variety of scholarships administered by the faculty and the university in cooperation with external partners. Scholarship funding is provided through government sources, external collaborations, and the university's endowment fund, with an increasing number of students receiving financial aid in recent years. In addition, students have access to digital communication platforms and information systems, as well as tutoring support, particularly in research-related courses. The faculty also offers mentoring and counselling services addressing mental health and personal well-being, including support mechanisms related to sexual violence prevention and response, in collaboration with relevant university bodies.

Judgment

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts confirm that the University takes good measures to guarantee the feasibility of the study programs. The organization of the education process ensures the successful implementation of the study program. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures.

On site, it became obvious that the teaching staff is very present for their students. Students are supported through advisors, course coordinators or personal tutors with their registration process, financial and personal issues and their performance during the semester. Support systems regarding physical and mental health are also available. The students report on site that they feel well-supported.

The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

The evaluation of student learning outcomes in each course is carried out periodically according to the course syllabus, with assignments and written examinations. The examinations are scheduled according to the academic calendar. Each semester has 16 weeks. Mid-term exams take place in the 8th week, while final-term exams take place in the 16th week. Exams can be retaken in the following year. In case of illness, students can repeat the exam, but only if they were hospitalized, according to the University.

Sem.	Number of Courses	Type of Examination	Timing of Examination
Course Works			
1-2	5	Paper, project, midterm exam, final exam	The midterm exam is held in the 8 th session, while the final exam is held in the 16 th session.
3-6	Dissertation and Publication	Fieldworks	Semester 3-6

Students are required to take structured courses specified in the curriculum for a minimum of 12 SKUs. The minimum passing grade for each course and final assignment is B.

The University provides comprehensive information on the study program through various platforms. Information on student admissions and its regulations are available at a designated portal of the University. Study plans, curricula and syllabi are accessible through the Learning Plan Book or the SIAK-NG information system, where students can also view information on lectures, examination schedules, and grades. The E-Learning Management System is available for online learning. Information on compensatory measures for disadvantaged students is published on university social media accounts and official scholarship websites (SER 6.2.1).

The University publishes intended learning outcomes on the faculty website, ensuring transparency and clarity for prospective and current students. The University website contains information on potential career paths and tracer studies, where employability, job types, and employment companies are listed (SER 6.2.2).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. This is achieved by evaluating the performance of the students through a series of exams and quizzes that are scheduled during the academic semester as midterm and final exams. The study program has a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences.

The transparent information of examination methods and of the examination schedule at the beginning of each term makes the number of assessments during and at the end of each semester manageable. According to the University, an examination can only be repeated if the student is hospitalized. The experts recommend changing the regulation on the repeatability of exams. Students should have the opportunity to repeat an exam in case of failure in the first try or personal issues.

The experts conclude that the examinations serve to determine whether the envisaged qualification objectives have been achieved or not, and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the module descriptions. The frequency of examinations, as well as their

organizations is appropriate. The University has developed a Disability Service Unit. As the University states, teaching and learning activities in the form of materials, media/tools used and evaluations are adjusted according to the needs of the particular student. Aptitude assessments are done by examinations with special assistance and/or equivalent alternatives and/or extra exam time. Therefore, the University guarantees that students with disabilities or chronic illnesses receive compensation, as well as all final and course-related performance records.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students, as well as graduate employment information are shared.

Upon graduation, students are awarded a graduation diploma. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.5 Teaching staff and material equipment

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

The study program currently employs 11 permanent lecturers, out of which eight are professors, three associate professors. Additionally, professors from Australia, Brazil, Korea or Estonia participate in the program.

The teaching staff to student ratio is 1:9 (11:72) (SER 7.1.1). The overview of the distribution of teaching workload based on staff type, education level, gender, and age group can be found in SER 7.1.1.

The recruitment of teaching staff requires several stages, including a psychological test, administrative tests, and interviews. The further requirements are Indonesian citizenship, educational qualification, experience with teaching, research and/or scientific publication, physical and mental health, no record of imprisonment, and willingness to work full-time at the University. The candidates are chosen by the faculty administration. Upon agreement, the candidate gains a temporary position for two years, and must attend an internship program based on their area of teaching (SER 7.1.2).

The department prioritizes staff development opportunities aligned with the Tri-Dharma of Higher Education (teaching, research, and community service). Teaching staff performances are measured by SKP and BKD. SKP is a work plan, which evaluates work behavior, performance and its results. BKD is a lecturer workload, which assesses performance in teaching, research, community service, and supporting tasks. This information is used for overall performance evaluations and personnel administration purposes (SER 7.1.3).

The human resources management is supervised by Vice Dean and heads of departments at the faculty. The approval of teaching staff is based on curriculum needs and teaching staff's expertise. Each department submits a list of teaching staff to the head of department. The head of department forwards it to the vice deans, who grant approval (SER 7.2).

The Faculty of Administrative Science is located in three buildings on the Depok Campus and one building on the Cikini PGT Campus. The buildings include 39 classrooms equipped with hybrid learning technology, 2 computer laboratories, 3

specialized laboratories, 2 large auditoriums, as well as staff offices and lounges, student workspaces, and the library.

The Faculty Library is located on the Cikini PGT Campus. It is open from 9:00 – 17:00. It contains over 2,000 collections with 1,500 book collections and 1,000 electronic books collections, along with theses, research reports, and final assignments. Journals, e-book, and databases are accessible online through a registered University account. Students and staff can submit proposals for media acquisition through the central library (SER 7.3.2).

The University buildings are equipped with internet access, computers, LCD projects, visual display systems, and a multimedia recording studio. The computer lab offers 33 computers, with additional 109 computers at the rest of the University campuses. The University offers various applications to facilitate learning and administrative processes (SER 7.3.4).

Funding is allocated to improving quality of education, research, and infrastructure. This includes salary increases, learning materials or facility maintenance. The sources for funding come from student tuition fees, academic and non-academic partnership, and contributions from a special community service unit (SER 7.3.4).

Judgment

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

The University informs its employees about opportunities for personal and professional development transparently and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site. However, according to the teaching staff there aren't enough places for professional development. The teaching staff currently follows a peer-teaching approach, but the experts recommend expanding the offer for professional and didactic development for the teaching staff of UI.

New teaching staff is thoroughly briefed about the program and their teaching responsibilities before they start their work. Students evaluate the performance of all teaching and other staff periodically.

Overall, the teaching and academic staff at Universitas Indonesia shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. The experts recommend expanding the financial support by the University to enable the teaching staff to attend national and international conferences and research meetings.

The experts visited the premises of the Faculty of Administrative Science. From the experts' point of view, the quality of the premises used to train students in the program are good.

As a whole, it was ascertained by the experts that the doctoral study program "Administrative Science" has ample teaching facilities at its disposals.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

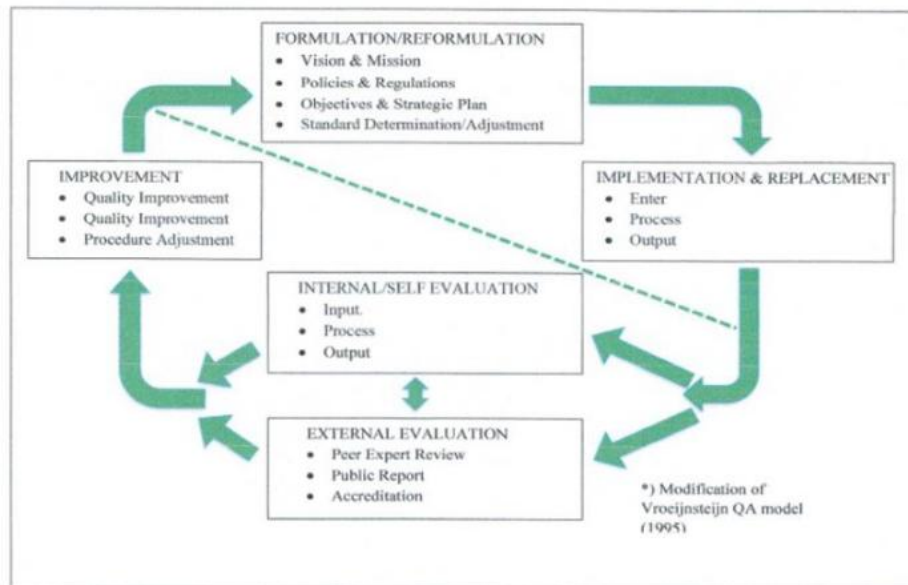
In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Summary

The quality assurance system at the University follows the standards set by the Indonesian Ministry of Education and Culture. It is hierarchically structured by quality assurance units on university, faculty, and program levels. This allows for a continuous and systematic approach to academic quality across all levels. The following diagram provides a depiction of the quality assurance process:



In this system, the quality evaluation is passed from the Head of Department to the Dean, and from the Dean to the Rector twice a year, which ensures compliance with institutional requirements. Other activities include the evaluation of lecturers by students, monitoring and evaluation of learning, semester and annual internal evaluations, and the Academic Internal Audit that is conducted every 3-4 years by the university-level Academic Quality Assurance Agency (SER 8.1.1).

Course evaluation is filled by students each semester, including their assessment of the subject matter, learning process, and class management. This serves as a basis for improving the quality of teaching. Students can also participate in dialogue forums with student organizations.

The study program fills a yearly annual evaluation regarding input, process, and output, ranging from a score of 0 (very poor) to 4 (very good). The Faculty Quality Assurance Unit provides a report based on these data, submits it to the Dean, and the Dean provides feedback to the study program and the assurance unit. Additionally, the study program is required to fill a self-evaluation form, consisting of

19 indicators, such as curriculum description, quality assurance system, and tracer studies. Revisions in the study program can be carried out based on the data.

The monitoring and evaluation of learning (MEP) assess quality of learning delivered offline, online, and hybrid in even semester courses. The process is carried out by an evaluator conducting interviews with selected lecturers. The interview transcripts are sent to the Faculty Quality Assurance Unit for analysis and feedback, which then enters the above depicted system of evaluation (SER 8.1.2).

The results of evaluations are utilized to revise and improve curricula, pedagogical approaches, the University’s accreditation efforts and ranking, to upgrade facilities, and to encourage faculty members to pursue higher qualifications. The University incorporates external feedback to improve academic quality and provide assessment of study program relevance. Feedback is given by graduates, partners, and stakeholders such as Indonesian Fiscal and Tax Administration Association. Graduates fill out tracer studies to evaluate employment prospects, alignment between academic programs, and job roles (SER 8.1.3).

Course evaluations are conducted each semester and are utilized for module advancement, appraisal rubrics, and designating funds. The members involved in them are head of the course group, teaching group, and head of the study program. Additionally, the study program benchmarks foreign universities through adjunct professor activities and scholar programs (SER 8.1.4).

The Department evaluates student workload in 4th and 6th semesters to ensure adherence to academic standards. This help to design a realistic and manageable student workload. Currently, the average student workload is 51 hours per week (SER 8.1.6).

Academic Year	Applicants	Admitted Students		Graduates		Drop Out
		Male	Female	Male	Female	
2020/2021	48	16	3	0	3	8
2021/2022	48	14	7	4	2	3
2022/2023	42	16	14	10	7	2
2023/2024	47	13	12	9	5	2

Judgment

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program "Administrative Science".

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. According to the University, the quality assurance system is based on both national and international regulations.

The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

In talks with the University on-site, it became clear that the quality assurance mechanisms are a bottom-up process. To build the awareness and responsibilities is the important part in creating a quality culture.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.7 Gender equality and equal opportunities

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Summary

The University follows a non-discriminatory policy to promote diversity. There is no gender-based quota for admission or graduation, which ensures that students are evaluated solely based on their academic achievements. The University provides the possibility of a tuition plan and scholarships for financially disadvantaged students. The Affirmation Scholarship also supports students from underrepresented regions, such as Papua, by covering their tuition fees and additional expenses. This helps to bridge educational gaps, promote academic inclusivity, and makes integration easier (SER 9.1.1).

The University offers support for students with disabilities, mental illnesses, and chronic illnesses through counselling services, the Disabled Students Service Unit, and assistive technologies. It also provides health insurance and accident insurance to students. The Student Advocacy and Welfare Department support students in cases of sexual violence, mental health issues, and financial hardships

through services such as healing and meditation sessions, advocacy for victims of violence, and access to scholarship and tuition assistance information.

Information on available support services are published on various platforms, such as faculty publications, university websites, and direct communication with students. The University ensures non-discriminatory admission, accessible infrastructure, modified learning materials, and personalized academic support for students with disabilities and chronic illnesses (SER 9.1.3.)

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4 Conclusion

Overall, the experts conclude that the PhD study program “Administrative Science” at Universitas Indonesia provides a solid framework for doctoral education and is well embedded in the academic environment of the Faculty of Administrative Sciences. The program is clearly oriented towards research and aims to enable doctoral candidates to develop independent scientific competencies. The academic staff involved in the program are highly qualified and actively engaged in research, thereby providing an appropriate foundation for the supervision of doctoral candidates and the further development of the program.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Administrative Science” offered at the Universitas Indonesia fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- More information on the form of dissertation should be added to the module handbook.
- Modules in English should be offered in order to strengthen the integration of the doctoral program into the international research community.
- The measures in internationalization should be further expanded by developing an internationalization concept with strategies for individual faculties.
- A Diploma Supplement following the European template (Council of Europe, European Commission, UNESCO) should be provided to improve the international comparability of the degree.
- Opportunities for professional and didactic training for the teaching staff should be expanded.
- Financial support for teaching staff should be increased to enable participation in national and international conferences, research meetings, and academic exchanges, thereby strengthening research activities and international academic networking.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission May 11, 2026

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on February 2-3, 2026, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The doctoral study program requires the obtainment of 42 semester credit units according to the internal credit system. The regulated study period in the program "Administrative Science" is three years.

The study program comprises 12 modules, out of which 9 are compulsory and 3 modules are elective. The language of instruction is Bahasa Indonesia. The doctoral study program "Administrative Science" is completed with awarding of the academic degree "Doctor of Administrative Science". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2007/2008.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The doctoral study program "Administrative Science" is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.