

# Decision of the FIBAA Accreditation and Certification Committee



4<sup>th</sup> Meeting on November 26, 2021

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/011 Cluster 4
<b>Higher Education Institution:</b>	Universitas Diponegoro
<b>Location:</b>	Semarang, Central Java, Indonesia
<b>Study Programmes:</b>	Bachelor of Psychology (PSY), Sarjana Psikologi Bachelor of Indonesian Literature (IL), Sarjana Sastra Bachelor of History (HI), Sarjana Humaniora
<b>Type of Accreditation:</b>	Initial accreditation

The FIBAA Accreditation and Certification Committee have taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with one condition.

Period of Accreditation: November 26, 2021 to November 25, 2026

Condition:

The University implements an evaluation form that collects student feedback about the workload for each course (see chapter 5).

**The conditions are fulfilled.**

**The decision was made by the FIBAA Accreditation and Certification Committee on November 30, 2022**

Proof of meeting this condition is to be supplied by August 25, 2022.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Universitas Diponegoro in Semarang, Central Java,  
Indonesia

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**Bachelor/Master programme:**

Bachelor of Psychology  
Bachelor of Indonesian Literature  
Bachelor of History

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**Qualification awarded on completion:**

Bachelor of Psychology (Sarjana Psikologi)  
Bachelor of Indonesian Literature (Sarjana Sastra)  
Bachelor of History (Sarjana Humaniora)

# General Information on the Study Programme

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## **Brief description of the study programmes:**

### Bachelor of Psychology (S.Psi.)

The study programme is taken within four years of study. The competences of a graduate shall open job opportunities, such as counsellor, assessor, educator, independent entrepreneur, trainer/facilitator, consultant, programme developer, assistant psychologist, as well as marketing and public relations practitioner. After completing the study in Bachelor of Psychology, the graduates are able to work in government agencies either at central or regional level, state-owned enterprises, private companies, institutions engaged in health sector (public hospital, mental hospital, psychology clinic), institutions engaged in educational sector (schools and universities), and be entrepreneurs (owning schools and psychology bureaus).

### Bachelor of Indonesian Literature (S.S.)

The study programme is taken within four years of study with the aim to produce graduates capable of working as journalists, editors/copywriters, content creators, publishing practitioners, language planners and developers, broadcasting and film practitioners as well as analysts in literature, philology, and culture. The graduates are employable as professionals in the government and private sectors. The study programme has three specialisations, namely linguistics, literature, and philology.

### Bachelor of History (S.Hum.)

The study programme is taken within four years of study. Graduates possess academic and applied skills in the fields of maritime history and culture, social research methods, historical learning and teaching methods, cultural heritage management, historical cinematography, tourism management, historical asset management as well as industrialization and banking history.

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## **Type of study programmes:**

For all programmes: Bachelor programme

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## **Projected study time and number of ECTS credits points assigned to the study programme:**

Bachelor of Psychology – 4 years 230 ECTS credits, 144 SKS credits

Bachelor of Indonesian Literature – 4 years 230 ECTS credits, 144 SKS credits

Bachelor of History – 4 years 230 ECTS credits, 144 SKS credits

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## **Mode of study:**

For all programmes: Full-time

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## **Didactic approach:**

For all programmes: Study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

For all programmes: Not available

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**Scope (planned number of parallel classes) and enrolment capacity:**

Bachelor of Psychology: 278

Bachelor of Indonesian Literature: 120

Bachelor of History: 120

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**Programme cycle starts in:**

For all programmes: Summer semester (August)

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**Initial start of the programme:**

Bachelor of Psychology: 1996

Bachelor of Indonesian Literature: 1965

Bachelor of History: 1972

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**Type of accreditation:**

For all programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the study programmes Bachelor of Psychology (S.Psi.), Bachelor of Indonesian Literature (S.S.), Bachelor of History (S.Hum.) was made between FIBAA and Universitas Diponegoro (UNDIP) on February 16, 2021. On July 5, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI has agreed with the chosen experts. The panel<sup>1</sup> consisted of:

## **Dr. Gudrun Baumgartner**

FernUniversität in Hagen, Distance University, Hagen, Germany

Student of European Modernity: History and Literature (Focus on History) (M.A.), and Modern German Literature in media-cultural context (M.A.)

(Completed: Psychology (PhD), Social Behavioural Sciences (Master))

## **Dipl.-Psych. Dirk Diergarten**

Coaching Diergarten, Solingen, Germany

Self-employed management consultant, test developer, assessor for giftedness (Psychology, Human Resources, Methodology (Statistics), Personnel Selection, Test Psychology, Stress Research)

## **Prof. Dr. Bruno Klauk**

Hochschule Harz, University of Applied Sciences, Germany

Professor of Business Psychology Corporate Management, Human Resources and Organisation (Business Psychology, Psychology (Dipl.-Psych.), Human Resource Management, Organisation)

## **Prof. Dr. Fritz Schulze**

Georg-August-Universität Goettingen, Germany

Ass. Professor Southeast Asian Studies (Islamic Studies, Southeast Asian Studies, in particular: Indonesian Studies, including History, Languages, Literatures, Cultures, Religions)

## **Dr. Endang R. Surjaningrum**

Airlangga University in Surabaya, Indonesia

Ass. Professor at the faculty of Psychology (Clinical Psychology, Mental Health Research, Mental Health Social Science)

FIBAA project manager:

Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 7, 8 and 9, 2021 with representatives of the UNDIP via the video conferencing tool Zoom. The same cluster included an appraisal of the following bachelor programmes: Bachelor of Psychology (S.Psi.), Bachelor of Indonesian Literature (S.S.), Bachelor of History

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<sup>1</sup> The names are presented in alphabetical order.

(S.Hum.). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 9, 2021. The statement on the report was given up on November 14, 2021, it has been taken into account in the report on hand.

# Summary

The **Bachelor of Psychology (S.Psi.)** offered by Universitas Diponegoro (UNDIP) fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2021 and finishing on November 25, 2026, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect: Quality assurance and quality development with respect to contents, processes and outcomes<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirement:

- Condition:  
The University implements an evaluation form that collects student feedback about the workload for each course (see chapter 5).

Proof of meeting this condition is to be submitted by August 25, 2022.

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body (see Chapter 3.4.2) and Internationality of the faculty (see Chapter 3.4.3) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation

The panel members identified several areas where the programme could be further developed:

- The panel recommends further specification of the target group (see Chapter 1.1).
- The panel recommends combining the courses “Basic Social Psychology” and “Advanced Basic Psychology” into one course; as well as “Philosophy of Psychology” and “History of Psychology”. They also recommend reducing or combining courses of family psychology as there are many courses on this subject, while it is an elective and not a core course (see Chapter 3.1.1).
- The panel recommends to implement and emphasise more methodological content in the curriculum (e.g. course of multivariate analysis, discriminant analysis) and to implement a new course in advanced statistics (see Chapter 3.1.6).
- The panel strongly recommends updating the examination formats in the course descriptions, as they are not always clearly defined (see Chapter 3.1.7).
- The panel recommends the update of the course descriptions regarding the teaching staff, actual used literature as well as course descriptions to ensure an equal quality and length of the information given (see Chapter 3.2.1).
- The panel puts the slight recommendation to make sure that the didactical mean fits the academic standard (see Chapter 3.3.1).

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<sup>2</sup> These aspects are asterisk criteria which mean that they are essential for the study programme.

- The panel recommends that the number of international faculty as well as the number of faculty who have international work, study, or research experience should be increased (see chapter 3.4).
- The panel recommends increasing the number of international students, especially the number of international full-time students (see chapter 3.4).
- The panel recommends an even greater focus on international content to clarify the programme's international profile (see Chapter 3.4).
- The panel recommends including even more international literature to enhance the international qualification of the students (see Chapter 3.4).
- The panel recommends that the HEI continues to encourage lecturers to become professors, and to enhance the numbers of professors in the faculty even more (see chapter 4.1).
- The panel recommends including even more lecturers with practical business experience (see chapter 4.1).
- The panel recommends enhancing the cooperation with EU and US institutions (see Chapter 4.3).
- The panel recommends enhancing the cooperation with business enterprises and organisations (4.3).
- The panel recommends the development of a systematic approach for the continuous improvement and updating of literature in the library and online accessible resources (see Chapter 4.4).
- The panel recommends that students be informed about all evaluation results (see Chapter 5).
- The panel recommends alumni be informed about all evaluation results (see Chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see Chapter 1.3),
- Interdisciplinary thinking (see Chapter 3.1),
- Ethical aspects (see Chapter 3.1),
- Equality of opportunity (see Chapter 3.2),
- Alumni Activities (see Chapter 4.5)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.



The **Bachelor of Indonesian Literature (S.S.)** offered by Universitas Diponegoro (UNDIP) fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2021 and finishing on November 25, 2026, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect: Quality assurance and quality development with respect to contents, processes and outcomes<sup>3</sup>. They recommend the accreditation on condition of meeting the following requirement:

- Condition:  
The University implements an evaluation form that collects student feedback about the workload for each course (see chapter 5).

Proof of meeting these conditions is to be submitted by August 25, 2022.

Furthermore, the quality requirements that have not been fulfilled – and Internationality of the student body (see Chapter 3.4.2) and Internationality of the Faculty (see Chapter 3.4.3) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified several areas where the programme could be further developed:

- The panel recommends updating and modernising the methods (see Chapter 3.1).
- The panel recommends strongly to update the examination formats in the module descriptions, as they are not always clearly defined (see Chapter 3.1).
- The panel recommends to include an even broader variety of didactical approaches, including fieldwork and case studies (see Chapter 3.3).
- The panel recommends to include students as teaching tutors to support the learning process of the students even more (see Chapter 3.3).
- The panel recommends that the number of international faculty as well as the number of faculty who have international work, study, or research experience should be increased (see chapter 3.4).
- The panel recommends increasing the number of international students, especially the number of international full-time students (see chapter 3.4).
- The panel recommends to enhance the cooperation with EU and US institutions (see Chapter 4.3).
- The panel recommends the development of a systematic approach for the continuous improvement and updating of literature in the library and online accessible resources (see Chapter 4.4).
- The panel recommends that students should be informed about all evaluation results (see Chapter 5).
- The panel recommends alumni should be informed about all evaluation results (see Chapter 5).

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<sup>3</sup> These aspects are asterisk criteria which mean that they are essential for the study programme.

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme within the HEI's overall strategic concept (see Chapter 1.3),
- Integration of theory and practice (see Chapter 3.1),
- Interdisciplinary thinking (see Chapter 3.1),
- Ethical aspects (see Chapter 3.1),
- Equality of opportunity (see Chapter 3.2),
- International contents and intercultural aspects opportunity (see Chapter 3.4),
- Foreign language contents (see Chapter 3.4),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Cooperation with business enterprises and other organisations (see Chapter 4.3)
- Alumni Activities (see Chapter 4.5)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

The **Bachelor of History (S.Hum.)** offered by Universitas Diponegoro (Undip) fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2021 and finishing on November 25, 2026, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect Quality assurance and quality development with respect to contents, processes and outcomes<sup>4</sup>. They recommend the accreditation on condition of meeting the following requirement:

- Condition:  
The University implements an evaluation form that collects student feedback about the workload for each course (see chapter 5).

Proof of meeting these conditions is to be submitted by August 25, 2022.

Furthermore, the quality requirements that have not been fulfilled – and Internationality of the student body (see Chapter 3.4.2) and Internationality of the Faculty (see Chapter 3.4.3) – are not an asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified several areas where the programme could be further developed:

- The panel recommends focusing on history and reconsidering the proportion of culture in the content (see Chapter 1.1).
- The panel recommends condensing and modernising (e.g. course in global history) the topics. (see Chapter 3.1).
- The panel recommends updating and modernising the methods (see Chapter 3.1).
- The panel recommends strongly to update the examination formats in the module descriptions, as they are not always clearly defined (see Chapter 3.1).
- The panel recommends to include an even broader variety of didactical approaches, including fieldwork and case studies (see Chapter 3.3).
- The panel recommends to include students as teaching tutors to support the learning process of the students even more (see Chapter 3.3).
- The panel recommends that the number of international faculty as well as the number of faculty who have international work, study, or research experience should be increased (see chapter 3.4).
- The panel recommends increasing the number of international students, especially the number of international full-time students (see chapter 3.4).
- The panel recommends to include even more lecturers with practical business experience (see chapter 4.1).
- The panel recommends the development of a systematic approach for the continuous improvement and updating of literature in the library and online accessible resources (see Chapter 4.4).

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<sup>4</sup> These aspects are asterisk criteria which mean that they are essential for the study programme.

- The panel recommends that students should be informed about all evaluation results (see Chapter 5).
- The panel recommends alumni should be informed about all evaluation results (see Chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see Chapter 1.3),
- Positioning of the study programme on the job market for graduates („Employability“)(see Chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see Chapter 1.3),
- Integration of theory and practice (see Chapter 3.1),
- Interdisciplinary thinking (see Chapter 3.1),
- Ethical aspects (see Chapter 3.1),
- Equality of opportunity (see Chapter 3.2),
- International contents and intercultural aspects opportunity (see Chapter 3.4),
- Foreign language contents (see Chapter 3.4),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Cooperation with business enterprises and other organisations (see Chapter 4.3),
- Career counselling and placement service (see Chapter 4.5),
- Alumni Activities (see Chapter 4.5)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Universitas Diponegoro (UNDIP) is one of the oldest public universities in Indonesia and was established on January 09, 1957. It is located in Semarang, Central Java, Indonesia. Currently, Universitas Diponegoro has eleven faculties, one postgraduate programme, and one vocational school with 56,461 students in total. Since the enactment of the Government Regulation Number 52 of 2015, UNDIP holds the status of Legal Entity State University (PTNBH<sup>5</sup>).

According to the *4 International College & Universities (4ICU) UniRank*, UNDIP was part of the top three universities in Indonesia in 2021, and according to *Times Higher Education (THE) World University Ranking (WUR) 2021*, UNDIP was ranked fourth among nine universities in Indonesia, and was ranked 1001-1200 internationally. In addition, the *QS World University Rankings* ranked UNDIP 801-1000 in 2020.

UNDIP has a strong commitment to improve the quality of education towards global standards by continuously improving the quality of education for its students, increasing the quantity and quality of research and scientific publications, and contributing to society through community services. Therefore, its vision is that “Universitas Diponegoro is to become an excellent research university” nationally and internationally by being in the Top 500 of the QS World University Rankings. To realise this vision, UNDIP set the following goals:

- Organise education to produce excellent and competitive graduates.
- Conduct research-based publications as well as community services that produce publications, Intellectual Property Rights (IPR), textbooks, policies, and technologies, which are effective and efficient by prioritising local culture and resources.
- Developing professionalism, capability, and accountability in a good university governance, and independence in the administration of higher education.

In order to internationalise, UNDIP is opening international class programmes in various study programmes, allocating scholarship opportunities for applicants from abroad through the *Diponegoro Master Scholarship programme (DISS)* and the *Diponegoro Exchange Experience Programme (DEEP)*, and is also cooperating with leading universities in the world to facilitate UNDIP’s students to study abroad and vice versa.

In terms of quality assurance, most of the study programmes have been nationally accredited with an ‘A’ rating by the National Accreditation Agency for Higher Education (BAN-PT<sup>6</sup>) (cf. self-evaluation report p. 5).

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<sup>5</sup> Perguruan Tinggi Nasional Berbadan Hukum

<sup>6</sup> Badan Akreditasi Nasional Perguruan Tinggi

## Statistical data

### Bachelor of Psychology

		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b># Study Places</b>		200	210	250	350	360
<b># Applicants</b>	$\Sigma$	6554	5051	8096	5176	10688
	f					
	m					
<b>Application rate</b>		3277,00%	2405,24%	3238,40%	1478,86%	2968,89%
<b># First-Year Student</b>	$\Sigma$	201	230	246	335	377
	f	153	177	201	260	310
	m	48	53	45	75	67
<b>Rate of female students</b>		76%	77%	82%	78%	82%
<b># Foreign Students</b>	$\Sigma$	0	0	0	26	19
	f				16	11
	m				10	8
<b>Rate of foreign students</b>		0	0	0	7,76%	5,04%
<b>Percentage of occupied study places</b>		100,50%	109,52%	98,40%	95,71%	104,72%
<b># Graduates</b>	$\Sigma$	197	178	192	195	153
	f	146	140	141	148	130
	m	51	38	51	47	23
<b>Success rate</b>		98,01%	77,39%	78,05%	73,03%	53,87%
<b>Dropout rate</b>		1,99%	22,61%	21,95%	26,97%	46,13%
<b>Average duration of study</b>		4 years 10 months	4 years 8 months	4 years 6 months	4 years 4 months	4 years 3 months
<b>Average grade of final degree</b>		3,29	3,36	3,37	3,42	3,48

Bachelor of Indonesian Literature

		1. Cohort : 2016	2. Cohort : 2017	3. Cohort : 2018	4. Cohort : 2019	5. Cohort : 2020
# Study Places		80	110	150	165	165
# Applicants	∑	1444	1558	2211	1312	1704
	f					
	m					
Application rate		1805,00%	1416,36%	1474,00%	795,15%	1032,73%
# First-Year Student	∑	69	118	139	159	164
	f	54	83	105	82	124
	m	15	35	34	77	40
Rate of female students		0,782608696	0,703389831	0,755395683	0,51572327	0,756097561
# Foreign Students	∑	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		86,25%	107,27%	92,67%	96,36%	99,39%
# Graduates	∑	105	119	119	133	73
	f	72	88	90	87	53
	m	33	31	29	46	20
Success rate		74,33%	83,34%	81,99%	89,14%	85,25%
Dropout rate		25,67%	16,66%	18,01%	10,86%	14,75%
Average duration of study		4 tahun 6 bulan	4 tahun 6 bulan	4 tahun 5 bulan	4 tahun 7 bulan	4 tahun 8 bulan
Average grade of final degree		3,40	3,37	3,40	3,40	3,45

## Bachelor of History

		1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)
# Study Places		80	90	100	130	130
# Applicants	Σ	875	856	1108	1204	1262
	f					
	m					
Application rate		1093.75%	951.11%	1108.00%	926.15%	970.77%
# First-Year Student	Σ	67	98	97	122	167
	f	29	64	57	66	106
	m	38	34	40	56	61
Rate of female students		0.4328358209	0.6530612245	0.587628866	0.5409836066	0.6347305389
# Foreign Students	Σ	0	1	11	0	0
	f	0	0	8	0	
	m	0	1	3		
Rate of foreign students		0	0.01020408163	0.1134020619	0	0
Percentage of occupied study places		83.75%	108.89%	97.00%	93.85%	128.46%
# Graduates	Σ	44	56	43	89	79
	f	23	32	30	45	34
	m	21	24	13	44	43
Success rate		83.02%	81.16%	62.26%	85.58%	75.24%
Dropout rate		16.98%	18.8%	37.74%	14.42%	24.76%
Average duration of study		5 years 4 months	5 years 8 months	5 years 3 months	5 years 9 months	5 years 3 months
Average grade of final degree		3.5	3.3	3.35	3.25	3.43

## Appraisal

The panel notices that the study places of the study programme are sought by many applicants, so the HEI increased the number of study places gradually. Although some steps have been taken to increase foreign students, the number of foreign students who are fully enrolled is low. UNIP explained the considerably higher dropout rate due to the following reasons: Students register in a study programme that is not their first option and therefore change the study programme later. Students of the Bachelor of History may have economic difficulties to meet their study needs, as a majority has a lower middle class background. To meet this difficulty the government provides access to scholarships through UNIP (e.g. Bidikmisi Scholarship). To overcome the dropout rate every study programme regularly organises meetings with their students. Also the supervisors guide those students who are prone to drop out. Regular monitoring and evaluation through Whatsapp groups is carried out. Academic advisors and thesis supervisors address students' challenges and inform over their thesis progress.



# Programme Description and Appraisal in Detail

## 1 Objectives

### 1.1 Objectives of the study programmes (Asterisk-Criterion)

#### **Bachelor of Psychology (PSY)**

Academic skills acquired by graduates are in line with scope of the study based on the Decree of the Indonesian Organizing Association of Higher Education in Psychology (AP2TPI) Number 01/Kep/AP2TPI/2019 on the core curriculum of the Bachelor of Psychology.

Special skills acquired by graduates include the ability

- to perform psychological assessments,
- to develop psychological measurement instruments,
- to analyse non-clinical and behavioural psychological problems,
- to carry out psychological interventions,
- to convey conceptual ideas and psychological research results orally and in written forms,
- to account for work results based on the Psychological Ethics Code of the Indonesian Psychology Association (HIMPSI) of Indonesian Psychological Association (HIMPSI),
- to create programmes for family resilience,
- to understand consumers' behaviour, marketing and managerial strategies, and
- to analyse as well as evaluate human relation issues in various settings.

The competences of a graduate shall open job opportunities, such as counsellor, assessor, educator, independent entrepreneur, trainer/facilitator, consultant, programme developer, assistant psychologist, as well as marketing and public relations practitioner. After completing the study in Bachelor of Psychology, the graduates are able to work in government agencies either at central or regional level, state-owned enterprises, private companies, institutions engaged in health sector (public hospital, mental hospital, psychology clinic), institutions engaged in in educational sector (schools and universities), and be entrepreneurs (owning schools and psychology bureaus).

#### **Bachelor of Indonesian Literature (IL)**

Bachelor of Indonesian Literature provides graduates with academic skills in the theory and methodology of linguistics, literature, and philology. The academic skills possessed by students include the ability:

- to apply theories in the study and research of language, literature, philology, and culture;
- to be good editors of Indonesian language;
- to be consultants and instructors of Indonesian language;
- to become entrepreneurs in the area of language, literature, philology and culture;
- to analyse Indonesian and local literary works;
- to edit and analyse old and new literary texts with various theoretical viewpoints and new scientific methods;
- to think critically and publish literary works.

Upon completion of their studies, graduates may pursue careers in public/private universities as well as in institutions of basic and advanced education, electronic/printed mass media, language agencies and centres, broadcasting and film, in the government sector, and in banks and corporations.

### **Bachelor of History (HI)**

Bachelor of History equips graduates with academic skills, such as ability in the field of historical theory and methodology, the substance of Indonesian history, and history of other countries in relation to Indonesian history. In particular, graduates possess academic and applied skills in the fields of maritime history and culture, social research method, historical learning and teaching methods, cultural heritage management, tourism management, historical asset management as well as industrialisation and banking history, popular writing, and historical cinematography. Graduates are also equipped with skills in tracing historical sources, selecting historical facts, and publishing scientific works. The competency ability is in accordance with the Association of Indonesian History Study Programs (PPSI). Bachelor of History is actively involved in this organisation as a committee member.

In addition to the field of science, the ability of special skills given to graduates is also related to the ability of information and communication technology. For example, the use of the latest relevant applications which are needed for film editing is promoted in the programme. Graduates are also required to have high moral integrity, to be open and adaptive in responding to the development of the era through the lecture process, assignments, and training.

Bachelor of History graduates are able to work in various fields in accordance with scientific expertise, including teachers at public and private secondary schools, employees at government agencies both at central and regional level, employees at companies under state-owned enterprises (BUMN) and private companies, museums, police and military, as well as archival and library institutions. Graduates are also able to create jobs by establishing businesses that are engaged in the publishing sector, tourism (tour and travel), and creative content.

### **For all study programmes**

The mechanism for compiling and evaluating the achievement of these goals is conducted by considering the needs of all stakeholders, for example industry, graduates, government, scholarship providers and other stakeholder groups. Therefore, updating efforts are made continuously. Changes and adjustments to the qualifications and learning outcomes are also made if there are things deemed necessary.

Regarding the Bachelor programmes the curriculum is aligned with the Indonesian National Qualifications Framework (KKNI) corresponding to level 6 and the National Higher Education Standards (NHES/SNPT<sup>7</sup>).

## **Appraisal:**

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

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<sup>7</sup> *Standar Nasional Perguruan Tinggi*

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

However, the panel perceives the specification of the target group of the **Bachelor of Psychology** as too broad and therefore **recommends** a more precise specification of the target group.

Furthermore, regarding the **Bachelor of History**, the panel **recommends** focusing on history and reconsidering the proportion of culture in the content.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X <sup>8</sup>		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

### **Bachelor of Psychology (PSY)**

The objectives of Bachelor of Psychology related to international orientation are

- to provide psychological education that is inclusive to other sciences and adaptive to current development in order to produce lifelong learner graduates, who are able to act in an intercultural and global environment;
- to perform excellent research related to family psychology and relevant fields that are responsive to current development by prioritizing local culture and resources, to produce scientific publications at both national and international levels, as well as intellectual property rights, which initiate and stimulate changes in science, knowledge, technology, and arts (IPTEKS); and
- to work in collaboration with national and international institutions supporting the improvement of all academic society members and output quality in the fields of education, research, and community service.

Graduates are expected to work at the international level. The faculty has prepared students to participate in international level by:

- implementing learning process using books and articles in English as references;
- implementing various scientific activities (guest lectures with foreign academic and professional speakers in the field of psychology), international seminar and webinar with foreign and Indonesian diaspora speakers;
- implementing summer course that allows students to interact and exchange culture with foreign students;

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<sup>8</sup> All programmes

- supporting students to participate in student exchange programmes, for example through Association Internationale des Étudiants en Sciences Economiques et Commerciales (AIESEC). Students participating in the programme include persons from Vietnam, Cambodia, India, Taiwan, South Korea, Slovakia and Sri Lanka.

### **Bachelor of Indonesian Literature (IL)**

The international outlook of the Bachelor of Indonesian Literature is supported by the following aspects:

- Involvement in the PIBSI International Seminar in 2017 by inviting lecturers from several universities abroad as speakers, such as the University of Leeds (UK), Leiden University (Netherlands), Universitas Kebangsaan Malaysia, and practitioners from the USA. In addition, public lectures, international webinars are also held by the Bachelor of Indonesian Literature from 2017 to 2020. It is done to help students find and determine various new topics of interest in research in the fields of language, literature, and philology. This activity invites public speakers from abroad, such as representatives of the Leiden University (Netherlands), Toyo University (Japan), Hamburg University (Germany), Leeds University (UK).
- Organizing summer courses which have been conducted annually since 2019, these programmes focus on learning Indonesian and local culture, namely “batik”. Active participants come from various countries: Malaysia, Germany, Sudan, Afghanistan, Australia, India, Pakistan, Sri Lanka and Bangladesh.
- Organizing the learning programme for BIPA<sup>9</sup> course since 2000 in collaboration with UNDIP International Office volunteer for the course as a form of BIPA teaching practice. The task of students is to accompany foreigners in activities outside the classroom, such as practicing speaking in Indonesian. In addition, volunteers also assist foreigners in learning culture (batik, dancing traditional dances and macapat (traditional Javanese songs). BIPA participants come from Australia; Asian countries including Myanmar, Vietnam, Korea, Japan, Thailand, China, Timor-Leste, Palestine and Pakistan; European countries including Russia, France, Poland, and the Netherlands; From African countries such as Egypt, Uganda, Burundi, Ethiopia, Sierra-Leone, Rwanda and Madagascar; and North American, countries such as USA and Canada. Some of the students of BIPA class are actively involved in the annual International Student Summit.
- The lecturers of the Bachelor of Indonesian Literature are actively involved as speakers and presenters in various international scientific activities, such as the International Conference on Southeast Asian Maritime World (ICONSEAMO, 2018), International Conference on Energy, Environment, Epidemiology, and Information System (ICENIS, 2019-2020), International Seminar on Social Science, Humanities, and Education (ISSHE, 2020), International Conference on Culture, Literature, Language Maintenance, and Shift (CL-LAMAS, 2019). Scientific articles as research outputs for each lecturer have been published in accredited national journals, scientific journals indexed by the Scopus Journal of Hunan University, and international proceedings indexed by the Scopus International Symposium on Indonesian Politics, ICISPE.
- Establishing MoU (Memorandum of Understanding) with universities within and outside the country, such as China Xi'an International Students University in 2019. This collaboration has resulted in a programme of student visits participated by a number of students.

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<sup>9</sup> The BIPA (Indonesian for Foreign Speakers) course programme is organized by the Indonesian Literature Undergraduate Study Program, Faculty of Cultural Sciences (FIB) at UNDIP.

- English books and articles are used as references in the courses of the study programmes.

In addition, students learn foreign languages in courses such as English, Academic English, Korean, and Arabic Grammar. Therefore, **the Bachelor of Indonesian Literature** supports and opens opportunities for graduates to continue their education or find work abroad.

### **Bachelor of History (HI)**

The international orientation of the Bachelor of History is intended for students to have the opportunity to interact with foreign lecturers and students. Thus, efforts are undertaken which include:

- The curriculum is prepared by taking into account the development of historical sciences in the international world. The course content and learning materials include books and articles written by foreign and local scholars who have international reputation.
- Organisation of international seminars, public lectures, and diaspora forums. There are several international conferences and seminars that have been held and attended by lecturers such as the National Seminar on Caring for Collective Memory, Strengthening National Integration, International Conference on Southeast Asian Maritime World (ICONSEAMO); International Conference on Energy, Environment, Epidemiology and Information System (ICENIS); International Seminar on Language, Cultural, and History (ISLCH); as well as International Conference on Culture, Literature, Language Maintenance and Shift (ICL-LAMAS).
- Bachelor of History facilitates students to participate in academic activities at the international level, for instance accepts foreign students, and assists them in academic activities in Indonesia. Several activities that have been followed by the Bachelor of History students such as International Student Week in Ilmenau (ISWI) in Ilmenau, Germany; 4th Social Justice Program; ASEAN Startup Accelerator 2nd Class; 13th Graduate Forum on Southeast Asian Studies.
- Students get the opportunity to become counterpart students in the field trip programmes, summer courses, as well as in the Wellbeing Program in Asia organised by Nagoya University (Japan) in collaboration with the Center for Asian Studies in FIB at UNDIP.
- Collaborations with foreign universities and sending lecturers as guest lecturers under the Visiting Lecturer or Visiting Professor Programme.
- Conducting joint research and publications with partners from several foreign universities (Toyo University (Japan), Nanzan University (Japan), International Islamic University Malaysia, National University of Singapore, and National Cheng Kung University (Taiwan)).
- Collaborating in an international programme, namely Women Leaders Programme to Promote well-being in Asia which was initiated by Nagoya University in Japan with some universities in Indonesia, Philippines, and Thailand.
- Encouragement of lecturers to write articles in reputable international journals. Lecturers in the Bachelor of History have successfully published their articles in SCOPUS indexed journals and the Web of Science.
- UNDIP requires that bachelor graduates must have a minimum TOEFL score of 400, including Bachelor of History students.
- Bachelor of History facilitates students have participated in foreign language trainings, which include English, Dutch, Korean, Italian, and Turkish organized by the Faculty of Humanities.

## Appraisal:

The programmes' design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

## 1.3 Positioning of the study programmes

### **Bachelor of Psychology (PSY)**

The strengths of the Bachelor of Psychology are according to UNDIP as follows (cf. self-evaluation report p. 24):

- “A” accreditation according to the Decree Number 1109/SK/BAN-PT/Akred/S.IV/2018<sup>10</sup>;
- it is the only study programme that offers a main focus on family psychology;
- three specializations: Industrial and Organizational and Social Psychology, Educational and Developmental Psychology, and Clinical and Health Psychology;
- strong alumni and stakeholder support: Alumni and stakeholders provide input related to the institution development, learning process, and improvement of students and graduates' skills and capabilities. Results and evaluations based on the criteria of these surveys become the guidelines for improving the curriculum.

UNDIP is included in University rankings, which take into account teaching, research, knowledge transfer, and international outlook: QS WUR 2020 (ranked eighth nationally, 801–1000 in the world), The Emerging Economics 2021 (ranked sixth nationally, 401–500 internationally).

Based on four International Colleges and Universities 2020 Indonesian University Rankings the main competitors of the Bachelor of Psychology at UNDIP are the Universitas Indonesia and Universitas Gadjah Mada.

Tracer study<sup>11</sup> data show that 89 % of graduates work in line with the qualifications obtained in the Bachelor programme. Graduates work in the field of developmental and educational psychology (counsellors, assessors, lecturers, counselling guidance teachers, researchers, educational psychologists, trainers, assistant psychologists, and educational consultants); clinical and health psychology (counsellors, clinical psychologists, researchers, programme developers, assistant psychologists, and assessors); industrial, organisational, social psychology (HR consultants, assessors, researchers, entrepreneurs, leaders, trainers, programme developers, marketing practitioners).

<sup>10</sup> See <https://psikologi.undip.ac.id/program-studi-sarjana/>, last access: 23.10.2021

<sup>11</sup> A tracer study is carried out every six months after graduation period, in the form of surveys performed by faculty and University. Recent data show that 1,047 alumni have been tracked in the faculty's tracer studies over the past four years (cf. self-evaluation report p. 28).

In 1996, due to demand from the community and prospective students, UNDIP opened the Bachelor of Psychology programme and to this day, the interest of prospective students always increased (see statistical data above). Bachelor of Psychology is currently under the auspices of Faculty of Psychology and Master of Psychology.

Vision and mission of the Faculty is "to be the centre of development of family-based psychology that is adaptive to the changing time in Southeast Asia in 2025" and it is in line with the vision of UNDIP, while the mission of the Faculty is to focus on the quality improvement of education, research and publication, and community service. The educational values of the Faculty cannot be separated from values developed by UNDIP, which are honesty, bravery, concern, and fairness (cf. self-evaluation report pp. 29-30).

### **Bachelor of Indonesian Literature (IL)**

The study programme has its own specialty with a focus on coastal culture, as shown in the following courses: Coastal Culture and Islamic Boarding School Literature Studies. This is in accordance with the vision of Bachelor of Indonesian Literature UNDIP: "In 2025, the Bachelor of Indonesian Literature will become a centre for education, study, research, community service, and development of language, literature, philology, and coastal culture" (cf. self-evaluation report p. 25).

The reasons prospective students choose the Bachelor of Indonesian Literature UNDIP are according to the University as follows:

- "A" accreditation since 2004 by the National Accreditation Board for Higher Education of the Republic of Indonesia;
- specific courses on coastal culture that are not available in other universities in Indonesia;
- three specialisations: linguistics, literature and philology which can be taken in the sixth semester;
- the location of Bachelor of Indonesian Literature campus is strategic with affordable living costs, and admission are open to Senior High Schools (SMA)/Islamic High Schools (MA) graduate majoring in Natural Sciences, Social Sciences, Language, and Religion, or Vocational High Schools (SMK) graduate with various majors;
- strong alumni and stakeholder support: Alumni and stakeholders provide input related to the institution development, learning process, and improvement of students and graduates' skills and capabilities. Results and evaluations based on the criteria of these surveys become the guidelines for improving the curriculum.

In addition, Bachelor of Indonesian Literature is under the auspices of UNDIP with a vision of becoming an excellent research University, and has an international reputation such as being ranked fourth nationally and ranked 401-500 in the world according to Times Higher Education (THE) World University released in 2021; QS WUR Graduate Employability Rankings 2020; QS AUR 2020 (ranked 9th in Indonesia, 281-290 in Asia).

The main competitor of the Bachelor of Indonesian Literature UNDIP is the similar study programme with the same level of accreditation (A); Universitas Indonesia and Universitas Gadjah Mada.

Graduates of the Bachelor of Indonesian Literature may pursue a variety of career in various fields, covering public and private universities, educational institutions (elementary schools, junior high schools, senior high schools, and vocational high schools), language agencies,

language centres, library centres, broadcasting and film, electronic and printed media, banking, state apparatus, and in companies.

According to tracer studies and alumni tracking questionnaires, the average time it takes for a graduate to find a job is between six to twelve months after completing their study. Through the results of a tracer study, graduates in 2015-2019 have worked in various sectors with the private sector being the most dominant.

Bachelor of Indonesian Literature is one of the study programmes in the Literature Department, which belongs to the Faculty of Humanities.

Bachelor of Indonesian Literature UNDIP has the following vision: "In 2025, the Bachelor of Indonesian Literature will become a centre for education, study, research, community service, and development of language, literature, philology, and coastal culture". Meanwhile, this vision has been aligned with the vision and mission of the faculty to support the University vision to become "The Excellent Research University". Thus, the Bachelor of Indonesian Literature has a pervasive research spirit in accordance with the long-term goal of UNDIP.

### **Bachelor of History (HI)**

The strengths of the Bachelor of Psychology are as follows according to UNDIP (cf. self-evaluation report p. 26):

- "A" accreditation since 2003 by the National Accreditation Board for Higher Education of the Republic of Indonesia;
- The curriculum includes courses to meet the demands of the job market such as, Tourism Management, Cultural Heritage Management, Historical Cinematography, Applied History, Entrepreneurship, Historical Asset Management, and Museology.
- By participating in education and training, graduates are able to obtain certificates in from the National Education Standards Agency (BNSP);
- programme-specific facilities (e.g. Audio Visual Room, and History Laboratory);
- strong alumni and stakeholder support: Alumni and stakeholders provide input related to the institution development, learning process, and improvement of students and graduates' skills and capabilities. Results and evaluations based on the criteria of these surveys become the guidelines for improving the curriculum.

Bachelor of History is part of UNDIP which has an international reputation, ranked 4th nationally and ranked 401-500 in the world according to Times Higher Education (THE) World University released in 2021; QS WUR Graduate Employability Rankings 2020; QS AUR 2020 (ranked 9th in Indonesia, 281-290 in Asia).

According of the HEI, the Bachelor of History is one of the study goals for graduates from senior high school majoring in science and social sciences, Islamic senior high school (MA), and vocational high schools (SMK) in the fields of graphic design, accounting, and so forth. It is shown by a significant increase in the number of Bachelor of History applicants in 2016 reaching 44.28 %, from 875 to 1,262 applicants (cf. self-evaluation report p. 26).

The main competitors are the Universitas Gadjah Mada and Universitas Indonesia. However, each study programme developed a different specialisation. As a member of the Association for History Study Programmes throughout Indonesia (PPSI), Bachelor of History follows the agreements of study programme organization in curriculum preparation.



Bachelor of History curriculum is structured based on the development of historical sciences, community needs, and the job market.

This includes Tourism Management, Cultural Heritage Management, Historical Cinematography, Applied History, Entrepreneurship, Historical Asset Management, and Museology. Through these courses, graduates are expected to become job creators in historical fields, e.g. as creative content creators (YouTube and Instagram).

The efforts made to meet the competencies required in these fields of work include inviting alumni to become resources in historical curriculum and methodology workshops, public lectures, and training.<sup>12</sup>

Bachelor of History is also in accordance with the Indonesian National Work Competency Standards (SKKNI) in the field of History in occupational positions as History Writers and History Consultants, and has relevance to the SKKNI for Museum sector and Cultural Heritage Conservation. By participating in education and training, graduates are able to obtain certificates in this field from the National Education Standards Agency (BNSP).

Bachelor of History belongs to the History Department, Faculty of Humanities. There are three study programmes under the History Department which consist of Bachelor of History, Master Programme of History, and Doctoral Programme of History. These study programmes are important to implement the strategic concept of UNDIP.

UNDIP has set the main scientific pattern in developing coastal areas which is called Coastal Eco Development. It serves as the basis development programmes for Bachelor of History which focuses on the studies of Maritime History and Culture. Bachelor of History has also opened a Research Center on Maritime History and Global Interaction where problems on the history and culture of maritime and coastal communities in the global perspective are studied.

## Appraisal:

The reasons given for the positioning in the educational market of the study programme **Bachelor of Indonesian Literature** are plausible.

The University has thoroughly examined the educational market through the input of alumni and stakeholders related to the institution development and used the results in establishing its own unique and competitive profile for the **Bachelor of Psychology** and **Bachelor of History**. The Bachelor of Psychology is the only Psychology programme that main focus on family psychology. The Bachelor of History shows a unique focus on maritime history and coastal culture. This is significant because the history of the Indonesian Archipelago is for the greater part determined by seaborne relationships on a local as well as a supraregional level. A second unique focus is historical cinematography.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates of the **Bachelor of Psychology** and the **Bachelor of Indonesian Literature** are plausibly set forth.

The University has thoroughly analysed the job market for graduates of the **Bachelor of History** and has comprehensively incorporated the results in the study programme. Local research projects (field work) help putting historical knowledge into context and qualify

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<sup>12</sup> The tracking of graduates is carried out through a tracer study which in this case is undertaken through the university tracer study link. Recent data shows that 642 alumni have been tracked in the faculty's tracer studies over the past 5 years (cf. self-evaluation report p. 29).

graduates for possible job opportunities (e.g. in government). Graduates find a variety of job opportunities in museums, archives, in the field of tourism, or as teachers.

The study programme **Bachelor of Psychology** is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

The study programmes' qualification goals constitute the core of the HEI's or faculty's strategy and are sustainably implemented for the **Bachelor of Indonesian Literature** and the **Bachelor of History**. Both study programmes have a clear focus on coastal culture and coastal resp. maritime history and thereby complement each other.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		PSY, HI	IL		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		HI	PYS, IL		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		HI, IL	PSY		

## 2 Admission

The Ministry of National Education provides an admission guideline for new undergraduate students that must be followed by state universities in Indonesia. There are several paths for undergraduate candidates to apply, namely the *National Selection for State University* (SNMPTN<sup>13</sup>), the *Joint Entrance Test for State University Admission* (SBMPTN<sup>14</sup>) and the *Independent Selection* (UM). Professional experience is not mandatory for undergraduate applicants, while in a postgraduate programme, applicants may have professional experiences. The requirements for national and international student admission are reflected by the strategic objectives of the study programmes to obtain the best candidates who will complete their studies successfully. For the registration process, applicants are required to have complete documents, such as a diploma or school graduation certificate, report cards, ID Card (KTP), and Family Card (KK).

UNDIP officially regulates the admission requirements in the document 'Regulation of the rector of Universitas Diponegoro number 1 of 2020 on new student admission at Universitas Diponegoro'. The University has several student admission selection paths for undergraduate students (cf. self-evaluation report pp. 32-38):

- National Selection for State University Admission (SNMPTN)  
This option is implemented and managed nationally by the Higher Education Entrance Test Institution (LTMPT) under the Ministry of Education and Culture of the Republic of Indonesia. Selection is made based on the results of academic achievements and/or portfolios.
- Joint Entrance Test for State Universities (SBMPTN)  
This option is carried out by the HHEETI as well and is based on the results of the Computer Based Examination (CBE) test scores.
- Independent Selection (UM) for the Undergraduate Programme  
This assessment is based on report cards and CBT exams organized by UNDIP. The decision-maker and board members for the selection of admission are the rector, vice-rectors, Dean, and members of the quality assurance team.

English language skills are required for reading study materials as well as understanding lectures taught in English. Therefore, all applicants must take an English language test. For the students, a written test in English is oriented towards understanding a text. International students do not need to do the test but have to attach a certificate with a minimum TOEFL score of 525.

International students have to have the ability to speak Indonesia 375 UKBI<sup>15</sup> at the end of semester 3. Language courses for Bahasa Indonesia as well as English are available at UNDIP's Faculty of Cultural Science and are free to access for the students as extra-curricular courses.

On the website of UNDIP, prospective students can find information on the admissions process, such as application requirements and registration procedures, as well as on the costs, and type of required tests. Further, UNDIP provides counselling by student counselling

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<sup>13</sup> Seleksi Nasional Masuk Perguruan Tinggi Negeri

<sup>14</sup> Seleksi Bersama Masuk Perguruan Tinggi Negeri

<sup>15</sup> Uji Kemahiran Berbahasa Indonesia (UKBI) is a test of Indonesian language proficiency.

services and other help centres for prospective students e.g. to clarify specific questions on scholarships, the administrative and technical requirements of required tests, and career perspectives. A personal consultation is provided during office hours (8 am to 2 pm), either in person, by phone, email, WhatsApp, or online chat. UNDIP also provides advice to prospective applicants at high schools or other exhibition events.

All admissions of new students from within or outside Indonesia are conducted centrally at the University. The test management is carried out by a committee appointed by the Rector of UNDIP. This committee's tasks include the preparation, implementation, and results management of the tests. UNDIP is responsible for the transparency and documentation of procedures as well as for admissions decisions on special tests that are held by the HEI. The data of the results is submitted to the management to be discussed with the Deans to make a decision. The results of the decision are then stated in a Rector Decree which can be accessed online though not everyone can access the test results. To facilitate the implementation and to maintain the quality, Standard Operating Procedures (SOP's) have been developed for all admissions pathways. Admission procedures are documented and accessible by interested parties; admission decisions are based on transparent criteria and communicated in writing.

## Appraisal:

The panel has the view that the admission procedure for the programmes are clearly regulated and conducted in compliance with the requirements of the Ministry of National Education. The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service at UNDIP for clarification of specific questions, of personal aptitude or career perspectives. Personal dialogue between applicants and UNDIP is provided by defined office hours, in person, by phone, email, WhatsApp, or online chat.

In terms of selection procedure, it is a nationally centralised process, so there is clear transparency. During the interview with the students and alumni it became clear that the admission and selection procedure was perceived as transparent.

Applicants receive a letter if they have not been accepted. In doing so, the government commits to communicating the response and is thus based on transparent criteria and communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3 Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### For all study programmes

As a public institution, there is no flexibility with regard to the name of the study programme. The degrees and the names of the study programmes have been determined by the Government of Republic Indonesia. As a result, those are highly regulated, so UNDIP only has the flexibility to formulate the contents of curriculum and the ways to implement them.

##### Bachelor of Psychology (PSY)

The curriculum of Bachelor of Psychology is designed towards the achievement of learning outcomes, mastery of knowledge, and graduate competence in accordance with the demand of the job market (cf. self-evaluation report p. 39).

Curriculum overview:

##### 1<sup>st</sup> Semester

Course Unit No.	Title of Course Unite / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5.	6.	7.	8.
<b>CU1</b>	<b>Course Unit 1</b>								
UNW00-002	Pancasila	2							
<b>CU2</b>	<b>Course Unit 2</b>								
UNW00-004	Indonesian Language	2							
<b>CU3</b>	<b>Course Unit 3</b>								
UNW00-006	English	2							
<b>CU4</b>	<b>Course Unit 4</b>								
UNW00-005	Sports	1							
<b>CU5</b>	<b>Course Unit 5</b>								
KPS21-301	History of psychology	2							
	History of psychology								
<b>CU6</b>	<b>Course Unit 6</b>								
KPS21-302	Mental process and functioning	2							
<b>CU7</b>	<b>Course Unit 7</b>								
KPS21-303	Biopsychology	2							
<b>CU8</b>	<b>Course Unit 8</b>								
KPS21-306	Developmental psychology: Childhood and adolescence	3							
<b>CU9</b>	<b>Course Unit 9</b>								
KPS21-304	Philosophy of Psychology	2							
<b>CU10</b>	<b>Course Unit 10</b>	2							

KPS21-305	Personal and career development									
<b>TOTAL</b>		<b>20</b>								

### 2<sup>nd</sup> Semester

<b>CU11 Course Unit 11</b>			<b>2</b>							
UNW00-001	Islamic Religious Education									
UNW00-001	Christian Religious Education									
UNW00-001	Catholic Religious Education									
UNW00-001	Hindu Religious Education									
UNW00-001	Buddhist Religious Education									
UNW00-001	Konghucu Religious Education									
<b>CU12 Course Unit 12</b>										
UNW00-003	Citizenship		<b>2</b>							
<b>CU13 Course Unit 13</b>										
KPS21-313	Basic statistics		<b>2</b>							
<b>CU14 Course Unit 14</b>										
KPS21-406	Developmental psychology: Adulthood and the Elderly		<b>3</b>							
<b>CU15 Course Unit 15</b>										
KPS21-309	Personality psychology		<b>3</b>							
<b>CU16 Course Unit 16</b>										
KPS21-310	Phenomenology and Existentialism		<b>2</b>							
<b>CU17 Course Unit 17</b>										
KPS21-311	Psychology of Learning		<b>2</b>							
<b>CU18 Course Unit 18</b>										
KPS21-312	Basic social psychology		<b>3</b>							
<b>CU19 Course Unit 19</b>										
KPS21-307	Mental health		<b>2</b>							
<b>CU20 Course Unit 20</b>										
BSJ21-348	Clinical psychology		<b>3</b>							
<b>TOTAL</b>			<b>24</b>							

### 3<sup>rd</sup> Semester

<b>CU21 Course Unit 21</b>										
BSJ21-313	Advanced personality psychology			<b>3</b>						
<b>CU22 Course Unit 22</b>										
BSJ21-314	Psychological measurements			<b>4</b>						
<b>CU23 Course Unit 23</b>										
BSJ21-315	Methods in quantitative research			<b>4</b>						
<b>CU24 Course Unit 24</b>										
BSJ21-316	Advanced social psychology			<b>3</b>						

<b>CU25</b>		<b>Course Unit 25</b>								
BSJ21-317	Psychodiagnostic 1: Observation and interview			4						
<b>CU26</b>		<b>Course Unit 26</b>								
BSJ21-318	Industrial and organizational psychology			3						
<b>CU27</b>		<b>Course Unit 27</b>								
BSJ21-319	Educational psychology			3						
<b>TOTAL</b>				<b>24</b>						

#### 4th Semester

<b>CU28</b>		<b>Course Unit 28</b>								
KPS21-315	Psychodiagnostic 2: Personality assessment			3						
<b>CU29</b>		<b>Course Unit 29</b>								
KPS21-316	Psychodiagnostic 3: Intelligence assessment			3						
<b>CU30</b>		<b>Course Unit 30</b>								
KPS21-415	Methods in experimental research			4						
<b>CU31</b>		<b>Course Unit 31</b>								
KPS21-317	Psychopathology			3						
<b>CU32</b>		<b>Course Unit 32</b>								
KPS21-324	Counseling psychology			2						
<b>CU33</b>		<b>Course Unit 33</b>								
KPS21-325	Family psychology			3						
<b>CU34</b>		<b>Course Unit 34</b>								
KPS21-318	Consumer behavior and marketing psychology			2						
<b>CU35</b>		<b>Course Unit 35</b>								
KPS21-319	Psychology of Nusantara			2						
<b>CU36-41</b>		<b>Course Unit 36-41 (additional &amp; optional courses)</b>								
KPS21-511	Sports psychology									
KPS21-521	Developmental psychology: Early childhood									
KPS21-531	School psychology									
KPS21-541	Leadership psychology									
KPS21-551	Environmental psychology									
KPS21-561	Health psychology									
<b>TOTAL</b>				<b>24</b>						

#### 5th Semester

<b>CU42</b>		<b>Course Unit 42</b>								
UNW00-007	Entrepreneurial psychology					2				
<b>CU43</b>		<b>Course Unit 43</b>								
KPS21-410	Methods in qualitative research					4				



<b>CU44</b>		<b>Course Unit 44</b>									
KPS21-424	Assessment and intervention in developmental psychology								3		
<b>CU45</b>		<b>Course Unit 45</b>									
KPS21-425	Assessment and intervention in educational psychology								3		
<b>CU46</b>		<b>Course Unit 46</b>									
KPS21-426	Assessment and intervention in social psychology								3		
<b>CU47</b>		<b>Course Unit 47</b>									
KPS21-425	Family-empowered intervention								3		
<b>CU48</b>		<b>Course Unit 48</b>									
KPS21-320	Training design and techniques								2		
<b>CU49-59</b>		<b>Course Unit 49-59 (additional &amp; optional courses)</b>									
KPS21-512	Psychology of religion										
KPS21-513	Psychology of sex										
KPS21-522	Gerontology										
KPS21-523	Positive parenting										
KPS21-532	Nonformal and informal education										
KPS21-533	Inclusion and special education										
KPS21-542	Ergonomics and time-and-motion study										
KPS21-543	Industrial relations										
KPS21-552	Communication psychology										
KPS21-553	Crowd psychology										
KPS21-562	Psychotherapy										
<b>TOTAL</b>									<b>24</b>		

### 6th Semester

<b>CU60</b>		<b>Course Unit 60</b>									
KPS21-423	Human Resource psychology								2		
<b>CU61</b>		<b>Course Unit 61</b>									
KPS21-321	Ethics in psychology								2		
<b>CU62</b>		<b>Course Unit 62</b>									
KPS21-427	Assessment and intervention in industrial and organizational psychology								3		
<b>CU63</b>		<b>Course Unit 63 (additional &amp; optional courses)</b>									
KPS21-428	Assessment and intervention in clinical psychology								3		
<b>CU64</b>		<b>Course Unit 64</b>									
KPS21-326	Writing research proposal								2		
<b>CU65</b>		<b>Course Unit 65</b>									
UNW00-	Community services								3		

008									
<b>CU66</b>	<b>Course Unit 66-72 (additional &amp; optional courses)</b>							<b>6</b>	
KPS21-514	Islamic psychology								
KPS21-524	Developmental psychology: Children with special needs								
KPS21-534	Information technology in learning								
KPS21-544	Assessment Centre								
KPS21-554	Political psychology								
KPS21-563	Forensic psychology								
KPS21-564	Positive psychology								
<b>TOTAL</b>								<b>21</b>	

### 7th Semester

<b>CU73</b>	<b>Course Unit 73</b>								
KPS21-598	Internship							1	
<b>CU74</b>	<b>Course Unit 74</b>								
KPS21-599	Bachelor Thesis							6	
<b>CU75</b>	<b>Course Unit 75 (additional &amp; optional courses)</b>							2	
<b>TOTAL</b>								<b>9</b>	

### 8th Semester

<b>CU74</b>	<b>Course Unit 74</b>							<b>6</b>	
KPS21-599	Bachelor Thesis							6 <sup>16</sup>	

Naming of Bachelor of Psychology is based on the Regulation of the Minister of Research, Technology and Higher Education Number 15 of 2017. Graduates of Bachelor of Psychology have an academic title as Bachelor in Psychology/ Sarjana Psikologi (S.Psi) (cf. self-evaluation report p. 40).

In the curricular structure prepared by Bachelor of Psychology, there are courses with levels where the basic level (called prerequisite courses) has theoretical content, while the higher level contains theoretical implementation. It also aims at achieving broader and in-depth learning objectives. In its practice, the courses with levels are prerequisite course for courses in the following semester. For example, Family Psychology is the prerequisite course for Intervention and Family Empowerment. It also applies to courses with intervention names (e.g. assessment and development intervention), which contains the implementation in conducting an assessment and designing intervention that requires the students to pass child-adolescent development psychology course as well as adult-elder development psychology course.

Developing inclusive and interdisciplinary thinking skills and being able to work in a cross-discipline team is one of the key competencies of Bachelor of Psychology graduates. For

<sup>16</sup> The thesis gives in total 6 ECTS credits and is written in semester 7 and 8.

instance, students who take the Child and Adolescent Development Psychology course analyse cases by always emphasizing the importance of using broader perspectives (bio-psycho-social-economy-spiritual). Furthermore, the implementation of effort to develop students' abilities in thinking interdisciplinary is through Entrepreneurship Psychology course, where students engage in many activities resulting in deeper comprehension on management, business, and psychology. Moreover, the Student Community Service (KKN) course provides first-hand experience to students across the discipline to engage in communities.

Also the collaboration with the Agency's Governing Body downstream Oil and Gas (BPH Migas) in the Assessment Center program can be used by lecturers to integrate theories and practices, especially in the courses of Assessment Centre, Observation and Interview, Psychological Services (JAPSI), which are faculty business units, utilized by students for internship and practicing theories obtained during the course of psychodiagnostics.

Emphasis on ethical implications by the Bachelor of Psychology includes the scientific and campus life ethics for lecturers and students. The ethical aspects are communicated structurally and integrated. For example, the scientific ethics in Academic Regulations, Code of Ethics courses, Academic Writing Skills training and the mandatory 2-stage Turnitin test on students' scientific works/theses. Meanwhile, campus life ethics for lecturers and students are communicated through character building for new students and become part of the assessment of student soft skills in courses.

Being able to conduct basic research using psychology principles is one of the key competencies of the graduates. For example, existential philosophy and phenomenology courses are compulsory before students take a qualitative research methodology course. Measurement and statistics are compulsory prerequisite courses before taking quantitative research methodology and experimental research methodology courses. There are methodological courses provided by Bachelor of Psychology and must be taken by students: Quantitative, Qualitative, and Experimental Research Methodology. Students who pass these research methodology courses can take a bachelor thesis/ final project. In addition, Bachelor of Psychology also facilitates the students to develop their working skills scientifically through Academic Writing Skills training, which must be taken by all students and as one of requirements for bachelor thesis examination registration.

Examination is conducted in a structured and integrated manner of each course, that is through mid-term exam and final exam and the scheduling is set by the study programme. The types of examination may vary, either in multiple choice, essay, and case study, according to taxonomy level and learning outcomes of the course. The assessment compositions applied to assignments are 20 % - 30 %, mid-term exam 35 % - 40 %, and final exam 35 % - 40 %. However, based on the Regulation of Rector of UNDIP Number 28 of 2020 Article 35, the assessment weight for assignment/ case study is 50 % since the odd semester 2020. Bachelor of Psychology determines mid-term exam as 20 %, and final exam 30 %. The submission of assessment components of mid-term exam and final exam is performed by course lecturers while taking into account the course learning outcomes. Assessment on examination including the grading composition is regulated in the Academic Regulations and the bachelor thesis guideline. The essentials of students' final project are stored in the repository and the bachelor thesis with a grade of A will have the opportunity to be published in EMPATI journal of Faculty of Psychology, UNDIP.

## **Bachelor of Indonesian Literature (IL)**

The curriculum is designed by following the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No 44 of 2015 and the Regulation of the Rector of UNDIP No 15 of 2017. The study programme offers three majors: linguistics, literature, and philology. The curriculum comprises compulsory courses and elective courses. It follows Curriculum 2017 in the implementation of its education system (cf. self-evaluation report p. 39).

Curriculum overview:

### **1<sup>st</sup> Semester**

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5.	6.	7.	8.
<b>CU1</b>	<b>Course Unit 1</b>								
UNW00-002	Pancasila	2							
<b>CU2</b>	<b>Course Unit 2</b>								
UNW00-003	Citizenship	2							
<b>CU3</b>	<b>Course Unit 3</b>								
UNW00-005	Sport	1							
<b>CU4</b>	<b>Course Unit 4</b>								
UNW00-006	English	2							
<b>CU5</b>	<b>Course Unit 5</b>								
BID21-300	Introduction to General Linguistic	4							
<b>CU6</b>	<b>Course Unit 6</b>								
BID21-301	Introduction to Literary Studies	4							
<b>CU7</b>	<b>Course Unit 7</b>								
BID21-302	Introduction to Philology	4							
<b>CU8</b>	<b>Course Unit 8</b>								
BID21-409	Information Technology	2							
	<b>TOTAL</b>	<b>21</b>							

### **2<sup>nd</sup> Semester**

<b>CU9</b>	<b>Course Unit 9</b>		<b>2</b>						
UNW00-001	Islamic Religious Education								
UNW00-001	Christian Religion Education								
UNW00-001	Katholic Religion Education								
<b>CU10</b>	<b>Course Unit 10</b>								
UNW00-004	Indonesian		2						
<b>CU11</b>	<b>Course Unit 11</b>								
BID21-303	Archipelago Literature		2						
<b>CU12</b>	<b>Course Unit 12</b>								
BID21-304	Indonesian Phonology		2						
<b>CU13</b>	<b>Course Unit 13</b>								
BID21-308	Fictional Story Studies		3						
<b>CU14</b>	<b>Course Unit 14</b>								
BID21-315	Philological Theory		2						
<b>CU15</b>	<b>Course Unit 15</b>								
BID21-402	Humans and Indonesian Culture		3						
<b>CU16</b>	<b>Course Unit 16</b>								
BID21-405	Introduction Cultural Studies		2						
<b>CU17</b>	<b>Course Unit 17</b>								

BID21-505	Editing		2						
<b>CU18</b>	<b>Elective Course Unit 18-19</b>		<b>2</b>						
BID21-501	Korean								
BID21-504	Folklore Studies								
	<b>TOTAL</b>		<b>22</b>						

### 3rd Semester

<b>CU20</b>	<b>Course Unit 20</b>								
BID21-305	Indonesian Morphology		4						
<b>CU21</b>	<b>Course Unit 21</b>								
BID21-309	Drama and Electronic cinema studies		3						
<b>CU22</b>	<b>Course Unit 22</b>								
BID21-311	History of Indonesian Literature		2						
<b>CU23</b>	<b>Course Unit 23</b>								
BID21-317	Classical Malay Literature Studies		3						
<b>CU24</b>	<b>Course Unit 24</b>								
BID21-406	Science Philosophy		2						
<b>CU25</b>	<b>Course Unit 25</b>								
BID21-408	Statistics/Logic/Mathematics		2						
<b>CU26</b>	<b>Course Unit 26</b>								
BID21-410	Arabic Grammar		2						
<b>CU27</b>	<b>Course Unit 27</b>								
BID21-411	Academic English (II)		2						
<b>CU28</b>	<b>Course Unit 28</b>								
BID21-356	Rhetoric		2						
<b>CU29</b>	<b>Elective Course Unit 29-30</b>		<b>2</b>						
BID21-500	Public Relation								
BID21-507	Lexicography								
	<b>TOTAL</b>		<b>24</b>						

### 4th Semester

<b>CU31</b>	<b>Course Unit 31</b>								
UNW00-007	Enterpreneurship		2						
<b>CU32</b>	<b>Course Unit 32</b>								
BID21-306	Indonesian Syntax		4						
<b>CU33</b>	<b>Course Unit 33</b>								
BID21-310	Poetry Studies		2						
<b>CU34</b>	<b>Course Unit 34</b>								
BID21-316	Oral Literature		2						
<b>CU35</b>	<b>Course Unit 35</b>								
BID21-318	Semiotics		2						
<b>CU36</b>	<b>Course Unit 36</b>								
BID21-400	Scienctefic Writing Techniques		3						
<b>CU37</b>	<b>Course Unit 37</b>								
BID21-401	Traditional Art Studies		2						
<b>CU38</b>	<b>Course Unit 38</b>								
BID21-403	Introduction to Research Methodology		2						
<b>CU39</b>	<b>Course Unit 39-40</b>		<b>2</b>						
BID21-503	Cinema Studies								

BID21-508	BIPA								
<b>TOTAL</b>						<b>21</b>			

### 5th Semester

<b>CU41</b>	<b>Course Unit 41</b>								
BID21-307	Indonesian Semantics					4			
<b>CU42</b>	<b>Course Unit 42</b>								
BID21-312	Literary Criticism					2			
<b>CU43</b>	<b>Course Unit 43</b>								
BID21-313	Text Criticism					3			
<b>CU44</b>	<b>Course Unit 44</b>								
BID21-314	Javanese Culture					2			
<b>CU45</b>	<b>Course Unit 45</b>								
BID21-319	Gender in Language and Literature					2			
<b>CU46</b>	<b>Course Unit 46</b>								
BID21-404	Cultural Research Methods					2			
<b>CU47</b>	<b>Course Unit 47</b>								
BID21-407	Coastal Culture					2			
<b>CU48</b>	<b>Course Unit 48-50</b>					<b>2</b>			
BID21-502	Copywriting								
BID21-505	Arts and Performance Management								
BID21-506	Broadcasting								
<b>TOTAL</b>						<b>19</b>			

### 6th Semester : Linguistics Specialization

<b>CU51</b>	<b>Course Unit 51</b>								
BID21-323	Linguistic Research Methods					4			
<b>CU52</b>	<b>Course Unit 52</b>								
BID21-324	Sociolinguistics					2			
<b>CU53</b>	<b>Course Unit 53</b>								
BID21-325	Dialectology					2			
<b>CU54</b>	<b>Course Unit 54</b>								
BID21-326	Pragmatics					2			
<b>CU55</b>	<b>Course Unit 55</b>								
BID21-327	Comparative Historical Linguistics					2			
<b>CU56</b>	<b>Course Unit 56</b>								
BID21-328	Discourse Analysis					2			
<b>CU57</b>	<b>Course Unit 57</b>								
BID21-329	Linguistics Anthropology					2			
<b>CU58</b>	<b>Course Unit 58</b>								
BID21-330	Linguistics Theory					2			
<b>CU59</b>	<b>Course Unit 59</b>								
BID21-331	Forensic Linguistics					2			
<b>CU60</b>	<b>Course Unit 60</b>								
BID21-332	Psycholinguistics					2			
<b>CU61</b>	<b>Course Unit 61</b>								
BID21-333	Linguistics Demography					2			
<b>TOTAL</b>						<b>24</b>			

**6th Semester : Literature  
Specialization**

<b>CU62</b>	<b>Course Unit 62</b>								
BID21-334	Literary Research Methods							4	
<b>CU63</b>	<b>Course Unit 63</b>								
BID21-335	Sociology of Literature							2	
<b>CU64</b>	<b>Course Unit 64</b>								
BID21-336	Aesthetics							2	
<b>CU65</b>	<b>Course Unit 65</b>								
BID21-337	Stylistics							2	
<b>CU66</b>	<b>Course Unit 66</b>								
BID21-338	Comparative Literature							2	
<b>CU67</b>	<b>Course Unit 67</b>								
BID21-339	Popular Literatur							2	
<b>CU68</b>	<b>Course Unit 68</b>								
BID21-340	Creative Writing							2	
<b>CU69</b>	<b>Course Unit 69</b>								
BID21-341	Contemporary Literature							2	
<b>CU70</b>	<b>Course Unit 70</b>								
L/D	Media Literature							2	
<b>CU71</b>	<b>Course Unit 71</b>								
BID21-343	Cyber Literature							2	
<b>CU72</b>	<b>Course Unit 72</b>								
BID21-344	Chinese Malay Literature							2	
<b>TOTAL</b>								<b>24</b>	

**6th Semester : Phylology  
Specialization**

<b>CU73</b>	<b>Course Unit 73</b>								
BID21-345	Sanskrit							2	
<b>CU74</b>	<b>Course Unit 74</b>								
BID21-346	Philological Research Methods							4	
<b>CU75</b>	<b>Course Unit 75</b>								
BID21-347	Manuscript Cultivation							2	
<b>CU76</b>	<b>Course Unit 76</b>								
BID21-348	Classic Javanese Language and Literature							2	
<b>CU77</b>	<b>Course Unit 77</b>								
BID21-349	Historical Literatur Studies							2	
<b>CU78</b>	<b>Course Unit 78</b>								
BID21-350	History of Philological Studies							2	
<b>CU79</b>	<b>Course Unit 79</b>								
BID21-351	Islamic Boarding School Literature Studies							2	
<b>CU80</b>	<b>Course Unit 80</b>								
BID21-352	Codicology							2	
<b>CU81</b>	<b>Course Unit 81</b>								
BID21-353	New Javanese Language and Literature							2	
<b>CU82</b>	<b>Course Unit 82</b>								
BID21-354	Manuscript Digitization							2	
<b>CU83</b>	<b>Course Unit 83</b>								

BID21-355	Textology							2	
<b>TOTAL</b>								<b>24</b>	

### 7th Semester

<b>CU84</b>	<b>Course Unit 84</b>								
UNW00-008	Student Community Service Program (KKN)							3	
<b>CU85</b>	<b>Course Unit 85</b>								
BID21-320	Internship							2	
<b>CU86</b>	<b>Course Unit 86</b>								
BID21-321	Research Proposal Seminar							2	
<b>CU87</b>	<b>Course Unit 87</b>								
UNW00-008	Final Project (Thesis)							6	
<b>TOTAL</b>								<b>13</b>	

### 8th Semester

<b>CU87</b>	<b>Course Unit 87</b>								
UNW00-008	Final Project (Thesis)							6 <sup>17</sup>	

The nomenclature of Bachelor of Indonesian Literature is suitable with the courses oriented on Indonesian language and literature. It also reflects the competence and professionalism in the fields of language, literature and philology. The graduates of Bachelor of Indonesian Literature are granted the title of S.S (Sarjana Sastra) /Bachelor of Literature in appreciation of their academic achievement. It is stated in the Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No 257/MPKT/2017 (cf. self-evaluation report p. 40).

Various teaching methods such as case study, modelling, and role play are implemented in order to ensure integration between theory and practice. This effort is important to sharpen the students' expertise in specialized courses such as Arts and Performance Management, Javanese Culture, Traditional Arts Studies, and BIPA<sup>18</sup>. Each lecturer employs their practical experiences in scientific research as the learning references in the forms of journals, books, and interactive video and audio provided by lecturers as the experts and practitioners in literature and culture.

Courses have integrated the multidisciplinary orientation; thus, the students acquire broader and more comprehensive insight on their competencies, which will be useful for their future career. Students taking Arts and Performance Management courses will improve their knowledge and ability in the strategies of Arts Management. Students immerse themselves in a case study about ideal management in a performance group. Students who take a Public Relation course will learn how to implement a strategy to build social relations in an institution. Students analyse the quality of public relation in certain institutions using SWOT analysis. Furthermore, the Student Community Service Program (KKN) course encourages the students' readiness to implement their knowledge for the benefit of the society. This course provides a chance for students coming from various study programmes to collaborate and work in a team. In other words, the experience of working in a team in the Student Community Service Program (KKN) course makes the students be able to learn

<sup>17</sup> The thesis gives in total 6 ECTS credits and is written in semester 7 and 8.

<sup>18</sup> BIPA is an elective course offered in the fourth semester.



interdisciplinary subjects. The students may take elective courses serving as additional courses to support competencies, for example Public Relation and Lexicography courses. Bachelor of Indonesian Literature offers some courses with general knowledge content as follows: Philosophy, Information Technologies, Statistics/Logics/Math, and Entrepreneurship.

Bachelor of Indonesian Literature facilitates students with a variety of soft skills, such as foreign languages, research skills, entrepreneurship, and leadership. This variety of soft skills is provided as complementary skills during their studies. Foreign language skills are obtained through courses in English, Academic English, Korean Language, and Arabic Grammar. Students are able to research through courses, such as Linguistic Research Methods, Literature, Philology, and Culture. In addition, students should be able to conduct research through Indonesian Literature Research Training (PERISAI) and Student Creativity Program (PKM). Meanwhile, the enhancement of entrepreneurial skills is achieved through entrepreneurship courses and training, such as students participation in Soft Skill Training Towards Working Life. Fourthly, leadership skills are honed through basic leadership training, such as Indonesian Literature Pre-Elementary Training of Student Management Skills (LKMM-PD), and student organizations at the department, faculty, and university levels.

The curriculum of Bachelor of Indonesian Literature has included the ethical aspect as the integral part because this aspect determines the shaping of the character of students and graduate profiles. Bachelor of Indonesian Literature has implemented the ethical and moral aspects in the distribution of curriculum especially in Pancasila, Civic Education, Religion, and Bahasa Indonesia. Some of those courses are national compulsory courses.. Another method to build student character is the obligation to undergo Turnitin test in the process of writing scientific publication/thesis. This test can be used to identify the indication of plagiarism in the scientific publication/thesis. Character Education (Pendikar) is also a useful means for the study programme to foster the ethical aspect in campus life to students.

Students can train their academic skills by participating in Focus Group Discussions as well as by writing scientific papers and field practice reports. Some courses prepare the students to enhance their methodology and scientific competencies based on their concentration. Students obtain basic level competences from the first semester to the fourth semester. Introduction to General Linguistics, Introduction to Literary Studies, and Introduction to Philology equip the students with basic competencies to comprehend theory and concepts from each section. Afterwards, the students will have more advanced methodology competencies and ability to finish assignments in the Research Methodology course. This course is supported by other courses such as Introduction to Research Methodology, Cultural Research Method, Linguistics Research Method, Literary Research Method, Philological Research Method, and Research Proposal Seminar. These courses help students to successfully conduct field research<sup>19</sup>. Sustainability aspect from the courses on research methodology is manifested in the Internship Program at either formal or informal institutions.

Students' readiness to write a bachelor thesis is prepared from semester seven, when students formulate their bachelor thesis proposals with the assistance of their lecturers. The proposals are presented in seminars and receive input from various related parties before

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<sup>19</sup> Students conduct studies in the topics language, literature, philology and culture.

the student is declared to have passed and the proposal is eligible to be continued in the thesis writing process. In semester eight, students are able to complete their bachelor thesis, and obtain their bachelor's degree. In the initial step of bachelor thesis writing, students write their research proposal under lecturer supervision. The students will present the proposal in a bachelor thesis proposal seminar, and they will receive constructive input from the board of examiners. After the examiner decides whether the students pass the seminar and determine the eligibility of their proposal, they can resume the writing process.

Bachelor of Indonesian Literature has three evaluation methods to measure the level of learning success and student competencies: assignments, mid-term exam and final exam. The assessment system in Bachelor of Indonesian Literature is the accumulation of composition for each component: assignments (20 %-30%), mid-term exam (35% - 40%), and final exam (35% - 40%). The guidelines for exam assessment, the procedure of proposal submission, and the thesis defence have been explained in Guidelines of the Faculty of Humanities UNDIP 2019/2020. Based on the Regulation of the Rector No 28 of 2020 Article 35 Paragraph 2 case study weighs 50% effective since 2020 odd semester. Bachelor of Indonesian Literature has set that mid term examination weighs 25% and final exam weighs 25%. The higher weight of case study results from the implementation of case study emphasizing on problem solving in UNDIP. The student achievement in the learning process in each semester is well-documented, and every student can access it from SIAP. Students must write scientific writing in the form of a thesis as one of the requirements to obtain their bachelor degree. The assessment of the bachelor thesis consists of content (40%), language/writing technique (30%), and presentation (30%). Students will get the result of bachelor thesis defence after submitting the revision, and the result will be sent to their personal account in SSO UNDIP. The bachelor thesis from the student of Bachelor of Indonesian Literature will be arranged in electronic catalogue and summary will be published in portal repository UNDIP. Part of their bachelor thesis can be published in an indexed journal.

### **Bachelor of History (HI)**

The curriculum consists of 56 mandatory courses and 14 elective courses which the students can choose based on their interest. Completed is the degree by a final thesis.

Curriculum overview:

#### **1<sup>st</sup> Semester**

Course Unit No.	Title of Course Unit / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5.	6.	7.	8.
<b>CU1</b>	<b>Course Unit 1</b>	<b>2</b>							
UNW00-001	Islamic Religious Education								
UNW00-001	Christian Religious Education								
UNW00-001	Catholic Religious Education								
UNW00-001	Hindu Religious Education								
UNW00-001	Buddhist Religious Education								
UNW00-001	Konghucu Religious Education								
<b>CU2</b>	<b>Course Unit 2</b>	<b>2</b>							

UNW00-002	Pancasila																		
<b>CU3 Course Unit 3</b>		<b>2</b>																	
UNW00-004	Indonesian Language																		
<b>CU4 Course Unit 4</b>		<b>2</b>																	
UNW00-006	English																		
<b>CU5 Course Unit 5</b>		<b>1</b>																	
UNW00-005	Sports																		
<b>CU6 Course Unit 6</b>		<b>3</b>																	
BSJ21-300	Introduction to History																		
<b>CU7 Course Unit 7</b>		<b>3</b>																	
BSJ21-301	Introduction to Indonesian History																		
<b>CU8 Course Unit 8</b>		<b>2</b>																	
BSJ21-302	Indonesian Art and Society																		
<b>CU9 Course Unit 9</b>		<b>2</b>																	
BSJ21-303	Indonesian Men and Culture																		
<b>CU10 Course Unit 10</b>		<b>2</b>																	
BSJ21-304	Archive and Library Science																		
<b>TOTAL</b>		<b>21</b>																	

### 2<sup>nd</sup> Semester

<b>CU11 Course Unit 11</b>		<b>2</b>																	
UNW00-003	Citizenship																		
<b>CU12 Course Unit 12</b>		<b>2</b>																	
BSJ21-305	Fundamentals of Philosophy																		
<b>CU13 Course Unit 13</b>		<b>3</b>																	
BSJ21-306	Historical Methodology																		
<b>CU14 Course Unit 14</b>		<b>3</b>																	
BSJ21-307	History of Indonesia until the 15th century																		
<b>CU15 Course Unit 15</b>		<b>3</b>																	
BSJ21-308	Southeast Asian History																		
<b>CU16 Course Unit 16</b>		<b>3</b>																	
BSJ21-309	European history																		
<b>CU17 Course Unit 17</b>		<b>2</b>																	
BSJ21-310	Introduction of Archeology																		
<b>CU18 Course Unit 18</b>		<b>2</b>																	
BSJ21-311	Introduction of Economic																		
<b>CU19 Course Unit 19</b>		<b>2</b>																	
BSJ21-312	Introduction of Political Science																		
<b>CU20 Course Unit 20</b>		<b>2</b>																	
BSJ21-348	Javanese Language																		

<b>TOTAL</b>	<b>24</b>
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### 3rd Semester

<b>CU21 Course Unit 21</b>				<b>2</b>					
BSJ21-313	Bibliography of Indonesian History								
<b>CU22 Course Unit 22</b>				<b>2</b>					
BSJ21-314	Maritime History 1								
<b>CU23 Course Unit 23</b>				<b>2</b>					
BSJ21-315	Oral History Method								
<b>CU24 Course Unit 24</b>				<b>2</b>					
BSJ21-316	Dutch 1								
<b>CU25 Course Unit 25</b>				<b>2</b>					
BSJ21-317	History of Modern Thought								
<b>CU26 Course Unit 26</b>				<b>3</b>					
BSJ21-318	Indonesian History 16th - 18th Century								
<b>CU27 Course Unit 27</b>				<b>3</b>					
BSJ21-319	South and East Asian History								
<b>CU28 Course Unit 28</b>				<b>2</b>					
BSJ21-320	Maritime Society and Culture								
<b>CU29 Course Unit 29</b>				<b>2</b>					
BSJ21-321	Introduction to Anthropology								
<b>CU30 Course Unit 30</b>				<b>2</b>					
BSJ21-322	Introduction to Sociology								
<b>CU31 Course Unit 31</b>				<b>2</b>					
BSJ21-349	Museology								
<b>CU32 Course Unit 32</b>				<b>2</b>					
BSJ21-350	Indonesian Cultural History								
<b>TOTAL</b>				<b>26</b>					

### 4th Semester

<b>CU33 Course Unit 33</b>				<b>2</b>					
BSJ21-323	Basic Principles of Historical Theory and Methodology 1								
<b>CU34 Course Unit 34</b>				<b>2</b>					
BSJ21-324	Social Research Methods								
<b>CU35 Course Unit 35</b>				<b>2</b>					
BSJ21-325	Maritime History 2								
<b>CU36 Course Unit 36</b>				<b>2</b>					
BSJ21-326	Dutch 2								
<b>CU37 Course Unit 37</b>				<b>2</b>					
BSJ21-327	Philosophy of Science								
<b>CU38 Course Unit 38</b>				<b>2</b>					

BSJ21-328	Learning History Method								
<b>CU39 Course Unit 39</b>					3				
BSJ21-329	History of Indonesia 19th Century								
<b>CU40 Course Unit 40</b>					2				
BSJ21-330	Tourism Management								
<b>CU41 Course Unit 41</b>					2				
BSJ21-331	Cultural Heritage Management								
<b>CU42 Course Unit 42</b>					2				
BSJ21-332	Historical Journalism								
<b>CU43 Course Unit 43</b>					2				
BSJ21-351	Rural and Agrarian History								
<b>CU44 Course Unit 44</b>					2				
BSJ21-352	Indonesian Military History								
<b>TOTAL</b>					<b>25</b>				

### 5th Semester

<b>CU45 Course Unit 45</b>					2				
BSJ21-333	Basic Principles of Historical Theory and Methodology 2								
<b>CU46 Course Unit 46</b>					2				
BSJ21-334	Cultural Science Methodology								
<b>CU47 Course Unit 47</b>					2				
BSJ21-335	Dutch 3								
<b>CU48 Course Unit 48</b>					2				
BSJ21-336	Philosophy of History								
<b>CU49 Course Unit 49</b>					3				
BSJ21-337	History of the National Movement 1900-1945								
<b>CU50 Course Unit 50</b>					3				
BSJ21-338	Indonesian historiography								
<b>CU51 Course Unit 51</b>					2				
BSJ21-339	Teaching History Model								
<b>CU52 Course Unit 52</b>					2				
BSJ21-353	Industrialization History								
<b>CU53 Course Unit 53</b>					2				
BSJ21-354	Islamic History								
<b>CU54 Course Unit 54</b>					2				
BSJ21-355	Urban History								
<b>CU55 Course Unit 55</b>					2				
BSJ21-356	Environmental History								
<b>CU56 Course Unit 56</b>					2				
BSJ21-	Indonesian Banking History								

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<b>TOTAL</b>								<b>26</b>	

### 6th Semester

<b>CU57</b>		<b>Course Unit 57</b>							<b>2</b>	
BSJ21-340	Capita Selecta of Indonesian History									
<b>CU58</b>		<b>Course Unit 58</b>							<b>3</b>	
BSJ21-341	History Seminar/ Colloquium									
<b>CU59</b>		<b>Course Unit 59</b>							<b>3</b>	
BSJ21-342	General Historiography									
<b>CU60</b>		<b>Course Unit 60</b>							<b>2</b>	
BSJ21-343	Dutch 4									
<b>CU61</b>		<b>Course Unit 61</b>							<b>3</b>	
BSJ21-344	Indonesian Contemporary History									
<b>CU62</b>		<b>Course Unit 62</b>							<b>2</b>	
BSJ21-345	Historical Cinematography									
<b>CU63</b>		<b>Course Unit 63</b>							<b>2</b>	
BSJ21-346	Applied History									
<b>CU64</b>		<b>Course Unit 64</b>							<b>2</b>	
BSJ21-358	Women History									
<b>CU65</b>		<b>Course Unit 65</b>							<b>2</b>	
BSJ21-359	State Administration History of the Republic of Indonesia									
<b>CU66</b>		<b>Course Unit 66</b>							<b>2</b>	
BSJ21-360	History of Indonesian Education									
<b>CU67</b>		<b>Course Unit 67</b>							<b>2</b>	
BSJ21-361	Historical Asset Management									
<b>TOTAL</b>								<b>25</b>		

### 7th Semester

<b>CU69</b>		<b>Course Unit 69</b>							<b>2</b>	
UNW00-007	Entrepreneurship									
<b>CU69</b>		<b>Course Unit 69</b>							<b>3</b>	
UNW00-008	Community Service Program									
<b>TOTAL</b>								<b>5</b>		

### 8th Semester

<b>CU70</b>		<b>Course Unit 70</b>							<b>6</b>	
BSJ21-347	Bachelor Thesis									

Bachelor of History has represented the goals and achievement strategies, to produce the graduates with the title of Sarjana Humaniora (S.Hum.). Nomenclature of the Bachelor of History and the title has been regulated in the Regulation of the Minister of Research, Technology, and Higher Education No 257/M/KPT/2017. This nomenclature has the same

criteria as that used in other history study programmes in universities all over the world (cf. self-evaluation report p. 41).

The lectures encourage students' involvement in research and community service programmes in order to broaden student's experience and obtain the expected competence achievement.

Undergraduate students are required to participate in the Community Service Programme (KKN) that provides opportunities for students to be involved in projects relevant to the needs of the general public. Activities are carried out outside the campus together with the community (both in rural and urban areas). Activities are guided by supervisors, village heads, and sub-district heads in the area. The requirements for KKN participants are students who have passed the course and have accumulated cumulative credits of at least 100 credits. Students are able to experience the life around the communities and to identify the needs in the society that can be fulfilled through the programme. The students are required to prepare a final report regarding, for example, their observations in the field.

There are three types of field work in this programme: (a) Fieldwork to Premodern Historical Sites (Hindu Buddhist and Islamic sites), (b) Social Community Fieldwork (coastal and rural communities) and (c) Fieldwork to Archival and Documentation Institutions (Indonesian National Archives, Indonesian Library, Indonesian Science Institute, KITLV Jakarta, etc.).

Theoretical and practical abilities in accordance with specific competencies are obtained from experts, for example cultural heritage experts, cultural experts, examiner for cultural heritage sites, and as research reviewers. In addition, permanent lecturers of the Bachelor of History have knowledge and skills in their respective field of research, which are used in the courses of Historical Methodology, Social Research Method, Oral History Method, Applied History, Tourism Management, and Cultural Heritage Management.

Meanwhile, non-permanent lecturers have specific competence in editing documentary films and reporting techniques through the courses of Historical Cinematography and Historical Journalism (see chapter 4.1. Faculty). Also guest lectures are carried out by inviting experts, practitioners, or academicians to share their experience with students (see chapter 3.3 Didactical concept).

The Bachelor of History has designed a curriculum through which the students improve their interdisciplinary thinking skill by the elaboration of social sciences and other humanities disciplines as represented in the following courses: Introduction to Sociology, Introduction to Anthropology, Introduction to Archaeology, Introduction to Political Science, Introduction to Economics, Social Research Method, Cultural Studies Methodology, and Museology. In addition, the students learn a multidimensional approach to history when taking part in courses on Basic Principles of Historical Theory and Methodology, Seminars, and Bachelor Thesis. The students are also encouraged to explore their interests by taking elective courses. The programme provides opportunity for students to gain general knowledge through compulsory national courses (Civic Education, Religion, Indonesian, English, and Sports) and university compulsory subjects (Entrepreneurship and Student Community Service Program). Students can take an active participation in Student Community Service Program (KKN) and Student Creativity Program (PKM) to develop their interdisciplinary thinking skills. One of the activities in the Student Creativity Program is Mentoring on the Cultural Heritage in Kajen, Pati and Packaging of Performance Art from the Millennial Perspective.

The socialisation of academic ethics which explains the regulation and the sanction is being imposed to the students referring to the persistence of the study programme. It is undertaken in order to perform an intensive effort to infuse the ethical aspect of campus life to students. Besides, the study programme also offers Character Education (Pendikar), and soft skills contents in all courses. Using KULON<sup>20</sup> (Online Learning), the study programme considers those ethical aspects as the reasoning basis in the formation of competencies and as the inseparable entities from the education goal of the study programme. For example, in the course of History Method, materials about publication procedure which have been explicated in Bachelor Thesis Guidelines are elaborated. Turnitin has been used for plagiarism checks of scientific articles including the thesis and articles published in Historiografi. It mentions the publication ethics which all authors must obey.

The academic competences which the students obtain during their study comprise of theory and methodology, historical substances, and technical aspects. Methodology is taught in the courses on Historical Methods, Oral History Research Methods, Historical Theories and Methodology, Social Research Methods, Cultural Sciences Methodology, and Seminars. Historical substance aspects are given in the courses on Indonesian History, History of Southeast Asia, History of East and South Asia, and History of Europe. The courses in Tourism Management, Museology, Cultural Heritage Management, and Asset Management contain the technical aspects. These courses aim to shape student's competencies when pursuing their study in the study programme. In every course, the lecturers will give various assignments to develop the students' competencies. Students improve their methodological competencies and scientific skills from Historical Methodology Workshops, Historical Methodology Research Trainings, Research Trainings, Leadership Trainings, Journalism Trainings, seminars, and guest lectures.

Mid-term exam, final exam, and bachelor thesis exam follow the format and the guidelines which regulate the procedure manual, the procedure for administering the exam, and the grading system. The guidelines will be a reference to the achievement of learning outcomes and meet the qualification stage. The grading system for assessment uses a combination between the Standard Reference Guide and Norm Referenced Assessment. The assessment system for final grading is the score accumulation of the following components: assignment (20 %-30 %), mid-term exam (35 %-40 %), and final exam (35 %-40 %). The Regulation of the Rector No 28 of 2020 requires that case study has 50 % since the odd semester 2020. Thus, the Bachelor of History has set the percentage composition of each exam as follows: mid-term exam (25 %), final exam (25 %), and assignment (50 %). The guidelines for assignment assessment, proposal submission, and bachelor thesis defence are elaborated in the Guidelines for Faculty of Humanities UNDIP. The study programme has published the Guidelines of Bachelor Thesis Publication for History Students (2018) which clearly explicated the technical and substance aspect of a bachelor thesis. The bachelor thesis assessment uses some existing criteria, and grade A represents a high-quality thesis. Therefore, a high-quality bachelor thesis represents the success of the students to obtain ability suitable with the qualification of the study programme. The Bachelor of History perceives that a bachelor thesis is an indicator to measure the student ability to write a scientific article and to assess the achievement of the qualification target of the study programme based on National Qualification (KKNI) level 6 and SKKNI for History. The

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<sup>20</sup> kulon2.UNDIP.ac.id



student's thesis is published in UNDIP Repository (Eprints) and in Historiografi journal in the form of a scientific article.

## Appraisal:

The curricula of the respective study programmes adequately reflect the qualification objectives of the particular study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

However, as the curriculum contains a high number of courses the panel **recommends** for the **Bachelor of Psychology** to combine the courses "Basic Social Psychology" and "Advanced Basic Psychology" into one course; as well as "Philosophy of Psychology" and "History of Psychology". The panel also recommends reducing or combining courses of family psychology as there are many courses on this subject, while it is an elective and not a core course.

Regarding the broad scope of topics within the curriculum of the **Bachelor of History** the panel **recommends** condensing and modernising (e.g. course in global history) the topics.

The degree and programme names correspond to the contents of the curricula and the programme objectives for all study programmes.

Theoretical questions are, where possible, explained by means of practical examples in the **Bachelor of Psychology**.

Theory and practice are systematically interrelated throughout the curricula of the **Bachelor of Indonesian Literature** (case studies, role play, modelling) and the **Bachelor of History** (research-based learning, Internship for Social Research Methods by conducting research on coastal community). Theoretical discourse and practical application complement each other in developing the students' qualification profile. The lecturers include their practical experiences in research in the course contents.

All three study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge through the integration of courses and contents of different disciplines.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of all three study programme's qualification objectives.

Students of all study programmes acquire methodological competences and are enabled to do scientific work on the required level. However, the panel **recommends** for the **Bachelor of Psychology** to implement and emphasise more methodological content in the curriculum (e.g. course of multivariate analysis, discriminant analysis). In addition, to strengthen the students' methodological competencies and skills even more the panel also **recommends** implementing a new course in advanced statistics.

Although the panel rates the scientific practice as good in the **Bachelor of Indonesian Literature** and the **Bachelor of History**, the panel **recommends** updating and modernising

the methods in both programmes. For instance developments in methodology in the latter part of the 20th century and later are not clearly discernible, including the so-called cultural turn, post-colonial theory, developments in global history concepts including the relationship between global and local history.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes for all study programmes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. However the panel **recommends strongly** updating the examination formats in the course descriptions of all study programmes, as they are not always clearly defined.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		HI, IL	PSY		
3.1.4 Interdisciplinary thinking		X			
3.1.5 Ethical aspects		X			
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

### All study programmes

Bachelor of Psychology, Bachelor of Indonesian Literature, and Bachelor of History implement 1 credit (SKS credits) of student workload covering the following academic activities: 50 minutes of face-to-face meeting, 60 minutes of structured academic activities, and 60 minutes of independent study. SKS credits can be converted into ECTS credits as follows: 1 SKS credits = 170 minutes x 14 week = 2,380 minutes (39.7 hours) – 1 ECTS credits = 25 hour. So, the credit balance is:  $39.7/25 = 1.6$  ECTS credits (cf. self-evaluation report p. 51). The semester consists of 14 lecture meetings, one meeting for the mid-term exam and one meeting for the final exam. This is a total of 230,4 ECTS credits and 5.760 hours.

The programmes implement the same assessment guide to evaluate students' learning results, that is A ( $\geq 80$ ); B (70-79); C (60-69); D (50-59) and E ( $<50$ ).

Students obtain a Diploma Supplement (SKPI) and Credit Points (AKM) in the form of a certificate containing a list of activities of the students.

	<b>Bachelor of Psychology (PSY)</b>	<b>Bachelor of Indonesian Literature (IL)</b>	<b>Bachelor of History (HI)</b>
Projected study time	8 semesters	8 semesters	8 Semesters
Number of Credit Points (CP)	144 SKS credits equals to 230,4 ECTS credits	144 SKS credits equals to 230,4 ECTS credits	144 SKS credits equals to 230,4 ECTS credits
Study Workload per CP	1 ECTS credits = 25 hours	1 ECTS credits = 25 hours	1 ECTS credits = 25 Hours
Number of courses	74 courses	60 courses	70 courses
Time required for processing the final thesis and awarded CP	2 semesters 6 ECTS credits	2 semesters 6 ECTS credits	2 semesters 6 ECTS credits
Number of contact hours	Number of CP x Study Workload per CP $230,4 \times 25 = 5.760$ hours	Number of CP x Study Workload per CP $230,4 \times 25 = 5.760$ hours	Number of CP x Study Workload per CP $230,4 \times 25 = 5.760$ hours

The implementation of learning activities is regulated in the Academic Guidelines. They must be prepared based on the regulations which both Government and University have established. The regulations governing the assessment and evaluation of learning outcomes are regulated in the Decree of the Minister of National Education of the Republic of Indonesia 232 / U / 2000 and the Academic Regulation in the Education Sector of Diponegoro University. The academic performance appraisal standards are documented in the Academic Guidance Book. In the academic manual a grading system mechanism has been established. This manual also explicates information such as the minimum number of attendance that the students must meet as a requirement to take exams, procedures for conducting mid-semester and final-semester exams as well as procedures for implementing and assessing thesis exams.

The possible assessment methods include: (1) lecturer assignments related to certain topics, (2) quizzes to detect students' readiness and / or understanding of specific learning outcomes (CP), (3) work reports from practicum activities, (4) seminars on a specific topic, where students present and discuss with other students, (6) practical examinations, (7) midterm and final semester exams. The courses use combined-methods of evaluations, such as exams, assignments, active in-class activities, and projects practice. All assessment methods are specified in the course syllabus, which is distributed or made available to all students at the start of each semester. At the end of each semester, the students are also

asked to fill out courses and a lecturer evaluation survey. The changes and improvements to the curriculum are undergone based on the results of these evaluations.

In the Bachelor programmes each semester students take 21 to a maximum of 24 SKS credits (equivalent to ca. 33 to ca. 38 ECTS credits).

Each student has an academic advisor who provides assistance for the students to solve academic problems and ensure them to complete their studies successfully at the right time. Each academic supervisor carries out the academic guidance process, in accordance with the Academic Guidebook of the Faculty of Economics and Business. The academic advisors provide guidance at least four times each semester, and this guidance is needed at the signing of Study Plan Form (KRS), change / cancellation / replacement of KRS, after mid-semester exams and taking KHS (Study Result Report).

UNDIP treats students with disability based on the Rector Regulation no. 3/2016 r.e. Services for Students with Disabilities at Universitas Diponegoro. At the study programme level, the formal standards/requirements in teaching and learning process, thesis supervision, including examinations procedure will be adjusted to the needs of students with disability so that they can study without considerable obstacles and complete their studies timely. For students with less privileged families, or sick or deceased parents, the programme offers assistance in the form of reducing or postponing the UKT (Single Tuition Fee). For example, immigration assistance is also provided to foreign students through the International Office. In addition, psychological or non-academic assistance is also provided through the Diponegoro University National Hospital (RSND) and the Academic Administration and Student Affairs Bureau (BAAK).

UNDIP provides equal opportunities for all students regardless of their socio-economic background, gender, ethnicity, religion, and physical ability. UNDIP's Academic Policy states that study programmes should not limit access to student admissions for applicants with diverse backgrounds. This process is in accordance with the achievements of the SDGs that is coordinated by the UNDIP SDGs Center. Special consideration and treatment is given for students with special conditions, for example for students with a mental disability or with a tendency to depression. UNDIP facilitates examinations for students with special needs, e.g. students with a visual impairment can take an oral instead of a written test and in sports courses, practical exams can be replaced with written exams or oral tests. Students are allowed to use their specific equipment helping them with their disabilities, and UNDIP also provides a Disability Room to accommodate students with special needs. Further, UNDIP offers the Bidik Misi programme for students from economically disadvantaged groups.

### **Bachelor of Psychology (PSY)**

All courses provided by Bachelor of Psychology are divided into two clusters, which are courses containing theory and fieldwork with the details: lectures 134 SKS credits = 214,4 ECTS credits and fieldwork 10 SKS credits = 16 ECTS credits, with a total of 144 SKS credits = 230,4 ECTS credits.

Learning agreements and lesson plans provide information for students about the learning outcomes. All learning processes from teaching and learning implementation to evaluation/examination refer to the Academic Regulation and the Regulation of Rector of UNDIP Number 4 of 2020 concerning Academic Regulations in the Education Sector implemented in

the Academic Information Book of the Undergraduate Program of the Faculty of Psychology, UNDIP.

Bachelor of Psychology ensures the learning process is in accordance with the expected outcomes by providing the Semester Lesson Plan across courses and evaluation of the learning process at the end of each semester, which is completed by students and lecturers.

### **Bachelor of Indonesian Literature (IL)**

The curriculum in Bachelor of Indonesian Literature combines theories and practices with the following compositions: lectures (99 SKS credits = 158.4 ECTS credits), practices (30 SKS credits = 48 ECTS credits), and fieldwork (15 SKS credits = 24 ECTS credits).

The Bachelor of Indonesian Literature carries out the study process in accordance with the Academic Regulation and the Regulation of Rector of UNDIP Number 15 of 2017 concerning Academic Regulations for the Education Sector for Bachelor Program. The academic regulations are implemented in the Guidebook of the Faculty of Humanities UNDIP 2019/2020. The learning outcomes are stated in the Learning Agreements between lecturers and students which are closed at the beginning of each course and Semester Learning Plans (RPS).

In carrying out the learning process, the programme follows the faculty academic calendar. The counselling services offered by the Bachelor of Indonesian Literature aim to support the success of their students in completing their studies, and are given by academic advisors at study programme level and Faculty Student Counselling Board (BKMF) at faculty level. The Bachelor of Indonesian Literature highly considers the evaluation findings from student feedback and statistical data when revising ongoing programmes. Evaluation feedback is collected through communication activities between the students and the study programme. The results can be obtained from the Academic Information System and are discussed in the study programme meeting.

The Bachelor of Indonesian Literature has opened the chance for all prospective students from all regions of Indonesia. Besides Central Java Province there are students of Yogyakarta, West Java and Banten, East Java, Jakarta, West Sumatra, South Sumatra, North Sumatra, Lampung, Riau, Jambi, Bali, NTB, NTT, East Borneo, Central Borneo, and West Borneo.

In concrete, the Bachelor of Indonesian Literature, under the Faculty of Humanities, has provided access to special services for students with disabilities such as campus building designed to accommodate students with disabilities. This specific access supports students with disabilities to enter classrooms and activities throughout the learning process.

### **Bachelor of History (HI)**

All courses assigned to students have a credit value of 2 or 3 SKS credits with 14 face-to-face meetings. The courses have module description/courses as the supplementary material. The curriculum in Bachelor of History combines theories and practices with the following compositions: lectures (177 SKS credits = 187,2 ECTS credits), practices (16 SKS credits = 25,6 ECTS credits), and fieldwork (11 SKS credits = 17,6 ECTS credits).

The student learning process is supported by the existence of academic services and counselling services. The academic administration services are provided from the study

programme level through the students' academic advisor which is conducted in an integrated manner through SSO and SIAP, the Faculty Student Counselling Board, to university level through the facility of Diponegoro National Hospital. The learning evaluation is conducted continuously and is an integral part of the learning process. This process is run in an integrated manner through the Learning Evaluation/ SSO.

## Appraisal:

### **For all study programmes**

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS credits Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The final grade is supplied with a relative grade.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. Since, according to the HEI, the actual workload of the students is only asked informally, it is difficult to track the actual workload of the students for the thesis as well as for all other courses. Therefore, the panel imposes a condition with regard to the evaluation of the workload (see chapter 5).

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. The measures taken are periodically reviewed and adapted in accordance with the obtained results.

### **Bachelor of Psychology (PSY)**

However, the panel notes a missing consistency in the course description of the Bachelor of Psychology regarding, e.g. length and quality of the description and missing information about the teaching staff. It furthermore includes outdated literature that is not used in classes. Therefore the panel **recommends** the update of the course descriptions regarding the teaching staff, actual used literature as well as course descriptions to ensure an equal quality and length of the information given.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		X		
3.2.2*	Study and exam regulations (Asterisk Criterion)		X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		X		
3.2.4	Equality of opportunity				
		X			

### 3.3 Didactical concept

#### **Bachelor of Psychology (PSY)**

Bachelor of Psychology offers a learning process using logical and rational didactical concepts by guiding towards achievement of hard-competency and soft competency. The learning process is Student-Centered Learning (SCL), combined with other types of learning such as discussion, role play, case method, and program-based learning. Lecture activities and materials are in the form of text book, PPT, module, handbook, as well as audio and video materials are provided online through the KULON system which is integrated with SSO UNDIP, so it can be accessed by students anytime and anywhere. Students provide periodic evaluations related to the effectiveness of learning methods to support the learning competence outcomes.

Course materials are prepared in accordance with the learning outcomes set for each course and in line with qualification of Bachelor of Psychology. All lecture materials are up-to-date with the scientific development of psychology and all the aspects needed to meet the qualification of Bachelor of Psychology. The teaching team meetings at the beginning of each semester are carried out to compile and develop course materials. The course materials in the form of e-book, modules, handbooks, journals, and learning videos are available online so that they can be accessed at any time by students. Thus, students can study independently because learning resources are available and accessible through learning applications developed by campus. Monitoring and evaluations are also held every semester to obtain information which later will be used for refinement and development of the learning process in the following semester.

Bachelor of Psychology schedules guest lectures regularly. Guest lectures are carried out by inviting experts, practitioners, or academicians to share their experience with students. Through guest lectures, students will obtain experience in learning and rich understanding about specific topics in a particular course. Guest lecturers invite practitioners from fields of work that will provide knowledge and insight on how theoretical concepts learned by students can be implemented in the work environment. Meanwhile, by inviting academicians who at least hold a doctoral degree in guest lectures, it is expected to enrich student's scientific understandings.

Bachelor of Psychology provides opportunities and facilitates students to become tutors in the learning process. Certain courses even involve senior students who had passed the

courses to be lecturing tutors, for example: assistants in Psychodiagnostic 2 (Personality assessment) and Psychodiagnostic 3 (intelligence assessment) courses. Assistants are in charge of or assisting students to learn and be able to use psychological test instruments. Assistance by senior students to junior students is also carried out in the Academic Writing Skills program in which senior students provide assistance in carrying out the practice of writing scientific papers. The study programme also has a mentorship, where senior students provide assistance to new students on how to learn effectively, choose extracurricular activities, share information and learning experience.

### **Bachelor of Indonesian Literature (IL)**

Bachelor of Indonesian Literature provides a learning process using didactic concepts consisting of seven forms of learning methods, namely lecture, discussion, participant demonstration, participation in research, internship, manuscript laboratory practicum and performance, and field work. The learning methods used by the lecturers consist of discussions, seminars, role-play, quiz, case method, discovery learning, modelling, and practicum.

The learning outcomes are achieved by students through an interactive learning process which is shown by the use of various learning methods. Case method is applied in the public relations course, role-play is demonstrated in the Traditional Art Studies course, and participant demonstration method is used in the Arts and Performance Management course. The learning outcomes of the lectures are students' abilities and skills in public relations, art documentation, and criticism. The students' learning process is also integrated between the learning process with research and publication experiences. The Bachelor of Indonesian Literature has implemented distance learning which started with proposal and thesis guidance consultations. Distance learning is increasingly being enhanced in the current pandemic conducted by Microsoft Teams and KULON for all courses.

Course materials include textbooks which were written by the lecturers from research which have been published by FASINDO or other publishers and international books as well as articles in accredited national academic journals, articles in reputable international journals, interactive videos, podcast videos, manuscripts, and various script catalogues. Course materials are available online and can be accessed by students through the UNDIP Academic Information System, UNDIP E-Journal, Literature books published by FASINDO, Nusa Journal, and UNDIP Library portal. Students have access to the references in the programme library, faculty library, and university library.

Bachelor of Indonesian Literature invites practitioners and academic experts to enrich the knowledge that has been obtained through the materials from the learning process on campus. These practitioners are from the Central Java Indonesian Television Journalist Association; the Language and Literature Development of the Ministry of Cultural Education of the Republic of Indonesia; the Central Java Language Centre; and the National Library of the Republic of Indonesia. Bachelor of Indonesian Literature has also invited international experts to enrich students' knowledge of theory and methodological competencies. The experts of international HEIs are from the Leiden University (Netherlands), Toyo University (Japan), Hamburg University (Germany), Leeds University (UK), and Universiti Kebangsaan (Malaysia).

Lecturing tutors in the Bachelor of Indonesian Literature is in the form of mentors for new students within activities such as the following. (a) Pre-Basic Student Management Skills Training (LKMMPD); (b) Basic Student Management Skills Training (LKMMD); (c) Indonesian



Literature Research Training (PERISAI); (d) Student Creativity Program (PKM); and (e) Character Education (Pendikar).

### **Bachelor of History (HI)**

The didactic concept of Bachelor of History is oriented towards learning outcomes through learning methods which combine lectures, discussions, and fieldwork based on Student-Centered Learning. For a different learning process, the case study method is also implemented. Students are encouraged to take an active role in creating a successful learning process by actively working on their course assignments which are based on issues existing in the community (Problem-Based Learning), such as assignments in the Social Research Method. Systematically, the didactic method is oriented towards achieving the expected learning outcomes of each module, for example by regularly using case studies or Project-Based Learning for several courses, such as Cultural Heritage Management, Teaching History Models, Learning History Methods, Tourism Management, Historical Journalism, and Historical Cinematography.

The Bachelor of History also implements distance learning (online), including the use of self-learning in maximizing learning materials. The materials are given in the form of soft-files (including Power Points, e-books, audio and video files, and audio-visual files) which can be accessed by students through KULON application and Microsoft Teams managed by UNDIP. In order to expand the accessibility of the materials, there is a course streamed through YouTube channels, namely Philosophy. To fulfil the learning outcomes, grading on the assignments is conducted by 50 % of total score (odd semester of 2020/2021). Research-based materials and teaching materials and learning methodologies in the Bachelor of History are reviewed regularly through evaluation results and improvement efforts from students, alumni, and stakeholders.

Course materials are oriented towards the achievement of the learning outcomes to match the expected qualifications. The updated materials that can be accessed digitally in KULON, make it easier for the students to be further involved in self-learning. In order for the learning process to run optimally, the course materials and didactic requirements are arranged appropriately and systematically. The course materials are arranged in such a way as to allow students to be familiar with various problem-solving approaches based on scientific perspectives. Based on the courses' existing materials, students can develop their problem-solving strategies based on their framework of understanding. Didactic concept frameworks from the course materials are regularly updated through the teaching materials and output.

The Bachelor of History invites guest lecturers through programmes organized by UNDIP, including the Visiting Professor Program, Public Lecture, International Seminars and Webinars, and Joint Research Programs. These activities contribute in the process of improving the students' qualifications, both as academics and practitioners. Guest lecturers become the source of knowledge for students regarding issues e.g. related to culture and politics.

The Bachelor of History organized a World Class Professor (WCP) which invited various academics from renowned universities of the world, including, University of Leiden (Netherlands), National University of Singapore, and University of the Philippines Diliman. Students are able to discuss research topics proposed for their graduating article in those events. The WCP is held for an average period of 4-12 weeks. In addition, the Bachelor of History has also invited guest lecturers through the Public Lecture program, from the Australian National University, Jakarta Intercultural School (Indonesia), Leiden University

(Netherlands), Oxford University (UK), University of Malaya (Malaysia), and Nanyang Technological University (Singapore). Their topic of expertise has stimulated the interest of students and opened their chances to be involved in collaborative projects, both in research and other academic fields.

Students' involvement in the learning process helps them in developing their competence and skills. It is done through learning activities, research supervision, academic counselling services, appointing subject course coordinator, assistance in the preparation of proposals from students who have passed the course, fieldwork practice, and academic advocacy which is provided by the Student Association. In certain courses, such as Social Research Method, Tourism Management, and Historical Cinematography, seniors play a role in the mentoring process.

### Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. For the **Bachelor of Indonesian Literature** and **Bachelor of History** the panel **recommends** including an even broader variety of didactical approaches, including fieldwork and case studies.

Students are encouraged to take an active role in creating the learning process. However the panel finds for the **Bachelor of Psychology** that sometimes the choice of the didactical method is not plausible. To ensure in-depth and interactive examination of the study contents the panel suggests to make sure that the didactical mean fits the academic standard. This could include also a broader variety of didactical concepts, like multimedia (online) material, tutorials and learning videos.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel welcomes to see during the online site-visit that students seem to be highly motivated and readily engage in using digital means of communication and online platforms.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Lecturing tutors support the students in the learning process and help them develop competences and skills. The panel **recommends** for the **Bachelor of Indonesian Literature** and **Bachelor of History** to include students as teaching tutors to support the learning process of the students even more.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		

## 3.4 Internationality

### **Bachelor of Psychology (PSY)**

International and intercultural aspects are implemented in the teaching materials using journals and international references, for instance the History of Psychology, Psychopathology, Personal and Career Development, and the participation of international speakers as guest lecturers. Intercultural competency is seen from student contribution at international level. In 2020, there were 32 students participating in international seminars both as presenters and participants, six students joining international talent training, five students participating in international social community activities, four students participating international competitions in the academic and non-academic. Alumni who work or continue their study abroad also present actual implementation of curriculum through intercultural competency outcomes.

Bachelor of Psychology held a summer course in 2019 and 2020 participated by 42 foreign students from Malaysia, Sri Lanka, China, Thailand, Algeria, and Nepal. The student participants in this activity did not only come from different backgrounds in psychology, but also from other disciplines such as communication, management and business. It allowed exchange of culture and knowledge through discussion in class and field trips.

In the past five years, 27 visiting lecturers from overseas from several universities such as Monash University (Australia), Griffith University (Australia) and Taipei Medical University (Taiwan) have contributed to provide academic and professional experiences in the Bachelor of Psychology. Internationalisation is also reflected in the implementation of Summer Courses, International Seminars and five Memorandums of Understanding (MoU) with foreign universities initiated by Bachelor of Psychology. The implementation of MoU is also seen from joint research with Griffith University, DPFA Academy of Work and Health Leipzig and University of Malaysia Terengganu. Bachelor of Psychology sends lecturers to continue their studies abroad and to be guest lecturers at George Mason University and Griffith University in Australia.

Foreign language usage is implemented in the compulsory English course of UNDIP. English literature that can be accessed digitally by students, and journals subscribed by the University are available. In addition, guest lectures programmes presenting speakers from several universities abroad are encouraged to expose students to a foreign language.

## **Bachelor of Indonesian Literature (IL)**

Bachelor of Indonesian Literature implements international content through several courses such as (a) English; (b) Academic English (II); (c) Arabic Grammar; (d) Korean; (e) Sanskrit; and (f) Gender in Language and Literature. Measurement of English proficiency is evidenced by a Test of English as a Foreign Language (TOEFL) certificate issued by a language institution, namely the Service English Unit of UNDIP Semarang with a TOEFL Score of at least 400 that students have to present in the end of their study period. International content developed in the Bachelor of Indonesian Literature in preparing students to work at an international level is through the students exchange programmes and teaching BIPA (see chapter 1.2 International orientation of the study programme design).

In 2018 the Bachelor of Indonesian Literature was visited by nine foreign students from Xi'an International Students University, China. In 2020 there were 25 foreign students enrolled in the Indonesian Literature Summer Course. Bachelor of Indonesian Literature has designed the Summer Course programme every year which is held in October to attract foreigners/foreign students to get to know Indonesian culture: batik, gamelan, wayang, and culinary heritage.

A foreign lecturer who teaches in the Bachelor of Indonesian literature is from Korea International Agency (KOICA), South Korea who teaches the Korean Language course. Through this collaboration, the Faculty of Humanities takes part in improving the students' Korean language skills, understanding of the Korean culture, and enhancing their self-confidence to participate on an international level. Lecturers teaching overseas connected to the Introduction to Indonesian Language and Culture programs have been to: Queensland Australia, Asian Studies James Cook University, and Kirwan State High School Townsville., the Asian Studies Department of Griffith University, Brisbane, Australia and Nagoya University, Japan.

The instruction language in the learning process is Indonesian. Three foreign language courses in the Bachelor of Indonesian Literature are English, Arabic, and Korean. These three courses support the improvement of foreign language skills. Bachelor of Indonesian Literature lecturers provide learning references in the form of reference books and reference articles in English.

## **Bachelor of History (HI)**

The curriculum of the study programme represents the international orientation through Maritime History 1 and Maritime History 2, History of Europe, History of East and South Asia, History of Southeast Asia, and Islamic History. In addition, the use of e-books and journals are also mandatory materials that must be studied by students to fulfil the international orientation. Research dissemination and publication is used for updating course materials. International orientation is also demonstrated through the introduction of concepts, theories, methodologies, and recent research results which can be accessed online through international journals; public lectures, seminars, and workshops by presenting lecturers/researchers from various countries as experts. Learning materials in several courses are delivered using English as the language of instruction, such as Maritime History 1, Maritime History 2, History Learning Methods, and English.

The Bachelor of History has accepted foreign students from Singapore, Myanmar, and Japan through the SHARE and student exchange programmes. UNDIP also provides scholarships for foreign students through the Diponegoro International Students Scholarship (DISS). They participated in field trips, public lectures, and international seminars organized by the study programme. The field trip was organized as collaboration between the History Department and Nagoya University, Japan. The last field trip was held in 2018, followed by eight students from Nagoya University with locations in Brebes and Tegal. It did not only attract the students' interest from universities in Indonesia, but also foreign students and researchers through public lectures and international seminars.

International promotion is conducted by the faculty through collaboration between foreign universities through Memorandum of Understandings, International Seminars, Workshops, and Summer Courses. At the study program level, this collaboration is realized through public lectures, seminars, and workshops with the experts. Cooperation is also conducted in the form of collaborative research, organizing field trips (in collaboration with the University of Tokyo and Nagoya University) and summer courses (in collaboration with Nagoya University). Students from both universities participated in this activity by conducting field research in some areas in Central Java, including Semarang, Ungaran, Salatiga, Boyolali, Sragen, Kartasura, Surakarta, Brebes, and Tegal. International faculty promotion is also performed by sending professors to foreign universities, such as Nagoya University in Japan, Mokpo University in Korea, and National Cheng Kung University in Taiwan.

The foreign language component in the Bachelor of History is shown in the form of courses, learning materials, and literature. There are two foreign language courses namely English and Dutch, which are both mandatory courses. English is given in semester I, whereas Dutch is given in semester III-VI (Dutch I-IV) (2017 Curriculum). The learning materials for some courses have been prepared in English, such as courses in Maritime History 1 and Maritime History 2, Maritime Society and Culture. Lecturers use English references from the Library of the Department of History, the Faculty of Humanities, UNDIP, and private collections. Students can also access this literature online in the form of e-books, journals, magazines, and dissertations via SSO, and newspapers subscribed by the Department of History.

## Appraisal:

The panel formed the view that in general, international contents are an integral part of the curriculum of the **Bachelor of Psychology**. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, the panel sees more potential to enhance the international content and **recommends** an even greater focus on international content to clarify the programme's international profile.

The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted in the **Bachelor of Indonesian Literature** and **Bachelor of History**.

Since UNDIP has set itself the goal of a high level of internationalisation of the study programmes and the university itself, the international composition of the student body with few international (full-time) students (see chapter 0) does not correspond to the study programmes' concepts or the goal of the study programmes. Therefore, the panel

**recommends** increasing the number of international students in all three study programmes, especially the number of international full-time students. In their statement on the report, UNDIP states the study programmes have made the strategic plan/ RENSTRA to attract more international students. For example, the Faculty of Psychology plans to develop the International Undergraduate Programme (IUP) in 2023. Therefore, in the beginning of 2022, Faculty of Psychology initiates visits faculties of Psychology from other universities that have International Undergraduate Programme (IUP) to collect information necessary for the development of IUP, as well as Double Degree Collaboration Programme. The same plan has been formulated by Faculty of Humanities which states that in 2024, the faculty will develop five IUP programmes, including for Bachelor of Indonesian Literature and Bachelor of History. The panel welcomes the efforts already taken and **recommends** that the success of these measures be further monitored and that the measures be adjusted if necessary.

The composition of faculty is partly international in so far as guest lecturers are involved as well as teachers with international academic and professional experience. This promotes the students' acquisition of international competences and skills up to a certain extent. However, the panel **recommends** that the number of international faculty as well as the number of faculty who have international work, study, or research experience should be increased.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the Bachelor of Psychology. However, the panel **recommends** including even more international literature to enhance the international qualification of the students.

Lectures and course materials in foreign languages predominate in the **Bachelor of Indonesian Literature** and **Bachelor of History**. Internationality is clearly a key element of both study programme's profiles.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		HI, IL	PSY		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents		HI, IL	PSY		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

#### **Bachelor of Psychology (PSY)**

Communication, public speaking, cooperation, and conflict management skills of the students are achieved through: learning strategies and assignment discussion presentations, problem-based learning, and the Self and Career Development Course, internship, Student Community Service (KKN), and expo activities in Entrepreneurship Course where students practice public speaking skills in promoting and marketing products. Not only in the course, students' communication, public speaking, cooperation, and conflict management skills are also improved through various competitions in academic field such as Student Creativity

Program (PKM), sending delegation for academic and student competitions, as well as providing Student Management Skills Training Pre-Basic Level (LKMMPD) and Basic Student Management Skills Training (LKMMD) in collaboration with the Student Executive Board.

### **Bachelor of Indonesian Literature (IL)**

The development and improvement of communication and public speaking skills in the Bachelor of Indonesian Literature students are conducted through intracurricular activities. These intracurricular activities are carried out within the lecture process. Communication and public speaking skills are reflected in Rhetoric, Broadcasting, and Internship courses.

Collaborative and conflict management skills in Bachelor of Indonesian Literature students are practiced through discussion activities within lectures, organisation of project assignments, and the KKN. Leadership and entrepreneurship skills in the Bachelor of Indonesian Literature students are obtained through Character Education (Pendikar), Pre-Basic Student Management Leadership Training (LKMMPD), Basic Student Management Leadership Training (LKMMD), and Indonesian Literature Research Training (PERISAI).

### **Bachelor of History (HI)**

The improvement in multidisciplinary abilities and skills in courses are reflected by the Student-Centered Learning method. Through this method, students are trained to develop their communication, public speaking, collaborative, and problem solving, as well as their leadership skills. In class, students are divided into small groups led by a group leader. Each group organizes, disseminates, discusses, and answers the assignments. In line with the development of information and communication technology, through the Historical Cinematography course, students are trained to develop their ability to communicate ideas using audio visual media through documentary films. Multidisciplinary skills are actualized through bachelor thesis publication, which uses social science approaches. In addition, multidisciplinary skills are also given through training held by the student organisations such as Pre-Basic Student Management Leadership Training (LKMMPD), History Leadership Training, and Innovative Planning on Humanities Research (Interest).

### **Appraisal:**

The students of the **Bachelor of Psychology** acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

Furthermore, communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile of the **Bachelor of Indonesian Literature** and the **Bachelor of History**.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		HI, IL	PSY		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### **Bachelor of Psychology (PSY)**

Bachelor of Psychology attempts to link and match to the community needs, as well as industrial needs to improve the employability of students. This link and match effort is implemented in internship; assessment and intervention courses; and KKN. Internship has 1 credit transfer and has been conducted through practicing work in various institutions and industries according to students' interest. Meanwhile, the assessment and intervention courses and KKN require students to get into the communities to conduct data mining and provide alternative solutions to problems in the communities. Bachelor of Psychology also intensively conducts tracking and evaluation to the waiting period for alumni to get their first job and evaluations from stakeholder to update job market needs for graduates of Bachelor of Psychology.

#### **Bachelor of Indonesian Literature (IL)**

Bachelor of Indonesian Literature prepares students abilities and skills to achieve job positions according to the results of the tracer study that alumni complete regularly. Many graduates achieve strategic positions in various institutions. For example, the Head of the Language and Literature Development; Vice Rector for Academic Affairs PGRI Semarang University; and Deputy Chairman of the Indonesian Broadcasting Commission (KPI) of the Republic of Indonesia.

Bachelor of Indonesian Literature equips students with language skills which are tested through the Indonesian Language Proficiency Test (UKBI) for Indonesian and TOEFL for English. Students are also trained to compete in the job market. Moreover, students are also equipped with entrepreneur skills through Entrepreneurship course and entrepreneur training. The Student Community Service (KKN) course provides first-hand experience to students across the discipline to engage in communities.

#### **Bachelor of History (HI)**

Student's professional capacity is improved through three efforts. First, through updating theories and practices on a regular basis in order to adjust to the development of science and the labour market demand. Second, through the Thematic KKN, students are trained to work in a multidisciplinary manner. Third, the involvement of students in research projects has increased their experience to work professionally. Students are also introduced to actual problems through Fieldwork Practice (PKL). The projection of professional service needs is undertaken by using tracer study and Graduate User Evaluation. The Bachelor of History also facilitates students to have internships in governmental and private institutions according to their interest. The entrepreneurship course is also provided to encourage the entrepreneurial spirit of the students.

#### Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the **Bachelor of Psychology** through all its modules.



In addition, the **Bachelor of Indonesian Literature** and **Bachelor of History** enable the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations. Amongst other things, the internships in institutions which also create jobs for the prospective graduate like language agencies, publishers, museums, archives, tourist oriented companies and so on.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		HI, IL	PSY		

## 4 Academic environment and framework conditions

### 4.1 Faculty

#### **Bachelor of Psychology (PSY)**

The organisational structure of the Faculty of Psychology is led by the Dean, assisted by two vice deans who are each responsible for academic and student affairs (VD I) and human resources and finance (VD II), and by a manager, three supervisors, and the staff. Bachelor of Psychology has 38 permanent lecturers who have passed lecturer certification in accordance with applicable laws and government regulations. Bachelor of Psychology has one professor.

Workload of the lecturers is in accordance with the requirement of the number of lecturers needed to provide assistance/guidance to students. When students need to do consultation or discussion related to the learning, they can immediately contact the relevant lecturers either by email or WhatsApp group.

Lecturers have practical experiences to integrate theories and practices, such as in clinical practices and industrial practices. The practice of psychology in hospitals is used to expand students' insight in the courses of clinical psychology and psychotherapy.

#### **Bachelor of Indonesian Literature (IL) and Bachelor of History (HI)**

Bachelor of Indonesian Literature and Bachelor of History are under the auspices of the Faculty of Humanities UNDIP. The Faculty of Humanities is led by the dean, assisted by two vice deans (VD) who are respectively responsible for academic and student affairs (VD I) and human resources and finance (VD II), as well as assisted by a manager, three supervisors, and staff (Faculty Organization Structure). The faculty coordinates all activities of the Tridharma of Higher Education (teaching, research, and community services) which are carried out by each of the study programme.

The lecturers of the Bachelor of Indonesian Literature and Bachelor of History are all faculty members with academic standards in accordance with the UNDIP Rector's Regulations Number 209 of 2012 about academic regulation.

Based on academic qualifications, there are 14 lecturers of the **Bachelor of Indonesian Literature** consisting of three professors, five doctorates, six masters and one of whom is currently studying for a doctoral degree (doctoral candidate). Meanwhile, the number of lecturers in the **Bachelor of History** is 26 lecturers, consisting of four professors, eight doctors, and nine masters, five of whom are pursuing doctoral degrees.

The Faculty of Humanities also recruited 18 non-permanent or part-time lecturers in 2020. In particular, part-time lecturers who are positioned in the **Bachelor of Indonesian Literature** and the Bachelor of History are lecturers for subjects that require specific skills. For instance, a part time lecturer in the Bachelor of Indonesian Literature was recruited to teach courses in Cinema Studies and Creative Writing. While in the **Bachelor of History**, they were recruited to teach courses in Historical Journalism and Historical Cinematography.

**Bachelor of History** specifically uses lecturers from the History Department. Meanwhile, the Indonesian and English Language courses use lecturers from the Linguistic and Literature Department.

**Bachelor of Indonesian Literature** lecturers have the following practical business experiences: (a) Competency Assessor from BNSP (National Agency for Professional Certification); (b) BIPA; (c) Broadcasting Competence; (d) Competence as Book Appraiser and Textbook Reviewers; (e) Competence as Linguistic Expert Witness. Complete supporting data related to the lecturers' practical business can be found at the following link practical experience.

**Bachelor of History** lecturers integrate theory and practice which is manifested in research and publications. Theoretical and practical abilities in accordance with specific competencies are obtained from experts, for example cultural heritage experts, cultural experts, examiner for cultural heritage sites, and as research reviewers. In addition, permanent lecturers of the Bachelor of History have knowledge and skills in their respective field of research, which are used in the courses of Historical Methodology, Social Research Method, Oral History Method, Applied History, Tourism Management, and Cultural Heritage Management. Meanwhile, non-permanent lecturers have specific competence in editing documentary films and reporting techniques through the courses of Historical Cinematography and Historical Journalism. Apart from teaching, non-permanent lecturers work as film editors and journalists.

### **All study programmes**

To become a lecturer at any higher educational institution in Indonesia, a pedagogical certificate issued by the Ministry of Education and Culture, known as *Sertifikasi Dosen* (Certified Professional Teacher), is required. In addition to the above requirements, professors also have the requirements to publish scientific papers internationally in journals with good reputations. Lecturers and professors are required to be active in research and service activities to support academic quality in the study programme.

The procedure for submission and approval as a professor is contained in UNDIP Rector's Regulation. In addition, lecturers who possess doctoral degrees are encouraged to apply for a professor programme with intensive mentoring and support for research and community service funding. Lecturers with Master degree are also encouraged to continue their doctoral studies. Therefore every lecturer at UNDIP has the opportunity to carry out study assignments and/or study permits to pursue their doctoral degree. The procedure is contained in the Standard Operational Procedures for Study Assignments and Study Permits at UNDIP.

In order to ensure that all academicians at UNDIP meet pedagogical and didactic requirements, the Institute for Development and Quality Assurance of Education (LP2MP) provides various trainings related to teaching and learning methods at UNDIP.

In the study programmes academic advisors for students are provided to support the students' success in the study. They are responsible for providing academic advice and monitoring the study progress of their students. In addition, academic advisors also provide non-academic consultations to help students overcome their non-academic problems. Student consultations to academic advisors are conducted at least four times in one semester. Students can also contact their academic advisors out of working hours or according to agreement. In addition to support from academic advisors, the University also provides support in the form of psychological service consultation for students. For matters outside the academic field, students can also get counselling services with a psychologist.

In education and learning activities, lecturers provide services in the form of counselling in the lecture process, thesis writing, and publication. In addition, lecturers also provide opportunities for students to participate in various academic activities, such as seminars, public lectures, workshops, and training conducted by the faculties, University and various institutions outside the University.

## Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the respective faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the panel **recommends** for the **Bachelor of Psychology** that the HEI continue to encourage lecturers to become professors and to enhance the number of professors in the faculty.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented.

The practical business experience of the respective faculty corresponds to the requirement of the programme to integrate theory and practice. However, the panel **recommends** for the **Bachelor of Psychology** and the **Bachelor of History** to include more lecturers with practical business experience.

The faculty members cooperate with each other in teaching teams for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. This is done through personal supervision and lecturers being available in multiple ways.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

### **All study programmes**

The duties of the Head of Bachelor study programmes are contained in the Regulation of Rector of UNDIP Number 28 of 2020 on Academic Regulations. The Head of the study programmes are responsible for the implementation of study programme activities covering the determination of academic advisors, teaching task division, practicum schedules, monitoring and evaluation of lectures, monitoring the implementation of guidance, scheduling and appointment of bachelor thesis examiners, as well as coordination of public relation activities. The heads of the study programmes hold regular meetings through the study programme meeting forums (Bachelor of Psychology, Bachelor of Indonesian Literature, and Bachelor of History).

### **Bachelor of Psychology (PSY)**

In the Faculty of Psychology lecturers and students are supported by a manager, three supervisors, and 38 administrative staff supporting faculty performance. Academic administration and student affairs can be accessed by students at the Faculty of Psychology website at the Magenta Media Center. The website also updates information of faculty activities as well as the existence of regular community dialogue between students, lecturers, and staff.

Academic management through the integrated system of Single Sign On SSO SIAP makes sure that the learning process can be implemented effectively. The faculty facilitates administrative staff with practical skills supporting educational tasks and services, such as the implementation of IT courses in the form of ZOOM and Microsoft Teams training and continuous service training.

### **Bachelor of Indonesian Literature (IL) and Bachelor of History (HI)**

The placement of administrative staff at the Faculty of Humanities level is under the coordination of the faculty manager who oversees three affairs, namely academic and

student affairs, finance and personnel, general and asset management. Meanwhile, the Faculty of Humanities contains 63 administrative staff.

Faculty leaders, heads of study programmes, and student representatives regularly organize meeting activities to discuss academic and non-academic issues, including discussion of the students' support. In addition, the discussion activity is also used as a medium for submitting complaints and inputs in the provision of the learning infrastructure.

## Appraisal:

The panel noticed that the study programmes and the activities of everyone involved are well managed and coordinated by the Heads of the programmes. It is ensured that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

## 4.3 Cooperation and partnerships

### **Bachelor of Psychology (PSY)**

In the last five years, Bachelor of Psychology has worked in collaboration with 14 universities both from Indonesia and from overseas, including the Universitas Indonesia, President University (Indonesia), and Oklahoma State University (USA). The collaboration is performed by sending lecturers to take advanced study; holding joint international seminars, collaborating for student activities such as the Indonesian psychology student conference. Furthermore, collaboration with other universities is also performed through course activities, joint research with Griffith University, University of Malaya, and DPFA Germany, as stated in the cooperation document in the form of MoUs.

Bachelor of Psychology has established cooperation with government and private institutions to support learning activities. The cooperation is in the forms of research and community services. Students can perform internships in the institutions. There are 29 governmental institutions in cooperation with Bachelor of Psychology. Practitioners also give lectures so that students obtain detailed descriptions not only in the theory but also in the real conditions

of the world of work. This cooperation also gives contributions on the curriculum and graduates' profile. Stakeholders are invited to discuss the needs of students in the world of work. This activity is implemented in the development of curriculum and content of semester lesson plans. The cooperation document between institutions is in the form of a MoU.

### **Bachelor of Indonesian Literature (LI)**

Bachelor of Indonesian Literature collaborates with other universities both at the national and international levels as an effort to maintain and improve the quality of the study programmes. The collaboration is conducted by implementing the MoU, namely by presenting lecturers from abroad to the university and by sending internal lecturers abroad to strengthen learning and assistance in writing articles for reputable international journals. This form of collaboration is also conducted through International Conference Forum (ICONSEAMO, 2018), (ICENIS, 2019-2020), (ISSHE, 2020), (CL-LAMAS, 2019); summer courses, visiting professors, visiting lecturers and joint research programmes. The national and international cooperation is directed to be relevant to the vision, mission, and objectives of the Bachelor of Indonesian Literature in all aspects of language, literature, philology and culture. The collaboration with other universities is implemented in order to expand the academic network, and the benefits of the collaboration are expected to have a positive impact on the students.

Bachelor of Indonesian Literature collaborates with some parties and agencies in providing assistance in the field of Tridharma in the form of teaching, research, and community services. The collaboration includes: Language Agency, Research and Development Agencies of the Ministry of Religion, Central Java Language Center, Central Java Regional Research Council, Television of the Republic of Indonesia Central Java, RRI Semarang, Radio Elshinta, DPRD of Central Java Province, School and Islamic Boarding School. Policies regarding the collaboration refer to the Regulation of the Rector UNDIP No. 13 of 2015. The cooperation document between institutions is in the form of a MoU.

### **Bachelor of History (HI)**

The Bachelor of History collaborates with 18 national and 13 international HEIs through Cooperation Agreements (PKS) with Universitas Hasanudin (UNHAS), Universitas Airlangga (UNAIR), Universitas Sebelas Maret (UNS), Nagoya University Japan, Mokpo University Korea, and National Cheng Kung University (Taiwan). The Bachelor of History is a member of the Association of Indonesian History Study Programs (PPSI), which regularly organizes management meetings to discuss PPSI's work programmes and activities during the management period including discussion of subjects/curriculum, student and lecturer exchanges; preparation of textbooks, seminar, the development of historical studies, as well as the development of the history study programme.

Bachelor of History has cooperated with government and private institutions, such as the Ministry of Maritime Affairs and Fisheries of the Republic of Indonesia, Indonesian Navy, Bank of Indonesia, the Ranggawarsita Central Java Museum, several local governments in Central Java Province, the Central Java Provincial Archives and Library Agency, the National Archives of the Republic of Indonesia, and Historia Magazine. In addition to inviting experts for the student activities, the institutions also provide opportunities for the student internships. The collaboration with employers is also used to review the curriculum of the study programme which in turn has an impact on the profile of graduates.

## Appraisal:

The scope and nature of cooperation with other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. In their statement on the report, UNDIP states that they build new partnerships for the Bachelor of Psychology with the Oklahoma University (the US) and DPFA Academy of Work and Health Leipzig, Germany. In 2021, the Faculty of Psychology plans to expand the collaboration with the University of Gdansk, Poland to hold the second International Conference on Psychological Studies (ICPSYCHE) and to conduct research collaboration. The panel welcomes the efforts already taken and recommends that the success of these measures be further monitored and that the measures be adjusted if necessary. However, the panel **recommends** for the **Bachelor of Psychology** and the **Bachelor of Indonesian Literature** to enhance the cooperation further with European and American institutions. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme **Bachelor of Psychology** are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. However, the panel **recommends** for the **Bachelor of Psychology** to enhance the cooperation with business enterprises and organisations in order to promote students' employability.

Cooperation with business enterprises and other organisations for the programmes **Bachelor of Indonesian Literature** and **Bachelor of History** are actively promoted. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. entrepreneurship projects), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		HI, IL	PSY		



## 4.4 Facilities and equipment

### **All study programmes**

UNDIP has adequate facilities and infrastructure to support activities both for academic and non-academic activities, such as the Diponegoro National Hospital (RSND), Diponegoro Primary Clinic, UNDIP gas stations, Diponegoro Campus Mosque, sports stadiums, tennis courts, soccer fields, and Diponegoro Education Reservoir. All of these facilities can be accessed by the academic community for free. All classrooms are equipped with LCD, white board, sound system, and air conditioning. To support the application of the Internet of Things (IoT) in learning and research activities, all buildings have been equipped with Wi-Fi connections. Students have been given an SSO account to be able to access the internet both on and off campus.

To ensure flexibility in access to literature, UNDIP has open access to databases including scientific journals, newspapers, and books. Access to subscribed journal collections can be obtained through the E-journal menu located in SSO. UNDIP's subscribed databases include JSTOR, SCOPUS, Web of Science, Taylor and Francis, Cambridge Core, Emerald, Springer, Nature, EBSCO, and PROQUEST.

### **Bachelor of Psychology (PSY)**

Bachelor of Psychology has facilities related to learning such as lecture rooms, examination rooms, library, psychodiagnostic laboratory, computer laboratory as well as reading room. There are 18 lecture rooms equipped with white board, computer/laptop, projector, as well as air conditioner and audio system. The buildings are also designed to be friendly for people with disabilities and the environment by implementing green buildings with several accompanying facilities (cf. self-evaluation report p. 84).

Students of Psychology use all information systems integrated in SIAP, KULON and UNDIP E-journal.

The library of Bachelor of Psychology facilitates book borrowing, literature/reference provision that can be read in the library, as well as digital library to accommodate the need of student reference online. Lecturers and students can submit the need of references so that it can be planned for procurement and update for additional library collection. The total collection in the library is more than 7,000 books. Faculty librarians consist of four people and one of them has a functional position as a librarian. The operation of the library is carried out according to office working hours, which is open from 08.00 am to 04.00 pm.

### **Bachelor of Indonesian Literature (IL) and Bachelor of History (HI)**

To meet the needs of students in accessing literature, the Faculty of Humanities has a representative library in Building B on the first floor.

Bachelor of Indonesian Literature and the Bachelor of History utilize the library collections owned by the Faculty Library and the University Central Library. The Faculty of Humanities includes more than 4,000 books from various collections. Access to the literature is available through the Digital Library. Library services have been computerized and are actively carried out every day by the librarian starting from 08.00 am - 03.00 pm.

The **Bachelor of Indonesian Literature** occupies Building A on the second floor. It contains classrooms, academic administration rooms, and an office for the Head and Secretary of the

study programme, a lecturer room, a theatre room, and a manuscript digitization laboratory room.

The Bachelor of Indonesian Literature has its own reading room service for both students and lecturers in its office space. In addition, complete book collections can be obtained by the students at the University Central Library and the Faculty Library. There are also digital collections and journal subscriptions that can be accessed freely by the students through the SSO account on the SSO menu.

The **Bachelor of History** occupies Building B which consists of six classrooms, one office for the Head and Secretary of the study programme, ten lecturer rooms (each used by two lecturers), two administration rooms, a meeting room, reception, student workspace, the Center for Asian Studies (CAS), the Center for Maritime Studies, a History Laboratory, audio-visual, and archive room. Then, for the student activities, a room has been provided which is independently managed by the History Study Programme Student Association.

The facilities and infrastructure at the Faculty of Humanities is functional and directed towards the interest of achieving student competence. For example, in the History Study Program, to support the achievement of student competence in the Historical Cinematography course, the Audio Visual Room is used by the students for the production and editing of documentary films. This room is a soundproof room and is equipped with audio-visual facilities supported by computer equipment for graphic design. In addition, the History Laboratory Room is a place where the students practice finding and reading both primary and secondary historical sources. This room is equipped with a micro reader that can be used to read archives in the form of microfiche. All of these facilities can be used for free by all students.

Bachelor of History students get access to the library collections in the Department Library. Access to the libraries can be obtained through the History Laboratory which reserves on research reports conducted by the lecturers, as well as dissertations and master thesis on the field of history. In addition, there are also clippings of historical sources obtained from the lecturers and alumni contributions. These sources can be used by the students, both for compiling coursework assignments and bachelor thesis.

Meanwhile, digital collections are an important reference for research in the field of history. In addition to the collections that UNDIP has subscribed through SSO, Bachelor of History in particular has owned digital collections such as newspapers, e-books, scientific articles, magazines that can be used as primary and secondary sources in historical research. Some of the collections include collections from Sejarah Nusantara ANRI, Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV), Delpher Kranten, National Library of Australia, National Library Board of Singapore, National Archives United Kingdom, The Guardian, and New York Times.

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available.

The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The panel rates the recent purchase of 100 new books for the Bachelor of Psychology in English language very positive. However, the panel sees room for improvement. To ensure the overall development of literature access for all study programmes in the future, the panel **recommends** the development of a systematic approach for the continuous improvement and updating of literature in the library and online accessible resources.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## 4.5 Additional services

### All study programmes

Student career counselling activities are established by the UNDIP Career Center (UCC) through Career Counselling, Career Expo and Career Jam Sessions at the university level.

At the faculty level, UCC also conducts a Career Roadshow to introduce careers in the related field to the students. Support for student career counselling is not only provided by the UCC, but also by the University Student Counselling Board (BKMU). In addition, student career counselling services are also facilitated by the Faculty of Psychology and the Faculty of Humanities by establishing the BKMF which is tasked to handle students who face problems with their study process. BKMF also involves qualified psychologists to provide intervention to students who experience psychological problems.

For the network of companies, the faculties utilize information on job vacancies facilitated by the University as the organizer as well as information that come to the faculty from the collaboration network it has. Information on job vacancies is also provided through various faculty information media such as websites, social media, and coordination with the Faculty Student Executive Board.

UNDIP alumni are members of the UNDIP Alumni Association (IKA UNDIP), which was formed in 1987 and is based in Jakarta. IKA UNDIP oversees alumni associations at the faculty and study programme level.

Alumni also participate regularly in various activities which involve working and public communities. Alumni also have the option to join in a monthly regular working programme by providing tuition assistance for students.

### **Bachelor of Psychology (PSY)**

The Psychology Alumni Association (IKAPSI) was formed in 2001 with the aim to be a forum to develop an alumni network and play a role in the Bachelor of Psychology activities connected to the alumni. IKAPSI makes contributions in evaluating and improving curriculum to support faculty development. Bachelor of Psychology has particular staff in the Academic and Student Affairs to do alumni tracer. Comprehensive information from alumni data can be used to plan graduate quality improvement programmes.

One of the regular activities carried out by alumni of Bachelor of Psychology include being speakers in webinars that expose updated psychology practitioners and other worlds of work related to the field of psychology. Alumni also participate regularly in various activities which involve working and public communities.

### **Bachelor of Indonesian Literature (IL) and Bachelor of History (HI)**

At the faculty level, Bachelor of Indonesian Literature and Bachelor of History alumni are also members of the Alumni Association of the Faculty of Humanities (IKA FIB) which was established in 2018. IKA FIB actively supports the faculty or the study programmes activities in the form of organizing seminars, entrepreneurship training, and giving assistance to the students, especially during the pandemic situation.

**Bachelor of Indonesian Literature** alumni are members of the Indonesian Literature Alumni Association (IKA Sasindo) which regularly organizes alumni gatherings annually. This activity is intended as a networking platform between alumni in the hope that they can become partners for strategic value and synergism with the plans and programmes. This activity also accommodates seminars and discussions involving lecturers, students, and alumni. The activities of alumni of the Bachelor of Indonesian Literature can be seen on Facebook, Twitter, and Instagram.

**The Bachelor of History** alumni have an association called the History Alumni Association (IKA Sejarah UNDIP). IKA Sejarah UNDIP has contributed significantly to the development of the Bachelor of History by organizing various activities, such as support for alumni in updating the curriculum, assessment of study programmes, involvement as guest lecturers and as training experts for the development of students' soft skills. In this activity, they are also provided information about internships and prospective job opportunities and actively collect books to enrich the library collection of the Bachelor of History.

Due to various field trips during their study, the students of the Bachelor of History have additional chances to get in contact with possible employers on an individual basis.

## Appraisal:

Career counselling and placement services are offered to the students of Psychology and Indonesian Literature and graduates to promote their employability. The HEI provides sufficient resources.

In addition, career counselling and placement services are offered to the students of History and graduates on an individual basis. During the online site-visit the panel was convinced that the Faculty makes sure to get their students in contact with employers through various field trips during their study time. Such activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

Alumni activities for all study programmes are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. The alumni furthermore support the faculty development through their participations in tracer studies as well as their involvement as guest lecturers and training experts for the development of students' soft skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1		HI	IL, PSY		
4.5.2		X			

## 4.6 Financing of the study programme (Asterisk Criterion)

### All study programmes

The funding system for the implementation of the Bachelor of Psychology, Bachelor of Indonesian Literature, and Bachelor of History is obtained from two main sources, namely the State Revenue and Expenditure Budget (APBN) and non-APBN (UNDIP). APBN is a source of financing obtained from the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, non-APBN funds are obtained through Single Tuition Fees (UKT) and Institutional Funding Donations (SPI); share of profits (dividends) from UNDIP-owned business enterprises; share of profits from collaboration with companies and/or institutions owned by UNDIP; sale of UNDIP's assets; and utilization of UNDIP assets by the third parties.

The student education funding is dispersed according to the economic level which consists of eight classes of the UKT which are adjusted to the total family income and dependent costs. The students are given the opportunity to appeal the UKT, such as adjustments, postponements, and refunds of the UKT in accordance with the policies provided by the University.

The fund management system is conducted in a centralized and decentralized manner. The centralized system is implemented through one source under the coordination of the University, while the decentralized system is implemented by each faculty through a mechanism for receiving funds according to the number of students. The Faculty of Psychology and the Faculty of Humanities also establish a budget planning system based on the results of the Faculty Working Meeting (RKF).

Scholarships from the government, universities, or private institutions (companies) are given to students who are classified as underprivileged. The alumni also have a scholarship programme in the form of providing tuition assistance for those students.

### Appraisal:

The study programme is funded for the entire accreditation period through the above stated two-part funding system so that students will definitely be able to complete their studies. The panel furthermore welcomes the option of scholarships for financially less fortunate students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

## 5 Quality assurance and documentation

### All study programmes

UNDIP's quality assurance system is implemented systematically and monitored annually by internal auditors. The quality assurance system's cycle refers to Establishment, Implementation, Evaluation, Control, and Improvement of Higher Education Standards (PPEPP).<sup>21</sup>

At the university level, each study programme will be audited through AIMA (Internal Academic Quality Audit) to ensure learning standards. In addition, evaluations at the faculty and study programme levels are conducted by the Faculty Quality Assurance Team (TPMF) and the Quality Assurance Group (GPM). Periodically, TPMF conducts quality assurance meetings with each GPM. GPM reports the findings in the implementation of learning activities in the study programme which include punctuality of the initial implementation of the learning activities, the number of face-to-face meetings, the suitability of the content between the Semester Lesson Plan, and the implementation of learning activities. Then, the findings of the GPM are submitted to the study programme to obtain the necessary follow-up and are socialized through regular study programme meetings.

Learning evaluations by students are carried out online at the end of each semester. The results are delivered by the faculty to each lecturer, are discussed in the study programme meetings at the beginning of each semester, and are also used to improve the quality of teaching and learning processes.

This evaluation covers several aspects, including lecture materials, lecturers' competences, administration, and infrastructure. Evaluation of lecturers' performance by students is one of the requirements for students to be able to access information on their scores. Students will not be able to fill in the study plan (IRS) and access the test scores if they have not submitted the evaluation forms. The results of this evaluation are an early indication on how the learning process runs for one semester. In addition to the SSO system, there are also regular meetings between administrators and students that include a follow-up to the online evaluations giving the students the opportunity to have a direct dialogue with the administration.

Additionally, alumni and employers provide input related to the development of the institution, learning processes, and possible improvements of students' and graduates' skills and capabilities. The results are then documented by Academic and Student Affairs and are published on the faculty and the study programme websites. As a result of the evaluations, the curricula and syllabi are reviewed, and learning methods, academic atmosphere, administrative services, facilities, and infrastructure improved.

With the current SSO system, most academic and non-academic documents and activities are automatically recorded in the system, for example academic regulations, curricula, lecture and consultation processes, (thesis) examinations, and assignments. Students can also access information such as their academic records, ongoing semester activities, and finances through the single sign-on platform. Information on the course contents, lectures, examinations, graduation, code of ethics, and academic sanctions is stated in the Academic

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<sup>21</sup> Establishment of higher education standards refers to the Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015.

Guidelines which are updated and published at the beginning of each academic year. All activities and evaluations are documented and regularly updated on the study programmes' webpages.

The academic calendar is available online on the respective website of the study programmes. It contains information about guidelines for academic activities, research, community service, human resources development, student activities, and character education activity guidelines for new students, research collaboration, graduation, alumni gatherings, summer course, guest lectures, and workshops. Academic information can also be obtained through the social media accounts such as YouTube, Instagram and Facebook.

### **Bachelor of Psychology (PSY)**

In addition, the results of the student evaluations are presented periodically offline to the Student Executive Board of the Faculty of Psychology (BEM), Senate, representative of each batch through Instagram and websites in the form of infographics.

Information related to vision-mission, structure of the 2017 KPT curriculum of Bachelor Psychology, academic guidelines, bachelor thesis guidelines, mid-term and final exam mechanism can be found at the Psychology website<sup>22</sup>. It also contains information features related to hotline services, libraries, Magenta Media Centre, and study centres. Activities of Bachelor of Psychology are also documented and informed via social media: Facebook, Instagram, YouTube, and UNDIP Website.

### **Bachelor of Indonesian Literature (LI)**

In addition to the above described external evaluation by alumni and third parties, the Bachelor of Indonesian Literature also invites its partners and experts to the Indonesian Literature and Language Forum (FORPROSSI). The Head of study programme and all lecturers of the Bachelor of Indonesian Literature will process and analyse the input and evaluation which will later be discussed in the preparation of the curriculum (Curriculum Drafting Workshop Report).

Documentation and information regarding the description of the Bachelor of Indonesian Literature can be seen through the Faculty of Humanities Academic Guideline which is updated at the beginning of each academic year. This documentation and information are provided to the new students in the form of both printed books and in digital documents which are uploaded on the website of the Bachelor of Indonesian Literature. The Bachelor of Indonesian Literature website also contains various information such as (1) study programme profiles, (2) academic calendars, (3) curriculum, (4) student affairs, as well as (5) research and service. In addition to the study programme website, information regarding the Bachelor of Indonesian Literature is also informed through the KMSI<sup>23</sup> UNDIP Instagram account.

### **Bachelor of History (HI)**

Third parties can find information about the Bachelor of History from the website<sup>24</sup> and social media; YouTube, Instagram, and Facebook. Information that can be accessed are study programme profiles, curriculum, courses offered, academic calendar, scholarships,

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<sup>22</sup> See <http://psikologi.UNDIP.ac.id/dokumen/panduan-skripsi/>, last access: 13.10.2021

<sup>23</sup> PENGURUS KELUARGA MAHASISWA SASTRA INDONESIA (KMSI)

<sup>24</sup> See <https://sejarah.UNDIP.ac.id>, last access: 13.10.2021



publications, and the study programme activities. Meanwhile, the Semester Lesson Plans have been uploaded in KULON, so that students can search and review the lesson plans in each meeting. All the academic activity documents are always updated periodically and are easily accessible for interested parties, transparently in printed and digital form.

## Appraisal:

The panel welcomes that UNDIP has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. However, there is no student survey at the course level, which includes a question regarding the workload. While A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing. Therefore, the panel **recommends the following condition:** UNDIP implements an evaluation form that collects student feedback about the workload for each course.

In their statement on the report, UNDIP states that there are *Academic Advisors* who the students can consult regarding their study workload. Through these consultation procedures it can be detected and identified whether students face obstacles and problems in their studies, as well as through the monitoring of the final grades. Furthermore, the numbers of courses and credits taken by students have been determined by UNDIP.<sup>25</sup>

The panel acknowledges the support and consultancy students receive as well as the existing monitoring mechanisms. However, a systematic workload evaluation which would deliver quantitative data is essential for continuous control and improvement of the study programmes.

Evaluation by the students, quality control by the faculty and external evaluations are carried out on a regular basis and in accordance with a prescribed procedure. The general results are shown partly graphically on the university website and provide input for the quality development process. However, students and alumni are not informed about all detailed results, e.g. of the course evaluation results of the specific courses they took. Therefore the panel **recommends** that students and alumni be informed about all evaluation results.

The study programmes' content, curriculum and examination scheme have been documented and published.

UNDIP regularly publishes current news and information about the study programme on their website and other social media accounts such as YouTube, Instagram and Facebook.

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<sup>25</sup> as stated in the Regulation of Rector of Universitas Diponegoro No. 15 of 2017 on Academic Regulation for Bachelor Degree Program Chapter 20 and the Regulation of Rector of Universitas Diponegoro No. 4 of 2020 on Academic Regulation for Bachelor Degree Program Chapter 22

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: Universitas Sebalas Maret

## Bachelor programme:

Bachelor of Psychology (PSY) (S.Psi.)

Bachelor of Indonesian Literature (IL) (S.S.)

Bachelor of History (HI) (S.Hum.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		PSY, HI	IL		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		HI	PSY, IL		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		HI, IL	PSY		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		HI, IL	PSY		
3.1.4	Interdisciplinary thinking		X			
3.1.5	Ethical aspects		X			

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6*			X		
3.1.7*			X		
3.2	Structure				
3.2.1*			X		
3.2.2*			X		
3.2.3*			X		
3.2.4		X			
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4			X		
3.4	Internationality				
3.4.1*		HI, IL	PSY		
3.4.2				X	
3.4.3				X	
3.4.4		HI, IL	PSY		
3.5*		HI, IL	PSY		
3.6*		HI, IL	PSY		
<b>4.</b>	<b>Academic environment and framework conditions</b>				
4.1	Faculty				
4.1.1*			X		
4.1.2*			X		
4.1.3*			X		
4.1.4			X		
4.1.5*			X		
4.1.6*			X		
4.1.7(*)					X
4.2	Programme management				

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		HI, IL	PSY		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service		HI	PSY, IL		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year					