

Decision of the FIBAA Accreditation and Certification Committee



5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	21/001, cluster 1
Higher Education Institution:	Universitas Sebelas Maret (UNS)
Location:	Surakarta, Central Java, Indonesia
Study Programme:	Bachelor's Degree Programme in Local Literature - Sarjana Sastra (S.S.) Bachelor's Degree Programme in Indonesian Language and Literature Education - Sarjana Pendidikan (S.Pd.)
Type of Accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has 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 April 2020, the study programmes are accredited with one condition.

Period of Accreditation: March 23, 2022 to March 22, 2027.

For both above mentioned study programmes

Condition:

The University implements a student workload evaluation system for each course (see chapter 5).

The FIBAA Accreditation and Certification Committee has specified the recommended condition by the panel (see Summary and chapter 5) to implement not only the relevant survey question about the workload in the course evaluation form, but that the University ensures a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting this condition is to be supplied by December 22, 2022.

The condition is fulfilled.

FIBAA Accreditation and Certification Committee on March 22, 2023.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

Universitas Sebelas Maret, Indonesia

Bachelor programmes:

1. Bachelor's Degree Programme in Local Literature
2. Bachelor's Degree Programme in Indonesian Language and Literature Education

Qualification awarded on completion:

1. Bachelor of Arts (B.A) in Local Literature - Sarjana Sastra (S.S.)
2. Bachelor's degree in Education - Sarjana Pendidikan (S.Pd.)

General Information on the Study Programmes

Brief description of the study programmes:

Bachelor's Degree Programme in Local Literature (BLL) (S.S.)

BLL is a four-year-long undergraduate academic programme that has been designed to develop graduates who are professionals in the fields of linguistics, literature, philology, and Javanese culture. The study programme has three main fields of study, namely philology, literature, and linguistics. In the sixth semester students are directed to choose the field of study according to their interests.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2) (S.Pd.)

BEIL2 is a four-year-long undergraduate academic programme which has been designed to provide students with competencies in Broadcasting, Journalistic, and Editing that can support them to become entrepreneurs in Indonesian language and literature education. The study programme aims to produce future educators, researchers, and entrepreneurs in the field of Indonesian language and literature education.

Type of study programme:

Both study programmes: Bachelor programmes

Projected study time and number of credits assigned to the study programme:

Both study programmes: 4 years, 216 ECTS credits (144 sks¹ credits)

Mode of study:

Both study programmes: full-time

Didactic approach:

Both study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

Both study programmes: no

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

BLL: two classes with 75 student capacity

BEIL2: two classes with 80 student capacity

Programme cycle starts in:

August

Initial start of the programme:

BLL: 1976

BEIL2: 1979

Type of accreditation:

Both study programmes: initial accreditation

¹ *Satuan Kredit Semester* (Semester Credit Units) – see chapter 3.2

Procedure

A contract for the initial accreditation of the Bachelor's Degree Programme in Local Literature (S.S.) and Bachelor's Degree Programme in Indonesian Language and Literature Education (S.Pd.) was made between FIBAA and Universitas Sebelas Maret (UNS), Indonesia on January 28, 2021. On August 9, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes 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 consisted of²:

Prof. Diah Ariani Arimbi

Language and Multicultural Center, Universitas Airlangga, Surabaya, Indonesia
Lecturer, English Department
Chair of Magister Program in Literary and Cultural Studies

Elif Benli

Heinrich Heine University of Duesseldorf, Germany
Student of Linguistics with a focus on foreign languages

Dr. Matthias Jung

Institut für Internationale Kommunikation e.V. (IIK), Duesseldorf and Berlin, Germany
Managing Director

Dr. Soe Tjen Marching

University of London, United Kingdom
South East Asia Section, School of Languages, Cultures and Linguistics,
Lecturer in Indonesian

Prof. Dr. Fritz Schulze

Georg-August-Universitaet Goettingen, Germany
Ass. Professor Southeast Asian Studies

FIBAA project manager:
Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and online conference (because of the Covid-19 pandemic). The online conference took place on October 12 – 14, 2021 with representatives of UNS via the video conferencing tool *Zoom*. 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 February 25, 2022. The statement on the report was given up on March 7, 2022; it has been taken into account in the report at hand.

² The names are presented in alphabetical order.

Summary

The **Bachelor's Degree Programme in Local Literature (S.S.)** and **Bachelor's Degree Programme in Indonesian Language and Literature Education (S.Pd.)** offered by Universitas Sebelas Maret fulfil with two exceptions 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 March 23, 2022 and finishing on March 22, 2027, 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 outcomes³. They recommend the accreditation on condition of meeting the following requirement:

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

Proof of meeting this condition is to be submitted by December 22, 2022.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

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

- making the admission procedure more comprehensible for external interested parties (see chapter 2);
- including more up-to-date literature also adapting the course materials based on this literature (see chapter 3.3);
- entering into more cooperation with various international HEIs to enable student exchanges that also bring full-time international students to UNS (see chapter 3.4);
- entering into cooperation with international HEIs to send the lecturers of the programmes abroad systematically and using international teachers more systematically to raise the profile of the study programme in a more international direction (see chapter 3.4);
- the language competence level required for the corresponding courses be defined and anchored in the course descriptions (see chapter 3.4);
- working more systematically with various international universities and looking for HEIs that also focus on other local languages in order to exploit possible synergies (see chapter 4.3);
- further developing the cooperation so that the impact on the programmes goes beyond the internships, and expanding the cooperation to an international level or targeting multinational companies (see chapter 4.3).

³ These aspects are asterisk criteria which means 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 several criteria in which the programmes exceed the quality requirements:

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Guest lecturers (see chapter 3.3),
- Pedagogical / didactical qualification of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- 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.

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Information

Information on the Institution

Universitas Sebelas Maret (UNS) was established on March 11, 1976 according to the Presidential Decree No. 10 of 1976 on the Establishment of Universitas Negeri Surakarta Sebelas Maret. UNS is located in Surakarta, Central Java. Its vision is to become an excellent center for the development of science, technology, and art at the international level based on the values of national culture. Its missions include (1) organizing education and teaching that demand lecturers' self-development and encourage students' independence in acquiring knowledge, skills, and attitudes; (2) conducting research based on new discoveries in science, technology, and art; and (3) providing community service activities oriented towards community empowerment efforts.

Based on the Regulation of Government of the Republic of Indonesia No. 56 of 2020 dated on October 6, 2020, UNS earns the status of State Higher Education Institution with Legal Entity (PTN-BH). It is also accredited "A" (excellent) based on Decision of the National Accreditation Board for Higher Education (BAN-PT) No.142/SK/BAN-PT/Akred/PT/VII/2018 dated on July 17, 2018.

UNS has eleven faculties, one Vocational School, and one Graduate School consisting of 20 Doctorate Degree Programmes, 46 Master's Degree Programmes, 14 Medical Specialist Education Programmes, four Professional Programmes, 66 Bachelor's Degree Programmes, and 26 Vocational School Programmes. Based on the registration and statistics referring to data documentation as of 26 October 2020, UNS has 43,439 active students at various levels of education.

The **Bachelor's Degree Programme in Indonesian Language and Literature Education (S.Pd.)** is one of 23 Bachelor's degree programmes in the Faculty of Teacher Training and Education at UNS. The **Bachelor's Degree Programme in Local Literature (S.S.)** is part of the Faculty of Cultural Sciences at UNS.

In 2011, Sebelas Maret University (UNS) established the Study Center of Javanologi Institute under the Institute of Research and Community Service (LPPM) UNS as one of the implementations of the University's Vision and Mission based on "the noble values of National culture". The specifications for the field of study are description, exploration, explanation, and down-streaming of the products of Javanese culture.

Statistical data

Table 1: Statistical Data: Bachelor's Degree Programme in Local Literature (BLL)

		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI Kapasitas		70	65	60	65	65	65
# Applicants Jumlah pendaftar	Σ	641	667	679	667	559	683
	f	456	503	519	436	384	519
	m	185	164	160	231	175	164
Application rate		915.71%	1026.15%	1131.67%	1026.15%	860.00%	1050.77%
# First-Year Students (<i>accepted applicants</i>) Jumlah mahasiswa diterima	Σ	65	63	58	60	65	88
	f	47	48	43	39	46	67
	m	18	15	15	21	19	21
Rate of female students		0.723076923	0.761904762	0.74137931	0.65	0.707692308	0.761363636
# Foreign Students jumlah mahasiswa asing	Σ	0	0	0	0	0	0
	f						
	m						
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		92.86%	96.92%	96.67%	92.31%	100.00%	135.38%
Average duration of study lama studi		4 tahun 6 bulan	4 tahun 2 bln	4 tahun	0	0	0
Average grade of final degree Rata-rata IP		3.69	3.69	3.65	0	0	0

Table 2: Statistical Data: Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

	1. Cohort (2015)	2. Cohort (2016)	3. Cohort (2017)	4. Cohort (2018)	5. Cohort (2019)	6. Cohort (2020)	
# Study Places offered by HEI	58	72	80	80	80	80	
# Applicants	∑	2394	2434	2399	2476	1128	1991
	f	1806	1893	1446	1826	860	1640
	m	588	541	953	650	268	351
Application rate	4127,59%	3380,56%	2998,75%	3095,00%	1410,00%	2488,75%	
# First-Year Students (accepted applicants)	∑	58	73	83	80	84	85
	f	43	57	70	59	64	70
	m	14	16	13	21	20	15
Rate of female students	0,74137931	0,780821918	0,843373494	0,7375	0,761904762	0,823529412	
# Foreign Students	∑	0	0	0	0	0	0
	f						
	m						
Rate of foreign students	0	0	0	0	0	0	
Percentage of occupied study places	100,00%	101,39%	103,75%	100,00%	105,00%	106,25%	
# Graduates	∑	56	75	60	76	72	35
	f	37	50	40	51	48	23
	m	19	25	20	25	24	12
Average duration of study	4 year 2 mont	4 year 3 mont	4 year 4 mont	4 tahun 7 bulan	4 tahun 6 bulan	4 tahun 1 bulan	
Average grade of final degree	3,43	3,5	3,52	3,56	3,63	3,72	

According to UNS, the average drop-out rate per year has not yet been calculated, because it is based on a overall study period of 14 semesters (Bachelor students are allowed to study up to seven years).

However, UNS provided drop-out rates for student cohorts that already finished their studies:

Batch	BLL			BEIL2		
	student number	Drop out	%	student number	Drop out	%
2014	68	4	5.88	80	1	1.25
2013	65	5	7.69	80	0	0
2012	66	4	6.06	80	1	1.25
2011	36	2	5.55	80	0	0
2010	73	6	8.21	80	0	0

Appraisal

According to the statistical data provided by the University, there seems to be a constant demand for both programmes. The application rate indicates quite steady numbers – the application rate was always above the capacity limit of the study programmes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

Both study programmes

The learning outcomes correspond to the Regulation of Minister of Education and Culture No. 3 of 2020 on the National Standard of Higher Education (SN Dikti). The competencies of graduates refer to the Indonesian Qualification Framework (IQF) Level 6, including (1) attitudes, (2) knowledge, (3) general skills, and (4) specific skills.

Bachelor's Degree Programme in Local Literature (BLL)

The objectives of BLL are included within the study programme's curriculum based on the Faculty's vision and missions⁴, in which it strives to produce Bachelors of Arts in Local Literature who:

1. are virtuous, independent, and professional in linguistics, literature, philology, and Javanese culture. BLL graduates are able to develop their abilities available for the user community and have adequate basic provisions in linguistics, literature, philology, and culture to continue their studies in the Master and Doctorate degree programmes;
2. apply abilities and skills in language, literature, philology, and culture in society. BLL graduates shall have professional scholarly abilities in their field;
3. have the ability to work professionally, competently, and proficiently in language, literature, philology, and Javanese culture.

BLL regularly monitors the needs of employment, distribution, interests, and user community expectations. The Vision, Mission, and Objectives of BLL graduates are implemented in the following graduate profiles.

⁴ BLL aligns its development goals to the Vision, Missions, and Objectives based on Dean of Faculty of Cultural Sciences (FCS)'s Decision No. 3846/UN27.01/TU2014 on the Vision and Missions of Faculty of Cultural Sciences.

Table 3: BLL Graduate Profile and Job Description

Graduate Profile	Description
1. Research assistants in Javanese language, literature, manuscripts, and culture	Assisting researchers in Javanese language, literature, manuscripts, and culture.
2. Transliterated and editors of Javanese manuscript texts	Transliterating and editing Javanese manuscript texts.
3. Translators	Translating Javanese into Indonesian, both in the form of poetry (<i>tembang, geguritan</i>) and prose.
4. Javanese journalists	Writing, editing, reporting and broadcasting news in Javanese or becoming journalists.
5. Javanese masters of ceremony	Becoming masters of ceremony in traditional Javanese ceremonies (birth/ <i>aqiqah</i> , marriage, death) and commemoration of national and religious holidays (<i>halal bi halal, tirakatan</i> night for Indonesian Independence Day).
6. Entrepreneurs	Doing professional business based on Javanese culture (bridal make-up artists, giving courses on Javanese songs, Javanese script writing, Javanese language, <i>gamelan players, campursari</i> singers).
7. Creative writers	Creating literary and scientific works in the Javanese language, both in books and articles written in various media.

Based on the graduate profiles, the Programme Learning Outcomes (PLOs) are organised, consisting of attitudes, general skills, knowledge, and specific skills.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

The vision⁵ of the study programme is described in three perspectives as operational definitions as follows.

1. A center for the development of science, technology, and art in Indonesian language and literature, and their teaching. BEIL2 shall become a center of excellence in:
 - a. the development of the current knowledge in Indonesian language and literature, and their education;
 - b. the development of linguistics, literature, and learning technology which corresponds to the educational context, in provision of benefits to the Indonesian society, particularly in advancing civilization through the national language; and
 - c. the development of creative arts as the actualisation of civilization through Indonesian language and literature which equalise logic and humanity to create a harmonious societal and national life.
2. BEIL2 prepares itself as an actor of advancement in leading a dignified and sovereign Indonesian society into the open international relations through Indonesian language and literature and their education.

⁵ Vision, missions, and objectives were prepared according to the Decision of Dean of Faculty of Teacher Training and Education (FTTE) No. 687/UN27.02/HK/2016 dated on January 4, 2016.

- An institution which upholds the noble values of the national culture. In achieving its vision, BEIL2 constantly stands to the noble values of the national culture (hard work, discipline, cooperation, and others) to build the graduates' characters.

The vision, missions, and objectives of BEIL2 graduates are implemented in the graduate profiles described in the following table.

Table 4: BEIL2 Graduate Profiles and Descriptions

Graduate Profiles	Graduate Profile Descriptions
Indonesian Language and Literature Educators	Educators and creative and innovative learning facilitators with good mastery of Indonesian language and literature who have the ability to use information technology to follow the current development of Indonesian language, literature, and its education; have the spirit of Pancasila; have the ability to speak English; have leadership quality; and have the potential to pursue professional education to become professional teachers, and higher education levels in Indonesian Language and Literature Education.
Researchers of Indonesian Language and Literature	Researchers of Indonesian language and literature education issues who publish the results in scientific forums, have the spirit of Pancasila, have the ability to speak English, master information technology, and have the potential to pursue higher education level in Indonesian Language and Literature Education.
and their Teaching	
Entrepreneurs in Indonesian Language and Literature and their Teaching	Work individually or in teams to produce goods and services related to language education, Indonesian literature, and their teaching, such as <ol style="list-style-type: none"> authors of textbooks, teaching materials, modules, and educational media; creative literary writers who produce literary works such as poetry, short stories, novels, radio drama scripts, drama texts; and Indonesian language education, literature, and education service providers, such as radio and television broadcasters, presenters, juries for speech competitions, debates, and poetry reading, language instructors in agencies, book publishing editors, journalists, school theatre coaches, and assistant supervisors of peer-to-peer classroom action research.

The educational objectives of BEIL2 for graduates are to:

- master the knowledge (theoretical concepts) about Indonesian language and literature, Indonesian language and literature skills, and Indonesian language and literature learning;
- possess special skills in implementing knowledge (theoretical concepts) of Indonesian language and literature, Indonesian language and literature skills, and Indonesian language and literature learning;
- demonstrate professional integrity with an excellent personality following professional responsibilities at the national and international levels.

BEIL2 graduates have mastered theoretical concepts in the fields of knowledge and skills of Indonesian language and literature and its teaching, and they can apply these concepts in Indonesian language learning in secondary schools.

Appraisal:

During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market and that UNS involves alumni and industry in order to further develop both programmes.

The qualification objectives are explained and convincingly presented in relation to target group, targeted professional fields, and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. 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 qualifications framework of Indonesia.

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

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

Bachelor's Degree Programme in Local Literature (BLL)

The BLL curriculum has been prepared and organised for the international job market. This is realised by the inclusion of Javanese for the World, Entrepreneurship, Journalism, Javanese Culture, Javanese *Tembang*, Javanese *Karawitan*, Javanese Script Writing, Javanese Computers, Javanese Rhetoric, Javanese Language (Dialectology, Level of Javanese Speech), Javanese Literature, Philology (Javanese Manuscripts), and Puppetry/Puppet courses.

BLL graduates can work at the international level as:

1. Guest instructors/lecturers at foreign universities (some of the graduates work for example at Universiti Utara Malaysia, CHIBA University (Japan), Kokushikan University (Japan), Hollywood University (Japan), Kyoto University (Japan), University of Antananarivo (Madagascar), KITLV Leiden (Netherlands), and Nalanda University (India).
2. Experts and Mentors of Intensive Courses of Javanese Heritage (*Master of Ceremony*, *Keris*, *Batik*, Traditional Theatre, *Karawitan*, dan Javanese Culinary – Online).
3. Members of the International Research Groups.
4. Local Staff of the Indonesian Embassy.
5. Committee members of international events (SIPA, IGF (*Gamelan*), IWF (*Wayang*)).
6. Javanese Manuscript Translators.

BLL collaborated with the UNS Center for Scientific and Technological Excellence (PUI) of Javanology in the Hi Java Programme supported by UNS International Office. The materials presented include Javanese songs, learning of gendhing, the basics of wayang, and

Javanese keris. In 2020, the Hi Java Programme was attended by six participants from various countries, namely: China, Malaysia, Turkey, USA, Singapore, and Uzbekistan (cf. self-evaluation report p. 6).

There are several courses specifically offered in the context of internationalisation, namely Javanese Culture, Karawitan, Javanese Songs, Javanese Ethics, and Javanese Pragmatics. These courses are often taken by foreign students during student exchange programmes, such as in 2021, where 30 students from Universiti Malaya, Malaysia participated in Javanese Culture course during student exchange programme.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

The development of BEIL2 is oriented towards an international design⁶. There are five main goals: (1) education and teaching, (2) research and scientific publications, (3) community service, (4) student and alumni affairs, and (5) cooperation and institutions (cf. self-evaluation report p. 5).

The students and graduates shall be equipped with international perspectives on language, literature, and their instruction. The graduates can work in an international context, proven by the latest tracer study data which list contributors to foreign news media and flight attendants as graduate occupations.

The study programme has several international outlooks, such as the addition of courses like BIPA (Indonesian Language for Foreign Speakers) and Instructional English courses in the reconstructed curriculum, the teaching and seminar activities of the lecturers abroad, the teaching internship programme in Singapore and Thailand, and joint classes in several courses with overseas universities.

Both study programmes

Both programmes are implementing policies related to *Permata Merdeka* with 42 State Higher Education Institutions in Indonesia under the Ministry of Education and Culture. *Permata Merdeka* aims to provide experiences of studying at other universities, learning about culture, and interacting with people all over Indonesia. Through this policy, called MBKM⁷, students can take courses from different study programmes both domestic and abroad⁸. The recognition of MBKM courses is conducted by the Study Programme Recognition Team. Courses for MBKM recognition falls under the category of elective courses in Semester 5-8.

⁶ as stated in the 2015-2020 Strategic Plan and BEIL2 Operational Plan.

⁷ *Merdeka Belajar Kampus Merdeka* (Independent Learning Independent Campus). Based on the Ministry of Education and Culture No. 3/2020, bachelor students may fulfil their study time by undertaking programmes outside their study programme. All universities in Indonesia have to implement this programme accordingly. At the University level, UNS provides a guideline for implementing the MBKM.

⁸ Based on the guideline, the MBKM consists of nine activities: (a) Exchange Students; (b) Professional Work Internship; (c) Teaching Assistance in Educational units; (d) Village Development Projects; (e) Humanitarian projects; (f) Entrepreneurship Projects; (g) Independent Projects; (h) Research Projects and (i) National defence training. The study programmes may choose activities within those nine activities. Therefore, the implementation of the MBKM programme might slightly differ from one study programme to another.

Appraisal:

With regard to the international orientation the panel is of the opinion that both of the programme designs take into account the required international aspects with respect to the graduates' employability – especially considering the geographically very specific contents.

	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's Degree Programme in Local Literature (BLL)

In terms of the positioning of the programme in the educational market UNS states the Javanese Studies Study Programme of Universitas Indonesia Jakarta and the Javanese Literature Study Programme of University of Gadjah Mada Yogyakarta as main competitors.

Additionally, adequate facilities are also available to support the programme, including Culture laboratory containing Gamelan (traditional Javanese musical instruments), wayang, Kroncong musical instruments, and Ketoprak costumes, Philology laboratory, and Language laboratory. Both the curriculum design and the support of available learning facilities make BLL a competitive study programme regionally and nationally (cf. self-evaluation report p. 7).

The BLL study programme at hand is located in Surakarta. In its self-evaluation report UNS explains the city's richness in cultural heritage as follows: Surakarta is owner of Karaton Surakarta (Surakarta Sunanate Palace) with Sana Pustaka Library, Pura Mangkunegaran (Mangkunegaran Principality Palace) with Reksa Pustaka Library, and Radya Pustaka Museum, which house various cultural relics, including Javanese scrolls, which until today still become research objects of language, literature, and culture by researchers across the globe. BLL is situated in the center of Javanese culture, the "data warehouse" of Javanese language, literature, and culture. It is hence appropriate and relevant that the primary profile of BLL graduates is researchers in Javanese language, literature, and culture (cf. self-evaluation report p. 7).

There are several factors that make prospective students choose the study programme in addition to the courses offered and the available laboratories, such as further activities. These activities include traditional arts contests held individually and in cooperation with alumni, community service through radio, television, and community outreach, and Javanese arts performances by the students in the community. Besides, the position in the center of Javanese culture becomes a particular interest. Based on the needs analysis and consultations with stakeholders, such as Head of Language Center of Central Java, Head of Language Center of the Special Region of Yogyakarta, Head of Radya Pustaka Museum, and Head of Javanology Institute, there is demand for the BLL graduates.

UNS highlights the importance which does not only lie in the job market but also in preservation (protection, coaching, and development) of local culture, especially Javanese

culture. Consultations and inputs/constructive criticisms from stakeholders also show the vast aspects of local culture to be handled by the programme's graduates. One of the examples of this is manuscript treatment. Javanese manuscripts contain Javanese values, tradition, science, technology, and arts that need to be preserved by transliteration to Indonesian and English, extension to general public, and development in some way to give positive contribution and usefulness to the wider community. The efforts of preservation, coaching, and development of Javanese culture from transliteration to extension are done by BLL due to cooperation with stakeholders (cf. self-evaluation report p. 8).

Positioning on the job market

In terms of the positioning of the programme in the job market BLL graduates have gained recognition at the regional, national, and international levels. To realise this, the study programme always adjusts the curricula to the demands of the community/market. Periodically and continuously (two - three years), BLL conducts workshops to improve or prepare the curriculum by inviting or presenting alumni, stakeholders, or market/job users. The event explores various inputs, involving the suggestions from stakeholders that are useful for study programme curriculum re-examination, review, and revision or improvement to remain relevant, up-to-date, desirable, and valuable to the requirements of the world of work.

Positioning within the University's strategic concept

BLL is a part of Faculty of Cultural Sciences at UNS. BLL has an important position within the faculty and the University, since it is one of the founding study programmes of UNS. The University states that since 1976, BLL has consistently provided the best quality of learning to its graduates. BLL is strategic in supporting UNS internationalisation. This shall be in accordance with the University's vision to be "an excellent center of development of science, technology, and arts at international level based on the noble values of national culture."

BLL is the main element of Javanology Institute that becomes the local language, literature, and culture learning center at national and international levels. Foreign students participating in student exchange at the Faculty of Cultural Sciences of UNS often decide to take courses in the BLL programme, such as Kara-witan, Javanese Songs, and Javanese Language (cf. self-evaluation report p. 13).

BLL students also learn to master advanced Javanese language skills and the basics of Javanese arts and culture. As a result, the number of students participating in Student Creativity Programme (PKM), Student Scientific Work Competition (LKTI), Entrepreneurship Competition, and Student Seminars (National and International) increases (cf. self-evaluation report p. 10).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

BEIL2 has been accredited "A" (excellent) by BAN-PT⁹ for three times¹⁰. In implementing its organizational work, BEIL2 refers to the SMM-ISO 9001:2008 (Quality Procedure) document of FTTE¹¹ UNS.

UNS states several competitions from other HEIs, such as Muhammadiyah University of Surakarta (UMS) at local level, Semarang State University (UNNES) at regional level, and Indonesia Education University (UPI), Malang State University (UM), Surabaya State University (UNESA), and Jakarta State University (UNJ) at national level (cf. self-evaluation report p. 9). The universities act as partners in developing Indonesian language and literature education. Therefore all of them have their own uniqueness and strive together in realising the goal of Indonesian being an international language.

BEIL2 has a specific profile element of offering BIPA (Indonesian Language for Foreign Speakers) instruction to support internationalisation of Indonesian language, since the trends have shown that foreigners' interest in learning Indonesian is steadily increasing. BEIL2 also has elective courses in three semesters to support graduates' independence in the world of work, namely Broadcasting, Journalistics, and Editing courses that shall support students to become entrepreneurs in Indonesian language and literature education. In teaching these courses, UNS invites practitioners who have real-world experience in the respective courses.

Students chose this programme since BEIL2 graduates are greatly needed in schools across the country and abroad to teach Indonesian language as one of the courses in National Exam (cf. self-evaluation report p. 9).

Positioning on the job market

BEIL2 is a study programme that produces future educators, researchers, and entrepreneurs in Indonesian language and literature education. The need of future educators in this field is great, since the subject material becomes one of the subjects in the National Exam at elementary and secondary school levels. This need is also discussed frequently with stakeholders, which results in their involvement in the curriculum preparation. In addition to the advancement in science, technology, and arts that demands the curriculum development, the roles of stakeholders, alumni, students and other related parties are also needed in order to ensure that the graduates' presence will always be needed in the community (cf. self-evaluation report p. 9).

In terms of the positioning of the programme in the job market UNS states that the programme's graduate can work in workplaces of education as educators (teachers) and lecturers. BEIL2 graduates are provided with four competencies which function as the fundamental professionalism in learning and teaching in schools, namely pedagogic, personality, professional, and social competencies. In adjusting the core and additional curricula to the demands of the community, BEIL2 periodically and continuously holds

⁹ Indonesian National Accreditation Agency for Higher Education (Badan Akreditasi Nasional Perguruan Tinggi)

¹⁰ namely in 2020 by virtue of Decision No. 2055/SK/BAN-PT/Ak-PPJ/S/IV/2020, in 2014 by virtue of Decision No. 383/SK/BAN-PT/Akred/S/IX/2014, and in 2010 by virtue of Decision No. 040/BAN-PT/Ak-XII/S1/I/2010.

¹¹

curriculum improvement workshops by inviting and presenting alumni, stakeholders, or market/job users. The workshops aim to explore inputs and suggestions for re-examination, review, and improvement of the study programme curriculum.

Positioning within the University's strategic concept

In the last five years, this study programme is included in the Top 10 study programmes with highest competitive ratio in UNS. BEIL2 is regarded as one of the best study programmes in the faculty and the University due to its consistency in achieving "A" accreditation from BAN-PT for four consecutive years: 2003, 2010, 2014, and 2020. The programme's quality is also shown by their graduates, occupying important and respected positions such as Rectors, Deans, Head of Study Programmes, School Principals, Head of Local/Regional Administration Agencies, and Professional Men of Letters (cf. self-evaluation report p. 14).

Appraisal:

The panel is of the opinion that the University has comprehensibly highlighted the national competitors of the study programmes as well as the special features of the study programme with regard to similar study programmes. Therefore, the positioning of the study programmes in the educational market is plausible to the panel.

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. For instance, UNS makes use of tracer studies and its alumni network to optimise the study programmes' objectives and content.

According to the panel, the positioning of the study programmes within the HEI is particularly positive. UNS's goal of preserving the Javanese language as the local language (see chapter on information on institution) is sustainably implemented through the two study programmes and, in the view of the panel, additionally helps to position the HEI attractively to students from within and outside the country.

		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			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

2. Admission

The selection system is divided into the National Selection System which consists of National Entrance Test for State Universities (SNMPTN), Joint Entrance Test for State Universities (SBMPTN), and UNS Campus Admission Selection (SM) and International Selection System.

The recruitment method and selection system are based on several policies¹². The follow-up to the operation of the policies is the student admission process based on Rector's Regulation No. 18/H27/PP/2011, dated on January 10, 2011, on the Entry Path and Capacity for New UNS students. In addition, transparency and compliance with the prevailing legislations are required in the process of student admission¹³.

There are two exam materials in the admission system, namely Scholastic Potential Test (TPS) and Academic Competency Test (TKA). TPS is used to measure the prospective students' potentials, such as cognitive, logic, and general understanding. The main materials in TPS include general cognition, quantitative knowledge, reading and writing comprehension, and general knowledge. TKA is used to measure prospective students' potential in the academic field, which is divided into three types based on the chosen interests: STEM (Science, Technology, Engineering, and Mathematics) with test materials comprising Biology, Physics, Chemistry, and Mathematics, Liberal Arts with test materials comprising History, Geography, Economics, and Sociology, and/or mixed. The test material in the selection system, both TPS and TKA, is able to provide an initial assessment of the ability of prospective students to undergo higher education process in general, and especially in the field of language and literature globally in BLL and BEIL2.

Prerequisites of National Selection System Admission

Students within the country choose one of three selection schemes for student admissions, namely: (1) National Entrance Test for State Universities (SNMPTN), (2) Joint Entrance Test for State Universities (SBMPTN) or (3) UNS Campus Admission Selection (SM UNS). The prerequisites for each path in the National Selection System are described in the following.

National Entrance Test for State Universities - SNMPTN

SNMPTN is a selection system coordinated by the Government through the National Testing Agency for State Universities (LTMPT) with the main reference being the academic achievement of prospective students. SNMPTN prerequisites are described as follows:

1. prospective participants are in the last grade of secondary education who will graduate in the current year;
2. prospective participants have good and consistent academic achievements shown by being included in top achievement quota in school as carried out by LTMPT;

¹² including (1) Article 31 of the 1945 Constitution, Paragraph (4), Article 24 of Law No. 20 of 2003 on the National Education System, Articles 73, 74, and 75 in the Seventh Chapter of Law No. 12 of 2012 on Higher Education, (2) Government Regulation No. 4 of 2014 on the Administration of Higher Education and Management of Higher Education Institutions, and (3) Regulation of Minister of Research, Technology and Higher Education No. 44 of 2015 on SN Dikti.

¹³ This is regulated in Rector's Regulation No. 579/UN27/HK/2011, dated December 30, 2011, on the Principle Policies of Management and Administration of Higher Education in Universitas Sebelas Maret.

3. prospective participants are in the best ranking quota in schools determined based on school accreditation; and
4. apart from referring to academic achievement, UNS also facilitates prospective students who are Hafidzul Qur'an to join SNMPTN provided that they have a Hafidzul Qur'an certificate.

Joint Entrance Test for State Universities - SBMPTN

SBMPTN is a selection system coordinated by the Government through LTMPT with the score of the Computer-Based Written Examination (UTBK) owned by prospective students as the main reference. SBMPTN prerequisites are described as follows:

1. prospective participants have an LTMPT account;
2. prospective participants have a certificate or temporary certificate of graduation from secondary education;
3. prospective participants are graduates from secondary education for the last three years; and
4. prospective participants have valid UTBK SBMPTN scores.

UNS Campus Admission Selection - SM UNS

SM is a selection system that is coordinated directly by each university outside the selection system coordinated by the Government through LTMPT. SM UNS is divided into five categories, including UNS Campus Admission Selection by Achievement (SMJP), UNS Campus Admission Selection by Testing (SMJU), UNS Campus Admission Selection by Partnership (SMJK), UNS Campus Admission Selection for Students with Disability (SMJD), and UNS Campus Admission Selection by UTBK (SM-UTBK). The admission prerequisites for each category are as follows.

Achievement-based UNS Admission - SMJP

SMJP is UNS Campus Admission Selection system by talent scouting with the aim of recruiting prospective participants who have both academic and non-academic achievements (in the cognitive, interest/talent, religious, and other fields). The cognitive field includes the Science Olympiad, Youth Scientific Work Competition, Indonesian/English Debate Competition, Science and Technology Competition, and others. Areas of interest/talent consist of Sports (Athletics, Martial Arts, Games, etc.), Arts (Photography, MTQ, Sound, Painting, Dance, Film, etc.), Design, and others. Meanwhile, the religious field includes Tahfidzul Quran (30 Juz) and/or Holy Book memorisation. SMJP prerequisites are accessible described as follows:

1. prospective participants are Indonesian citizens;
2. prospective participants are healthy so as not to interfere with the study process;
3. prospective participants have a report card starting from Semesters 1 to 5 for Senior High School, or Semesters 1 to 7 for 4-year Vocational High School, or Semesters 1 to 4 for Senior High School students of Acceleration program; and
4. prospective participants have non-academic achievement documents, including Certificate of achievement in cognitive, interests/talents, religious, and other fields at the international and national level as 1st, 2nd, or 3rd winner obtained during Senior High School/Vocational High School/Islamic Senior High School, or
 - a. Certificate of Hafidzul Quran (30 Juz) or memorization of Holy Books obtained during the Senior High School/Vocational High School/Islamic Senior High School accompanied by a statement letter.

Test-based UNS Admission - SMJU

SMJU is UNS Campus Admission Selection by considering the Written Examination Score (UTUL) held by Universitas Sebelas Maret as a determinant of admission. SMJU prerequisites are de-scribed as follows:

1. prospective participants are Indonesian citizens;
2. prospective participants are graduates of Senior High School/Vocational High School/Islamic Senior High School/Special Senior High School or the equivalent in the last three years;
3. prospective participants are healthy so as not to interfere with the study process;
4. prospective participants register as SM UNS participants;
5. prospective participants take and have UNS UTUL score; and
6. prospective participants can include their non-academic achievements, if having any.

Partnership-based UNS Admission - SMJK

SMJK is a UNS Campus Admission Selection that is intended for the candidate recommended by partner agencies (companies/local governments/government institutions) that have a valid Cooperation Agreement (PKS) on SMJK between the proposing agency (partner) and UNS. SMJK prerequisites are described as follows:

1. prospective participants are Indonesian citizens;
2. prospective participants are graduates of Senior High School/Vocational High School/Islamic Senior High School/Special Senior High School or the equivalent in the last 3 years;
3. prospective participants are healthy so as not to interfere with the study process;
4. prospective participants register as SM UNS participants;
5. prospective participants have an original report card from school;
6. prospective participants have a letter of recommendation from school;
7. prospective participants have a recommendation letter from UNS Partners;
8. UNS partners has a valid Cooperation Agreement (PKS) on SMJK between the proposing agency (partner) and UNS; and
9. prospective participants can include their non-academic achievements, if having any.

UNS Admission for Students with Special Needs - SMJD

SMJD is a UNS Campus Admission Selection system that is intended for prospective students with special needs. SMJD prerequisites are described as follows:

1. prospective participants are Indonesian citizens;
2. prospective participants are graduates of Senior High School/Vocational High School/Islamic Senior High School/Special Senior High School or the equivalent in the last 3 years;
3. prospective participants register as SM UNS participants;
4. prospective participants have an original report card from school;
5. prospective participants have a report from doctors and psychologists explaining the state of disability and the IQ test results;
6. prospective participants join an interview (SMJD registrants and parents/guardians), to ensure that they will not have difficulty participating in lecture activities related to their disability, both on the UNS campus and in the Study Program of their choice; and
7. prospective participants can include their non-academic achievements, if having any.

International Selection System Admission Prerequisites

The International Selection System is intended for prospective foreign students. The admission of foreign students is in line with UNS work objectives to achieve an international reputation. The prerequisites of the International Selection System Admission include the following:

1. prospective participants are foreign citizens;
2. prospective participants have a strong interest in seeking a full-time degree at UNS;
3. prospective participants are willing to conduct interviews via video calls; and
4. prospective participants's maximum age is 22.

The International Office (IO) schedules the interview and prepares interview selection assessment guide. The interview is carried out by Head of the Study Programme or a representative of the study programme chosen by prospective students. The aspects assessed in the interview include prospective students' motivation, academic abilities, and language proficiency. Interviews are conducted online via WhatsApp, Zoom, or Skype. After the interview is complete, the interviewer collects the interview selection results to IO via Google form.

The IO reports the interview selection results to the UNS Technical Implementation Unit for Student Admission (UPT SPMB UNS) and Vice Rector for Curriculum and Education Affairs for a final review. After the final review is completed, IO will contact prospective students who pass it to request study confirmation at UNS. Because the SIAKAD website is only available in Indonesian and some parts are not fit for international students, IO will register the international students who have confirmed their study online.

Ensuring foreign language proficiency

Mastery of foreign language is not a mandatory requirement in the national selection system (SNMPTN, SBMPTN, and SM). However, UNS ensures that every student succeeds in mastering foreign language, especially English by requiring them to take English for Academic Purposes (EAP) course with a minimum passing score of 60. Similarly, in the international admission selection system, mastery of a foreign language, English, is not mandatory.

To ensure the international students' mastery of Indonesian language, **BEIL2** requires these students to take BIPA courses (Indonesian Language for Foreign Speakers) until they are declared graduated as proven by the Indonesian Language Proficiency Test (UKBI¹⁴) certificate with a minimum score of 482.

Both EAP course (for domestic students) and BIPA courses (for international students) are managed by UNS Language Center. The mastery of these languages, English and/or Indonesian, is one of the requirements for both domestic and international students to apply for Theses exam¹⁵.

¹⁴ Uji Kemahiran Berbahasa Indonesia (UKBI) is a test of Indonesian language proficiency.

¹⁵ The regulation of English mastery is stated in Rector's Decision No. 499/UN27/PP/2011 on the Obligation of Passing the EAP course for Students of Bachelor's Degree, Mater's Degree, and Doctorate's Degree Programmes.

Documentation of admission procedure and decision

Prospective students can find out and access information about the study programmes and faculties at UNS, especially those related to study levels, capacities, number of interested students, and portfolios at the University's website. In addition, prospective students can also get information through social media accounts, namely, Instagram (@spmbuns) or Facebook (spmbuns) and can contact directly the UNS Academic Bureau Staff via telephone, mail and/or WhatsApp. A direct consultation is also possible at the UNS SPMB office.

The transparency in student admissions is shown in the following stages¹⁶:

1. The promotion of student admissions on various media, including brochures, leaflets, promotional videos, web contents, and social media contents for digital publication;
2. The provision of student admission timelines, both national: SNMPTN, SBMPTN, and SM and international selection systems accessible at <https://spmb.uns.ac.id/>;
3. The execution of the student admission by referring to the existing timeline; and
4. The announcements of student admission results

The procedures and new student admission decisions, both national (SNMPTN, SBMPTN, and SM) and international admission selections, are documented and accessible 24 hours a day at <https://spmb.uns.ac.id/>.

Appraisal:

The panel has the view that the admission procedure is regulated and conducted in compliance with the requirements of the Indonesian Higher Education Law. The admission requirements are clearly defined. The national requirements are presented and taken into account.

In terms of the selection procedure, it is a nationally centralised process, so there is clear transparency. The panel points out, however, that the processes could be too complicated to understand for external interested parties and thus, possibly students from abroad, due to the various admission options. Therefore the panel **recommends** making the admission procedure more comprehensible for external interested parties. Regarding the Achievement-based UNS Admission - SMJP, the panel discussed the merit-based selection on the point of Quran memorisation in terms of fairness to other religions and suggested that UNS offers the same opportunity to other applicants of other religions in this selection form.

In the admission of this programme UNS defines a required language proficiency level to ensure that students are able to successfully complete the study programme. In addition, it is possible for students to take language courses in English and Indonesian at the UNS Language Center.

Applicants receive the results on the application website. In doing so, the government commits to communicating the response and is thus based on transparent criteria and communicated in writing.

¹⁶ Referring to Rector's Regulation No. 579/UN27/HK/2011 dated on December 30, 2011 on the Principal Policies of Management and Administration of Higher Education at UNS.

		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

To achieve the learning objectives described in chapter 1.1, curriculum development is carried out through an outcome-based learning (OBL) approach. The last curriculum review and development was carried out in 2020¹⁷.

The Indonesian names of the study programmes are given by the Government of Republic Indonesia.

The Community Service programme (KKN) is a community service course that must be attempted by all UNS students, in which students are deployed to the community to socialize, adapt, identify problems and needs in the community, and make a real contribution to solving these problems. Through KKN, students learn problem-solving and work on projects in interdisciplinary groups of students from different study programmes. One KKN location generally has a group of ten to 20 students.

Bachelor's Degree Programme in Local Literature (BLL)

In semesters 1 and 2 introductory courses are given, such as *Introduction to Literature*, *Introduction to Linguistics*, and *Introduction to Philology*. These introductory courses are mapped out to provide an introduction of the course and its characteristics, scope, and body of knowledge to semester 1 students. This introductory course serves to provide foundation to students' general understanding. The structure and mapping of these introductory courses will determine whether or not a course is a prerequisite for taking courses in the next semester. Thus, the course structure is mapped in stages in terms of the achievement of competency skills.

The study programme has three main fields of study, namely philology, literature, and linguistics. In the sixth semester students are directed to choose the field of study according to their interests.

¹⁷ The regulations that became the references are: (1) Presidential Regulation No. 8 of 2012 on IQF; (2) Regulation of Minister of Education and Culture No. 3 of 2020 on SN Dikti, (3) Rector's Regulation No. 31 of 2020 on the Administration and Management of Bachelor's Degree Programs, and (4) Guidelines for the Preparation of Higher Education Curriculum in the Industrial Era 4.0 to Support MBKM Program, Directorate-General of Higher Education, Ministry of Education and Culture, 2020.

Table 5: Curriculum BLL ¹⁸

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	name of Lecturer	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study					
M1	Module 1 = Semester 1	5														
SAA2113	Javaneselanguage Listening And Reading Proficiency	2								26	24	L/C/T	Exam Paper (100 Min)	80/100	Y. Suwanto	
SAA11104	Java Characters Reading And Writing	2								26	24	L/C/T	Exam Paper (100 Min)	80/100	Sutarjo	
SAA2120	Introduction To Linguistic	2								26	20	L/C/T	Exam Paper (100 Min)	80/100	Dyah Padmaningsih	
SAA1125	Introduction To Literature	2								26	20	L/C/T	Exam Paper (100 Min)	80/100	A. Indratmo	
SAA1130	Introduction To Philology	2								26	20	L/C/T	Exam Paper (100 Min)	80/100	Supana	
SA2114	Introduction To Cultural Science	2								26	20	L/C/T	Exam Paper (100 Min)	80/100	Suyatno	
UNG1106	Basic Natural Sciences	2								26	20	L/C/T	Exam Paper (100 Min)	80/100	Retno Wijayanti	
UNG1107	Indonesian Language	2								26	24	L/C/T	Exam Paper (100 Min)	80/100	Dwi Susanto	
UNG1108	English Language I	2								26	24	L/C/T	Exam Paper (100 Min)	80/100	UP2B	
UNG1102I	Religious Education	2								26	24	L/C/T	Exam Paper (100 Min)	80/100	Istadiyanto	
M2	Module 2 = Semester 2															
SA2209	Indonesian Cultures		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Suharyana	
SAA1212	Arabic Language		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Istadiyanto	
SAA2213	Javanese Language Writing And Speaking Proficiency		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Suwanto	
SAA1221	Theory Of Literature		2							26	20	L/C/T	Exam Paper (100 2Min)	80 / 100	A. Indratmo	
SAA1227	History Of Philology Development		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.	
SAA1233	Javanese Language Phonology		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Suwanto	
UNG1201	Pancasila Education		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Suyatno	
UNG1208	English Language II		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100	UPT P2B	
SAA1250	History Of Javanese		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100	Siti Muslifah	
SA1413	Java Computer		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100	Prasetyo A.W.W.	
SAA1279	Balinese Language		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100	Nyoman Suendi	
M3	Module 3 = Semester 3	5														
SAA1320	Semiotics			2						26	30	L/C/T	Exam Paper (100 Min)	80/100	A. Indratmo	
SA2301	Javanese Culture			2						26	24	L/C/T	Exam Paper (100 Min)	80/100	Siti Muslifay	
SAA13105	Javanese Language and Literature			2						26	24	L/C/T	Exam Paper (100 Min)	80/100	Prasetyo A.W.W.	
SAA1389	Javanese Ethics			2						26	20	L/C/T	Exam Paper (100 Min)	80/100	Suyatno	
SAA1322	Javanese Morphology			2						26	24	L/C/T	Exam Paper (100 Min)	80/100	Dyah Padmaningsih	
SAA1364	Manuscript Preservaton			2						26	24	L/C/T	Exam Paper (100 Min)	80/100	Sisyono E.W.	
SAA1340	History Of Literature			2						26	20	L/C/T	Exam Paper (100 Min)	80/100	Sahid T.W.	
SAA1342	Old Javanese Language Grammar			2						26	20	L/C/T	Exam Paper (100 Min)	80/100	Wakit Ab.	
SAA2346	Sanskerta Language			2						26	24	L/C/T	Exam Paper (100 Min)	80/100	Endang T.W.	
SAA1345	Javanese Tembang			2						26	24	L/C/T	Exam Paper (100 Min)	80/100	Endang T.W.	
SAA1457	Historical Linguistic			2						26	20	L/C/T	Exam Paper (100 Min)	80/100	Wakit Ab.	

¹⁸ Elective courses are highlighted in yellow.

M4		Module 4= Semester 4				5											
SAA1488	Karawitan				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.		
SAA1417	Javanese Rhetoric				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Sutarjo		
SAA1423	Javanese Language Syntax				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Dyah Padmaningsih		
SAA1427	Study Of Prose				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo		
SAA1428	Study Of Poetry				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo		
SAA14109	Pegon Manuscript Analysis				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sutarjo		
SAA1432	Javanese Philology				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.		
SAA1443	Old And Medieval Javanese Manuscript Analysis				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Supana		
SAA1458	Literary Criticism				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo		
SAA1540	Stilistics				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Prasetyo A.W.W.		
SAA1544	Manuscript Reading				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Endang T.W.		
SAA2435	Javanese Language Lexicology & Lexicography				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Suwanto		
SAA1490	Textology				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.		
SAA1492	Dialectology				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Wakit Ab.		
SAA1449	Dutch Language				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Warto		
M4		Module 5 = Semester 5				5											
SAA1538	Journalism				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Sumariam		
SA1510	Research Methodology				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Supana		
SAA1524	Jawa Language Semantics				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Bwakit Ab.		
SAA1529	Study Of Drama				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sahid T.W.		
SAA1534	Study Of Classic Javanese Manuscript				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Supana		
SAA1558	Javanese Pragmatics				2					26	26	L/C/T	Exam Paper (100 Min)	80 / 100	Sumariam		
SAA1539	Folklore				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Siti Muslifah		
SAA1536	Discourse Analysis				2					26	26	L/C/T	Exam Paper (100 Min)	80 / 100	Sumariam		
UNG1205	Civic Education				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Suyatno		
SAA1619	Creative writing in Javanese Language				3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100	Dyah Padmaningsih		
SAA15106	Puppets Show Language And Literature				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sutarjo		
SAA1584	Philosophy Of Language				2					26	20	L/C/T	Exam Paper (100 Min)	80 / 100	Y. Suwanto		
SAA15107	Broadcasting				2					26	26	L/C/T	Exam Paper (100 Min)	80 / 100	Dyah Padmaningsih		
SAA15108	Old Javanese Manuscript Reading				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.		
M6		Module 6 = Semester 6				5											
SA1799	Internship				2					26	40	L/C/T	Exam Paper (40	80 / 100	Y. Suwanto		
UNS1301	Community Service Program				2					26	50	L/C/T	Exam Paper (100 Min)	80 / 100	LPPM		
SAA1618	Translation				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Supana		
SAA26102	Writing Scientific Papers in Javanese				3					40	40	L/C/T	Exam Paper (100 Min)	80 / 100	Dyah Padmaningsih		
UNG1205	Enterpreneurship				2					26	30	L/C/T	Exam Paper (100 Min)		Team		
Linguistic Study																	
SAA1637	Ethnolinguistics				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Wakit Ab.		
SAA1654	Comparative Historical Linguistic				2					26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Wakit Ab.		
SAA1655	Sociolinguistics				2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Sumariam		
SAA1656	Linguistic Research Method				3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100	Dyah Padmaningsih		
SAA2671	Editing				2					26	40	L/C/T	Exam Paper (100 Min)	80 / 100	Y. Suwanto		

Literature Study																
SAA1660	Sociology Of Literature							2			26	26	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo
SAA1661	Literature Research Method							3			40	50	L/C/T	Exam Paper (100 Min)	80 / 100	Sahid T.W.
SAA2674	Psychology Of Literature							2			26	26	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo
SAA1662	Literature Appreciation							2			26	30	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo
SAA1682	Literature Reception							2			26	30	L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo
Phylogiy Study																
SAA2667	Text Criticism							2			26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.
SAA1683	Codicology							2			26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.
SAA2655	Javanese Manuscript Analysis							2			26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Endnag T.W.
SAA1666	Philology Research Method							3			40	50	L/C/T	Exam Paper (100 Min)	80 / 100	Supana
SAA1667	Philology Laboratory Practice							2			26	40	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.
SAA1659	Comparative Literature							2			26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Wakit Ab.
SAA1667	Text Editing							2			26	30	L/C/T	Exam Paper (100 Min)	80 / 100	Endang T.W.
SAA1695	Modern Philology							2			26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.
SAA1685	Psycholinguistics							2			26	24	L/C/T	Exam Paper (100 Min)	80 / 100	Sumarlam
M7	Module 7 = Semester 7	5														
Linguistic Study																
SAA1769	Linguistic Problems							2					L/C/T	Exam Paper (100 Min)	80 / 100	Dyah Padmaningsih
SAA1770	Linguistic Seminar							3					L/C/T	Exam Paper (100 Min)	80 / 100	Y. Suwanto
Literature Study																
SAA1772	Literary Problem							2					L/C/T	Exam Paper (100 Min)	80 / 100	A. Indratmo
SAA1773	Seminar On Literature							3					L/C/T	Exam Paper (100 Min)	80 / 100	Sahid T.W.
Phylogiy Study																
SAA1775	Philological Problems							2					L/C/T	Exam Paper (100 Min)	80 / 100	Sisyono E.W.
SAA1776	Phylogiy Seminar							3						Exam Paper (100 Min)	80 / 100	Sisyono E.W.
SAA1778	Broadcasting							2						Exam Paper (100 Min)	80 / 100	.Dyah Padmaningsih
SAA17110	Forensic Linguistics							2						Exam Paper (100 Min)	80 / 100	Y. Suwanto
M8	Module 8 = Semester 8	5														
SAA1898	Thesis (TA)							6	80	80			L/T	Exam Paper (120 Min)	100 / 100	Supana
C	Colloquium							2							80 / 100	
BA	Bachelor's Thesis							6							100 / 100	
total		30	30	30	30	30	30	30	2100	4200						

L: Lecture
S: Seminar
T: Tutorial

BLL offers twelve elective courses in total. In semesters four to seven students should choose one elective course. The elective courses are highlighted in yellow above. The study programme has three main fields of study, namely philology, literature, and linguistics. In the sixth and seventh semester students are directed to choose the field of study according to their interests.

There are courses that support the improvement of graduate competencies so that they are absorbed in the job market with general skills and special skills, such as Entrepreneurship, Foreign Languages (English, Arabic and Dutch), Local Languages (Sundanese, Balinese), Sanskrit, Old Javanese, Middle Javanese, and Classical and Modern Literature.

During the sixth semesters students are required to do an internship of minimum 200-300 hours in total / two-three hours per day so that the length of the internship approximately is two to three months. Students can choose several places that have collaborated with institutions (with MOU) or look for their own places that are relevant to the characteristics of the internship course.

BLL is established based on the Presidential Decree No. 10 of 1976, dated on March 8, 1976. The name of Local Literature (*Sastra Daerah*) has a broader scope than Javanese Literature. In Local Literature, the material taught in each course not only talks about Javanese literature, but also the language, literature, and culture of various regions in Indonesia. This material can be seen in the Sundanese and Balinese language courses and cultural subjects, such as Introduction to Culture, Indonesian Culture, and Philosophy of Culture (cf. self-evaluation report p. 23).

BLL graduate's degree is Sarjana Sastra (S.S) or Bachelor of Arts in Local Literature. UNS explains that this bachelor's degree is broader because it includes proficiency in language, literature, and culture, both classical and modern (cf. self-evaluation report p. 24).

Integration of theory and practice

The organisation of courses in the curriculum has been designed to form hard skills and soft skills that can be applied in various situations and conditions. Theoretical discourse and practical application complement each other in developing the qualification profile of BLL students. This is shown in the courses which combine theoretical and practical abilities such as *Javanese Language Proficiency*, *Javanese Traditional Songs (Tembang Jawa)*, *Javanese Rhetoric*, *Journalism*, *Editing*, *Archiving*, and *Javanese Computer*.

For example, the *Tembang Jawa* course is often practiced in writing and singing. This course is supported by the *Javanese Literary Language* course that studies various uses of the Javanese language in literature. In addition, the *Tembang Jawa* course is also supported by the *Javanese Computer* course because students use a computer when writing a tembang. From that example, it can be seen that all courses are mutually supportive and integrated (cf. self-evaluation report p. 25).

Besides the Community Service Programme (KKN) the students are required to do a Student Internship Programme (KMM). This programme is an intracellular activity carried out at partner institutions. For example, students may take this programme at Museums, Libraries, Language Research Institution or Javanology Research Centre. KMM and KKN take place in the sixth semester. KMM is held at the beginning of the semester in February (a month). KKN takes place at the end of the semester, in July – August (a month).

Interdisciplinary thinking

BLL has courses with different disciplines as *Entrepreneurship*, *Creative Writing in Javanese Language*, *Journalism*, *Psycholinguistics*, *Sociolinguistics*, *Comparative Literature*, *Comparative Language Studies*, *Psychology of Literature*, and *Sociology of Literature*. Through these courses the study programme equips students to get ready to work with a variety of trans- or interdisciplinary knowledge (cf. self-evaluation report p. 26).

Ethical aspects

In terms of the integration of ethical aspects into the curriculum BLL adheres particular to the leadership ethics of Ki Hajar Dewantara which are shown through ethics of openness, honesty, democracy, responsibility, and the act of teaching, loving, and nurturing all academic community. The identification and reflection of these ethical aspects is shown in the PLOs. For example, PLO S-9 shows an attitude of being responsible for work in their field of expertise independently. PLO KK-03 shows an ability to communicate orally and in writing by applying interpersonal, social, and professional functions. These PLOs include and become the main competency in each course (cf. self-evaluation report p. 28).

Methods and scientific practice

BLL has research-oriented courses, such as *Research Methods*, *Basic Philosophy*, *Creative Writing*, *Study of Old and Middle Javanese Manuscripts*, *Prose Studies*, *Poetry Studies*, *Comparative Literature*, *Comparative Linguistics*, *Ethnolinguistics*, *Semiotics*, *Stylistics*, *Advanced Textual Studies*, *Discourse Studies*, *Scientific Writing*, *Dialectology*, and *Literature Appreciation* as the necessary provisions to support student research. Student research can take form in PKM¹⁹ research, which is competitive and national organised, and in form of the Theses.

In addition, students are also involved in lecturers' research and community service (R&CS) activities. BLL lecturers' R&CS consists of three Research Groups (RGs): Javanese Language RG, Javanese Philology RG, and Javanese Literature RG. Chief of RG carries out R&CS, both competitive and independent, and involves students as research members. The students' duty as research members is data collection. The data will be processed by lecturers together with students. The process of reporting research results also involves students with the needed skills for research-oriented work and for applying those skills in their field (cf. self-evaluation report pp. 28-29).

¹⁹ Program Kreativitas Mahasiswa: Student creativity programme (scientific work competition).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

Table 6: Curriculum BEIL2

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
M1	Module 1 = Semester 1	5												
02743112001	Religious Education <C>	2								26	24	L/C/T	Exam Paper (100 Min)	50 / 100
02743112002	Pancasila Education <C>	2								26	24	L/C/T	Exam Paper (100 Min)	51 / 100
02743112004	Indonesian Language <C>	2								26	24	L/C/T	Exam Paper (100 Min)	75 / 100
02743132001	Student Development <C>	2								26	20	L/C/T	Exam Paper (100 Min)	75 / 100
02743142001	Linguistic <C>	2								26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142002	Guidance and Development of Language <C>	2								26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142003	Literary Theory <C>	2								26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142004	Old Literature <C>	2								26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142005	Phonology <C>	2								26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142006	The Fundamentals of Speaking <C>	2								26	24	L/C/T	Exam Paper (100 Min)	80 / 100
M2	Module 2 = Semester 2	5												
02743212003	Civic Education <C>		2							26	24	L/C/T	Exam Paper (100 Min)	50 / 100
02743232002	Conseling Guidance <C>		2							26	24	L/C/T	Exam Paper (100 Min)	50 / 100
02743242007	Literature History <C>		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743242008	Assisting Language (Javanese) <C>		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100
02743242009	School Library and Laboratory Management <C>		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142010	Critical and Aesthetic Listening <C>		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100
02743142011	Further Speaking Course <C>		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100
02743142012	Technical and Aesthetic Reading <C>		2							26	24	L/C/T	Exam Paper (100 Min)	80 / 100
02743142013	Morphology <C>		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142014	Semantics <C>		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142015	Curriculum and Syllabus Development <C>		2							26	20	L/C/T	Exam Paper (100 Min)	80 / 100
M3	Module 3 = Semester 3	5												
02743122003	Enterpreneurship <C>			2						26	24	L/T	Exam Paper (100 Min)	75 / 100
02743132004	Inclusive Educationi <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743242016	IT-Based Learning Method <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743242017	Literary Criticism <C>			2						26	24	L/C/T	Exam Paper (100 Min)	80 / 100
02743242018	Reading Comprehension <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142019	Textbook Study and Writing <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142020	Extensive & Fast Reading <C>			2						26	24	L/C/T	Exam Paper (100 Min)	80 / 100
02743142021	Syntax <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142022	Psycholinguistics <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743142023	Sociolinguistics <C>			2						26	20	L/C/T	Exam Paper (100 Min)	80 / 100
M4	Module 4 = Semester 4	5												
02743232005	Digital Classroom Management <C>				2					26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743242024	English for BIPA <C>				2					26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743242025	Language & Literature Teaching Planning <C>				2					26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743242026	IT-Based Learning Media Development <C>				2					26	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743243027	Language and Literature Learning Evaluation <C>				3					40	20	L/C/T	Exam Paper (100 Min)	80 / 100

02743243028	Fiction Prose Study and Appreciation <C>					3					40	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743243029	Poetry Study and Appreciation <C>					3					40	20	L/C/T	Exam Paper (100 Min)	80 / 100
02743243030	Drama Appreciation Study <C>					3					40	20	L/C/T	Exam Paper (100 Min)	80 / 100
M5 Module 5 = Semester 5		5													
02743152031	Historical Comparative Linguistics <C>					2					26	30	L/C/T	Exam Paper (100 Min)	80 / 100
02743152032	Language Error Analysis <C>					2					26	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743152033	Theater <C>					2					26	30	L/T	Exam Paper (120 Min)	100 / 100
02743152034	Teaching Indonesian at School <C>					3					40	50	L/T	Exam Paper (100 Min)	80 / 100
02743152035	Quantitative Research <C>					3					40	30	L/C/T	Exam Paper (100 Min)	80 / 100
02743152036	Qualitative Research <C>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743152037	Pragmatics <C>					3					40	30	L/C/T	Exam Paper (100 Min)	80 / 100
02743152038	Broadcasting Basics <E>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743152039	Print Media Journalism <E>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743152040	Basic Manuscript Editing <E>					3					40	30	L/C/T	Exam Paper (100 Min)	80 / 100
M6 Module 6 = Semester 6		5													
02743263004	Community Service Program <C>					3					40	30	L/T	Exam Paper (40 Days)	100 / 100
02743253041	Statistic <C>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743253042	Micro teaching <C>					2					26	30	L/T	Exam Paper (120 Min)	80 / 100
02743253043	Discourse Analysis <C>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743253044	Creative Writing <C>					3					26	30	L/C/T	Exam Paper (100 Min)	80 / 100
02743253045	Scientific Writing <C>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743253046	Language and Literature Studio <C>					2					26	30	L/T	Exam Paper (100 Min)	80 / 100
02743253047	Radio Broadcasting <E>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743253048	Electronic Journalism <E>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743253049	Print And Electronic Editing <E>					3					40	30	L/C/T	Exam Paper (100 Min)	80 / 100
M7 Module 7 = Semester 7		5													80 / 100
02743152050	Seminar Proposal <C>					2					26	30	L/T	Exam Paper (100 Min)	80 / 100
02743152051	BIPA Teaching <C>					3					40	50	L/C/T	Exam Paper (100 Min)	80 / 100
02743152052	School Field Introduction <C>					4					53	30	T	Exam Paper (60 Days)	100 / 100
02743152053	Broadcasting Internship <E>					3					40	50	T	Exam Paper (45 Days)	100 / 100
02743152054	Journalistic Internship <E>					3					40	30	T	Exam Paper (45 Days)	100 / 100
02743152055	Editing Internship <E>					3					40	50	T	Exam Paper (45 Days)	100 / 100
M8 Module 8 = Semester 8		5													
02743266008	Thesis (TA) <C>					6					80	80	L/T	Exam Paper (120 Min)	100 / 100
C	Colloquium										2				80 / 100
BA	Bachelor's Thesis										6				100 / 100
total		30	30	30	30	30	30	30	30	2100	4200				

L: Lecture
S: Seminar
T: Tutorial

BEIL2 has nine elective courses in total. In semester five, six and seven the students have to chose one of the offered elective courses.

The name of BEIL2 is stated in the Decision of Director-General of Learning and Student Affairs No. 46/B/Hk/2019, dated on February 22, 2019 on the Names of Study Programmes in Higher Education as *Program Studi Pendidikan Bahasa Indonesia* (Indonesian Language Education Study Programme). The decision also states that BEIL2 graduates are awarded the degree of Bachelor of Education (S.Pd) in Indonesian Language. The Bachelor's degree

is based on the graduates' profile and BEIL2's PLOs. Because BEIL2 is within the education field the BEIL2 graduate's degree is a Bachelor of Education (S.Pd)²⁰ (cf. self-evaluation report p. 24).

Integration of theory and practice

The integration of theories and practices is carried out in one course or between relevant courses. The integration in one course is exemplified by UNS as follows (cf. self-evaluation report p. 25):

1. In the *Phonology* course, to classify consonants based on the speech properties used, students are given a theory about the parts of the speech properties and their names in Latin and instructions on using them. Next, students practice pronouncing each consonant to examine the active (moving) and passive (approached) parts of the speech properties and then identify them.
2. In the *Statistics* course, students are first provided with a theory about the characteristics of a quantitative research design regarding the types of variables, data, and relevant statistical formulas and the steps to implement statistical formulas for hypothesis testing, making interpretations, and preparing discussion of the results. Furthermore, students are given an overview of the research project and the data obtained by a researcher. Then, they are asked to analyse the data and make the discussion.

The integration of theories and practices between courses is exemplified as follows (cf. self-evaluation report pp. 24-25):

1. In *Basic Editing* course, students get theories on the nature of editing, editing objectives, editing requirements, editing methods/techniques, criteria, and editing techniques for various linguistic manuscripts. Furthermore, in the *Editing Practice* course, students get more opportunities to practice editing. Then, in the Editing Internship, students are given the opportunity to do an internship in publisher for further editing practice.

To be able to practice editing, students must master the theory of grammar and spelling rules. The grammar theory is studied in Morphology and Syntax courses, while the theory of spelling rules is studied in Indonesian Language course. Thus, there is integration between theories and practices in different courses.

2. Students' understanding of theories in Lesson Planning, Learning Methods, Learning Media, and Learning Evaluation course will help students in preparing lesson plans. In addition, with an understanding of these theories, students can prepare themselves for teaching practice in both Microteaching and Field School Introduction (PLP) practice courses.

In semester seven the students carry out work activities and proceed in the professional area of the real work partner. The students do the internships for a minimum of one month, with seven – eight hours of work for a day.

²⁰ Guidelines for awarding and writing graduate degrees are regulated in Regulation of Minister of Research, Technology, and Higher Education No. 59 of 2018 on Diplomas, Competency Certificates, Professional Certificates, Degrees, and Guidelines for Degree Writing for Graduates of Higher Education Institutions.

Interdisciplinary thinking

BEIL2 supports students to develop interdisciplinary or multidisciplinary thinking to be able to study and solve problems in the field of language and literature by using various perspectives, which is realised by (cf. self-evaluation report pp. 26-27):

1. Involving practitioners and professionals in certain course so that students have scientific insight from the perspective of academics and practitioners, for example (a) the *Lesson Planning* course involves the Indonesian language teachers of SMP Negeri 13 Surakarta²¹, (b) *Journalistic* course involves reporters/chief editor of Solopos, and (c) *Broadcasting* course involves a broadcaster of Sragen POP FM Radio.

2. Linguistics, which is studied in a real context related to other fields of science: (a) the *General Linguistics* course studies the language review material from an interdisciplinary perspective that presents various branches of linguistics, including sociolinguistics, psycholinguistics, ethnolinguistics, cyberlinguistics, neurolinguistics, forensic linguistics, and language ecology; (b) *Sociolinguistics* course studies the language use in terms of social aspects, (c) *Psycholinguistics* course studies the language from a psychological perspective; and (d) *Pragmatics* course studies the relationship between utterance and context outside the language, including geographical factors, society, language situation, or time.

3. Literary studies are also associated with other fields of science so that when studying literary works, students get the theories and practices of analysing literary works from various perspectives

4. The development of listening, reading, speaking, and writing skills are focused on receptive and productive language proficiency in various contexts. For example, (a) in the *Intensive Reading* course, students are asked to make a concept map about the food chain from the text they read, (b) in the *Speaking* course, students are asked to make a speech about environment, (c) in *Creative Writing*, students are asked to make short stories about social conflicts in fishermen's life. Thus, in these courses, there is integration between language as a medium of communication and various fields of non-language science as the content of the communication. Therefore, to be skilled in language, students study not only about language grammars but also material from other fields of science such as biology, sociology, environment and politics.

Ethical aspects

In terms of ethical aspects, especially course *Inclusive Education* should sensibilise the students. In this course, the students should deal with the concept of inclusive education and the teaching of children with special needs. Overall, ethical issues are addressed throughout the curriculum by training students for a teaching profession.

Methods and scientific practices

Writing and presenting scientific papers is one of the students' soft skills concerned to be developed. The development of the students' soft skills is actualized through the following policies (cf. self-evaluation report p. 29):

1. The Indonesian Language course is held as a general course for semester 1 students focusing on mastery of the basic material for writing scientific papers, including bibliography and quotations, paragraph development, sentence structure, vocabulary selection, and

²¹A State Junior High School in Surakarta.

spelling application. In this lecture, one of the mandatory tasks for students is to write papers and make scientific presentations.

2. In semester 4, students are required to take Scientific Writing course, with scientific papers as the output. Plagiarism test techniques with the Turnitin application are trained in this lecture.

3. In semester 4, BEIL2 offers Quantitative Research course while Statistics course is taught in Semester 5 to strengthen students' competencies to conduct quantitative research. There are activities to analyse journal articles using quantitative research methods in the lectures. The output of the Quantitative Research Course is a research proposal that is prepared according to the UNS *Theses Writing Guidelines*.

4. Qualitative Research course is held in semester 6. Lecture assignments given include analysing journal articles and preparing research proposals in the field of Indonesian language and literature by using qualitative research methods.

5. Theses Proposal Seminar course is held in semester 7. This course is conducted in small groups under the guidance of the course lecturer to share knowledge about the research method. The proposal presented in the seminar is students' Theses draft. Through this seminar, students get inputs from the lecturer and other students as material to revise their proposals.

In addition to the courses mentioned above, lecturers of other courses also enrich students' perspectives on language and literature research methodology, such as Pragmatics, Sociolinguistics, Prose Appreciation Studies, Discourse Analysis, and Poetry Appreciation Studies.

In addition to lecture activities, the scientific work competencies of BEIL2 students are also developed through various activities held by BEIL2 Student Associations in the form of seminars, workshops, public lectures, scientific work competitions, and book reviews. These activities are conducted regularly once a month, every three or six months, and annually. Students participate in scientific work competitions, including PKM²² held by the Directorate General of Higher Education (*Dikti*) and research proposals for language, literature, and teaching competitions held by the Language Development Agency.

Both study programmes

The examination is carried out at least twice in one semester, namely mid-term and final tests. Mid-term and final tests are held according to UNS academic calendar and the schedule is regulated by Head of the Study Programme which include information on schedules, rooms, proctors, and test procedures. The schedule is extended to students and lecturers two weeks before the exam period. The test is carried out through written test (paper and pencil), oral test (interviews), assignments, portfolios, and performance tests according to the measured course learning outcomes (CLO).

Students are required to attend lectures at least 75 % in one semester. If the attendance is less than 75 %, the student cannot take the final test.

The preparation of the *Theses* begins when students have completed a minimum study load of 100 credits. Students will be assigned to First and Second Supervisor appointed by Head of the Study Programme and *Theses* Coordinator. In guiding the preparation of *theses*,

²² Program Kreativitas Mahasiswa: Student creativity programme (scientific work competition).

students' supervisors follow the rules and regulation in *Theses Writing Guidebook*. Students and are tested by the Board of Examiners consisting of a chairperson, a reviewing lecturer, the supervisor, and a lecturer who acts as the Board secretary. The ability to conduct scientific research in Theses is carried out by students with the provisions of the Research courses they have received.

Appraisal:

The panel welcomes that the curricula adequately reflect the programmes' qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. Optional electives enable students to acquire additional competences and skills. In the **BLL** study programme, students also have the opportunity to choose between three specialisations and thus individualise their studies.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives. The names of the study programmes are given by the Government of Republic Indonesia and are therefore highly regulated.

Through internships, practical exercises and guest lecturers from the field who are regularly invited, theory and practice are combined in the study programmes.

There is evidence that the programme qualifies students for interdisciplinary thinking. The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary thinking.

Through cultural topics in **BLL** and training for a teaching profession in **BEIL2**, students deal with ethical topics throughout their studies. In the discussions with the students, the panel learned that the students of the **Indonesian Language and Literature Education** study programme also train skills for dealing with the teaching of disabled persons.

Students acquire methodological competences and are enabled to do scientific work on the required level. The methodological competences and scientific practice are thoroughly trained. In both programmes, courses such as "Research Methods" or "Scientific Writing" (**BLL**) and "Scientific Writing", "Quantitative Research/Qualitative Research" or "Theses Proposal" (**BEIL2**) are chosen to ensure methodological competence and the ability to work scientifically. There are precise guidelines regarding the thesis that students receive early on.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' qualification objectives. The final theses are evaluated based on previously published and coherently applied rules, and procedures.

	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)			X		
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

	BLL	BEIL2
Projected study time	4 years (8 semesters)	4 years (8 semesters)
Number of Credit Points (CP)	144 sks credits (216 ECTS credits)	144 sks credits (216 ECTS credits)
Workload per CP	1 ECTS credits = 30 hours 1 sks = 1,5 ECTS credits	1 ECTS-credit = 30 hours 1 sks = 1,5 ECTS credits
Number of courses	69 courses	66 courses
Time required for processing the final thesis and awarded CP	2 semesters, 6 sks credits (9 ECTS credits)	2 semesters, 6 sks credits (9 ECTS credits)

Sks is an Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). 1 sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (1 semester has 14 weeks). Whereas ECTS credits refer to the whole semester, sks are counted per week.

One sks credit in the form of seminar learning or other similar forms of learning includes: (1) 100 minutes of face-to-face learning activities per week per semester and (2) 70 minutes of independent study activities per week per semester.

One sks credit in the form of internship learning, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning is 170 minutes per week per semester.

The implementation of learning activities²³ and its regulation can be found in the faculties' Academic Handbook. Furthermore, in the beginning of each course, lecturers are required to

²³ The implementation of learning and assessment for all courses refers to the Regulation of Minister of Education and Culture No. 3 of 2020 on SN-DIKTI and Rector's Regulation No. 31 of 2020 on the

communicate agreements with the students related to the learning process (considering for e.g. exam, load of assessments, materials).

The final course score is a combination of test scores, assignments, and participation scores. Course learning outcomes (CLO) assessment reports are carried out at least twice in one semester, namely mid-term and final tests. The tests' scores are inputted by the lecturer in SIAKAD²⁴ so that students can access them online. The Learning assessment uses a scale of 5 with a range of 0 – 4. Students are declared passed the assessment of a course if the final score in the course is at least 2.00 or C. Students who have not achieved this score can take remedial test.

The scoring range is presented in the following table:

Table 7: Score Range for final Assessment

No.	Score range (Scale 100)	Value Range	
		Number	Grade
1	$S \geq 85$	4.00	A
2	$80 \leq S < 85$	3.70	A -
3	$75 \leq S < 80$	3.30	B+
4	$70 \leq S < 75$	3.00	B
5	$65 \leq S < 70$	2.70	C+
6	$60 \leq S < 65$	2.00	C
7	$55 \leq S < 60$	1.00	D
8	< 55	0.00	E

The study load is regulated in accordance with Rector's Regulation No. 31 of 2020 on the Administration and Management of the Bachelor's Degree Programme as follows:

Student study load in semester one and two is provided in the form of packages, the number of which is adjusted to the applicable curriculum in the study programme. After two semesters of the first year, students can take a study load based on the Semester GPA (IPS) achieved with the following conditions:

- a. IPS < 1.50: maximum 12 credits
- b. IPS 1.50 – 1.99: maximum 16 credits
- c. IPS 2.00 – 2.49: maximum 18 credits
- d. IPS 2.50 – 2.75: maximum 20 credits
- e. IPS 2.76 – 3.00: maximum 22 credits
- f. IPS > 3.00: maximum 24 credits

According to UNS the determination of the students' study workload is based on evaluation findings, including student feedbacks and programme success rates. The curriculum is regularly updated to suit the needs of the community and the job market, such as arranging and streamlining the number of courses and bringing up courses according to the needs of

Administration and Management of Bachelor's Degree Programmes as well as curriculum development guidelines designed by Dikti in general and published by the UNS Institute for Development and Quality Assurance of Education.

²⁴ University's digital information systems.

the job market with the hope that students graduate quickly, ready to work, with short waiting time (cf. self-evaluation report p. 34).

The realization of UNS' commitment towards a non-discriminatory education and upheld gender equality is shown in Articles 4, 13, and 28 of Rector's Regulation No. 31 of 2020 on the Administration and Management of the Bachelor's Degree Programmes as well as on the availability of infrastructures. There are facilities that accommodate the needs of students with special needs, such as special stairs (ramp), special toilets, and special classrooms downstairs which are specially provided for classes where students with disabilities attend. BLL also provides literature books printed in Braille and companion for disabled students if they have difficulty in learning.

All students, both male and female, with high and low socio-economic backgrounds and diverse areas of origin or ethnic groups have the same rights in terms of obtaining guidance when carrying out activities related to lectures or participating in competitions such as obtaining funds to participate in PKM²⁵, National Student Science Week (PIMNAS), or other competitions. Students from underprivileged families are assisted with various scholarships such as: *Bidik Misi*, UKT exemption, and others. Tutorial assistance is also provided to students by utilising the counselling service unit located at the Research institutions and community service (LPPMP) under the coordination of the university, by sending students to LPPMP, and then LPPMP conducts extension to faculties (cf. self-evaluation report p. 35).

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed information on intended learning outcomes and other information. In addition, Rector's and Faculty regulations give descriptions on programme elements.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. Students are also informed about the regulations and content expectations at the beginning of the respective semester through class agreements.

In terms of the feasibility of the study programme's workload, the real workload was considered appropriate in the discussions with students and alumni. The drop-out rate also does not indicate that the students' workload is too high. However, since there is no assessment of students' actual workload, it is difficult to track the feasibility of the workload of the students (see condition in chapter 5).

A clearly defined examination structure of mid-term and final examinations ensures an adequate number and frequency of examinations and there are appropriate support services as well as a very good student support structure by the faculty (see chapter 4). UNS ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions throughout the programme and examinations. Especially the fact that

²⁵ Program Kreativitas Mahasiswa: Student creativity programme (scientific work competition).

students from underprivileged families are supported with various scholarships stood out positively to the panel.

	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

For all study programmes

Lecturers are required to use student-centered method/model variations, namely project-based group learning, group discussions, simulations, case studies, collaborative learning, cooperative learning, problem-based learning, or other learning models, such as seminars, field practice, professional work practice, and research. In addition, lecturers are required to use information technology and advances in science and technology in selecting and determining appropriate learning media and teaching materials, pedagogic knowledge, as well as mastery of the material to be taught (cf. self-evaluation report pp. 36-37).

Bachelor's Degree Programme in Local Literature (BLL)

Learning is carried out through various challenging strategies and techniques, which should encourage students to think critically, to explore, to be creative, and to do experiment by utilising various sources. In addition, in learning, students are required to have the ability and competencies to enrich their own knowledge by means of self-learning.

The selection and types of teaching materials (printed teaching materials, textbooks, and digital media) for each course have been adjusted to the objectives of the study programme. During the pandemic, learning at BLL has been done online. BLL also develops interactive learning models by inviting relevant practitioners in Student Online Lectures, Collaborative Learning Models (with short learning and promotional videos), Cooperative Learning Models, and other related methods to facilitate the fulfilment of graduate learning outcomes effectively.

When teaching, the lecturer always has a dialogue and communicates with students so that the teaching process can achieve maximum results. Lecture materials make students familiar with different problem-solving approaches from various scientific points of view. Through interactive work with materials, students are expected to develop their own theory-based problem-solving strategies. Course material is continuously developed further according to new didactic concepts.

When teaching, the lecturers use technology in delivering learning materials by utilising multimedia, SPADA²⁶, ZOOM Meeting, learning by playing CD, and others. In addition, students are asked to master IT, so that the given task can be done by accessing journals via internet.

References or books used are easily accessible digitally for students. Students as users get the books or information they need easily and can encourage the students to be involved in further studies. In Javanese Computer course, for example, students can easily obtain free Javanese script font software²⁷ from the internet. In addition, digital files have been made of books²⁸ and are used to support the learning process.

Lecture materials familiarise students to different problem-solving approaches from various scientific points of view. Through interactive work with this course material, students are expected to develop their own theory-based problem-solving strategies (cf. self-evaluation report p. 37).

Guest lecturers should provide a learning enrichment for the programme. They are regularly invited every semester to contribute to the learning process for students. Guest lecturers invited include the director of the Royal Netherlands Institute of Southeast Asian and Caribbean Studies (Netherlands) as well as researchers and lecturers from Great Britain, Germany, Japan and Malaysia. Domestic experts have also been invited to hold guest lectures at BLL, namely from UIN Syarif Hidayatullah Jakarta or University of Indonesia.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

The following is an example of a variation of the method/variation of the learning model applied in learning (cf. self-evaluation report pp. 36-37):

1. CLO of "Able to classify Indonesian consonants and vowels" in *Phonology* course is achieved by demonstration activities/simulations of pronouncing phonemes and consonants in Indonesian. In order for students to be able to "Apply the rules of phonetic transcription of Indonesian texts", they can peer-correct the results of the assignment. This peer-correction is done with collaborative and cooperative methods.
2. CLO of "Performing routine practice of acting" in the *Directing* course is achieved by applying simulations to practice (a) memorising dialogue, (b) memorising blocking, (c) memorising moving, (d) appreciating roles, (e) doing artistic design, (f) doing lighting design, (g) makeup and costume design, and (h) music design.
3. CLO of "Identifying each learning method and strategy that can be applied to students according to the predetermined core and basic competencies" in Indonesian Language and Literature Learning Planning course lectures is achieved by applying the problem-based learning method. CLO of "Implementing the most relevant learning methods and strategies for learning Indonesian language and literature" in the same course is achieved by applying simulation method.

²⁶ Online learning platform.

²⁷ For example: Hanacara JG Normal, Hanacaraka Normal, JG Huruf Jawa Sanskrit.

²⁸ such as *Reringkesaning Para-masastra Djawi* by Antun Suhono, Yogyakarta, 1953; *Buku Tatacara Panyeratipun Tembung-tembung Jawi mawi Aksara Jawi dalasan Angka* by Sriwedari Literary Committee, 1928; *Serat Kabar Angin* by Padmasusastra, 1902, Surakarta: Vogel van der Heyde & Co. Surakarta; *Serat Rangsang Tuban* by Padmasusastra, 1912, Surakarta: n.v. Budiutama; *Serat Prabangkara* by Padmasusastra, 1921, Kediri: Tan Khoen Swie Publishing; and *Serat Kandha Bumi* by Pad-masusastra, 1924, Kediri: Tan Khoen Swie.

In order for the students to gain teaching competences, they carry out internships in partner schools. During the practicum, supervision is provided by a practicum lecturer (DPM) and a practicum teacher (GPM) at the school. The internship as a whole aims to let the students directly feel the learning process and strengthen the identity of the educators by becoming teacher assistants, which will be achieved through the following activities: 1. teaching under the guidance of civil servant teachers and supervisors; and 2. carrying out student mentoring tasks.

Teaching materials for lectures are taken from printed and electronic teaching materials. Teaching materials are not only obtained from textbooks, but also from the latest national and international journals (the last ten years), as well as the results of research and community service carried out by BEIL2 lecturers (cf. self-evaluation report p. 38).

In an effort to create a conducive academic atmosphere, BEIL2 presents guest lecturers/experts in various scientific activities, such as inaugural lectures, national and international seminars. The inaugural lecture is held at the beginning of every odd semester by presenting experts in the fields of language, literature, and Indonesian language and literature education. In addition to the inaugural lecture, every year on the commemoration of the language month, BEIL2 presents experts and practitioners in the field of language and literature. Guest lectures came, for example, from the theatre, from literature writing, Central Java Language Center or were novelists (cf. self-evaluation report p. 38).

Appraisal:

The didactical concept of the study programmes are described, plausible, and oriented towards the programme objectives. The panel welcomes the big variety of teaching and learning methods, such as practical exercises as well as different internships and projects the students can take part in.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. But the panel noticed from the course descriptions provided that many outdated books are used in both study programmes. In discussions with the programme leaders and lecturers, it was made clear that many of these works are used as primary literature. However, regarding the course descriptions, the panel makes a recommendation to include more up-to-date literature also adapting the course materials based on this literature.

During the digital assessment, the panel learned in the interviews with the lecturers that the materials are constantly updated by them.

In both study programmes guest lecturers are a regular part of the didactical concept. Through classes or concrete series of lectures, their contribution forms an integral part of the study programmes' didactical concept. Moreover, the guest lecturers come from a variety of occupations, even from international companies, so the students gain profound insight

	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's Degree Programme in Local Literature (BLL)

BLL has courses in English language as well as courses such as Indonesian Human and Culture, Basics of Cultural Studies, and Cross-Cultural Studies, where through practical examples students are trained to act in an intercultural environment.

The study programme promotes intercultural competencies and skills which are the core of the PLOs. The study programme promotes insights into Javanese culture to students both from within the study programme itself and outside the University. UNS states that courses related to Javanese culture are attractive to students from within and outside the country (cf. self-evaluation report p. 40).

There are several BLL courses that are promoted to the international level. Some examples of the courses are Javanese Tembang, Javanese Culture, sub-re-search on Javanese Language/Javanese Linguistics, and Javanese Literature, as well as courses related to Javanese philology. Thus, international students can also take the various courses offered. For example, in the student exchange programme, foreign students with different languages and cultural backgrounds can attend lectures at BLL. Thus, the discussion in class will be directed to the international aspects (cf. self-evaluation report pp. 40-41).

However, there are no foreign full-time students enrolled in the study programmes.

BLL designed courses for international classes as shown in the following table.

Table 8: New international courses in BLL

Course Code	New Course	Credits	Sem.
SAA1389	Javanese Ethics	2	3
SAA1345	Javanese Tembang	2	3
SA2301	Javanese Culture	2	3
SAA1558	Javanese Pragmatics	2	3
SAA1539	Javanese Folklore	2	3

There are also English courses which are conducted in two semesters within the curriculum. This shall help the graduates to work overseas or in international-scale agencies.

To promote the study programme and the faculty, BLL organised BASA II (2018), III (2019), and IV (2020) international seminars by inviting experts from various overseas universities. In addition, BLL together with the Faculty of Cultural Sciences (FCS) also held an international seminar with the theme "Friendship between Java and Bashu", collaboration between UNS and Xihua University China. BLL also collaborated with Malaysia by sending lecturers to teach in Malaysia. Professional academic experience in the international realm encourages the improvement of competence and skills of lecturers and students in international environment (cf. self-evaluation report p. 41).

BLL has compulsory generic courses (MKU), namely English I and English II. Before carrying out the Theses exam, students must show an English for Academic Purposes (EAP) certificate issued by the UNS Language Center. Up-to-date foreign language books are also used as references to support lectures. Language courses are also taught to provide knowledge in reading manuscripts from other source languages, such as Arabic, Dutch, English, and Sanskrit (cf. self-evaluation report p. 41 and p. 23).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

The courses *English for BIPA²⁹ Teaching* and *BIPA Learning* reflect intercultural and international aspects of the curriculum because both are prepared based on the culture that exists in Indonesia and several other countries. The international and intercultural aspects of the curriculum can also be seen in the teaching and learning implementation of the *Writing and Reading Basics* courses, which were held as joint lectures together with Fathoni University (Thailand). In addition, joint lectures were also carried out in the *Pragmatics* course which was attended by students from Universitas Lambung Mangkurat, Kalimantan (Indonesia), UPI Bandung (Indonesia), Universitas Siliwangi (Indonesia), and UI Jakarta (Indonesia) (cf. self-evaluation report p. 40).

Table 9: New courses with intercultural content in BEIL2

Course Code	New Course	Credits	Sem.
MKWF-05	Digital Classroom Management	2	IV
MKWPS-32	English for BIPA Teaching	2	IV
MKPIL-20	Teaching Indonesian at School	2	VII
MKPIL-21	BIPA Learning	2	VII

Currently, BEIL2 does not have foreign students, either in full or part semester. However, the study programme has experience in teaching foreign students as follows:

1. several study programme lecturers have been teaching BIPA at UPT P2B (UNS Language Center) since 2011 to date;
2. in 2012, students from the Netherlands took Phonology courses in order to be able to speak both Indonesian and Javanese, as a preparation to study at Indonesian Institute of Arts (ISI) in Surakarta; and
3. in 2014, students from France studied part-time and took Grammar courses covering Phonology, Morphology, and Syntax. The students stayed in Indonesia to teach English

²⁹ Indonesian Language for Foreign Speakers.

in Islamic schools in Surakarta, so they needed to understand Indonesian grammar (cf. self-evaluation report p. 41).

The Faculty of Teacher Training and Education (FTTE) organises international-scale activity programmes, including (cf. self-evaluation report pp. 41-42):

1. Student exchange programme for Field Introduction Programme (PPL) activities with other universities in ASEAN through coordination with the SEAMEO Secretariat (South East Asian Minister of Education Organisation).
2. Participation in the second batch of Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project) together with other universities in Indonesia, Thailand, and the Philippines which took place on July 17 – August 15, 2016.
3. International conferences³⁰.
4. Visiting professors in general lectures and regular lectures as well as scholar outbound of UNS lecturers to Thailand, Malaysia, and Japan. Adversely, several guest lecturers who have taught at UNS come from, among others, Malaysia, Thailand, the Netherlands, Japan, Russia, Egypt, and India.

The use of a foreign language, in this case English, at BEIL2 is carried out in the following academic activities (cf. self-evaluation report p. 42):

1. To support BIPA Teaching courses, and to achieve one of the PLOs, namely "Students can practice BIPA teaching", the study programme offers a course of English for BIPA Teachers with a workload of two sks credits. It aims to make students skilled in using English as a medium of communication with beginner level BIPA students who do not understand Indonesian yet.
2. In certain courses, students are required to read or study English references. For example, in *Psycholinguistics* and *Sociolinguistics* courses, students are required to read English books and articles provided by the lecturers. In the *Qualitative Research Method* course, students are given the task of finding, reviewing, and presenting research methods from international journal articles published in the last two years.
3. The English for Academic Purposes (EAP) certificate is used as a mandatory administrative requirement for the *Theses* exam.

Appraisal:

International contents are part of the curricula. Through intercultural content, integrated English courses as well as student and teaching exchange, students are prepared for the challenges in an international working environment.

Although the study programmes have exchange students who will visit some of the study programme's courses there are no international student enrolled in the programmes. The panel appreciates the efforts that are already taken but encourages UNS to further strive to become more internationally-oriented. In the panel's point of view the presence of international would add an external perspective that would be beneficial to the study programmes and the students. Therefore, the panel **recommends** entering into more cooperation with various international HEIs to enable student exchanges and to promote enrolment of full-time international students to UNS.

³⁰ such as the events of the fifth ICTTE, the second ICoSMEE, and the third ICLIQUE, as well as the two latest conferences held in 2019 namely the first AEEVC and the first ICOSETH.

The composition of faculty is partly international in so far as guest lecturers are involved as well as lecturers' exchange possibilities, joint publications, and joint research is possible. This promotes the students' acquisition of international competences and skills up to a certain extent. However, the panel **recommends** entering into cooperation with international HEIs to send the lecturers of the programmes abroad systematically and using international teachers more systematically to raise the profile of the study programmes in a more international direction.

The proportion of foreign language courses and required foreign language materials in general correspond with the qualification objectives of the study programmes. But in order to ensure transparency, the panel **recommends** that the language competence level required for the corresponding courses should be defined and anchored in the course descriptions. With this it would become clear which language level is needed for students to successfully pass the foreign language courses and makes it easier to compare on an international scale.

		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)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor's Degree Programme in Local Literature (BLL)

BLL is a study programme in the fields of philology, literature, linguistics, and culture based on the values of Javanese culture. Students are equipped with communication skills in English, Javanese, and Indonesian, by means of Javanese Rhetoric, English, and Indonesian Language courses. Students are trained to speak in public using good and correct Javanese, English, and Indonesian. Students can also acquire communication skills through participation in student units such as the study programme's Student Association (HMP), Wiswakarman as the student arts activity unit, and Student Union (BEM).

In addition, students can also gain skills in developing cooperation, communication, conflict resolution, and organisation in Internship and Community Service programme³¹. These skills are highly emphasized by BLL because communication skills, public speaking skills, collaboration skills, conflict handling skills, and leadership skills are key elements of its graduates' profile (see chapter 1, cf. self-evaluation report pp. 42-43).

³¹Undergraduate 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.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

BEIL2 uses case-solving and project-based learning methods³². In the learning administration, lecturers carry out teaching and learning activities in accordance with the prepared semester lesson plan. The characteristics of the teaching and learning activity developed are interactive, holistic, integrative, collaborative, cooperative, and student-centered. The learning process is carried out by using effective learning methods and in accordance with the characteristics of the courses to achieve certain abilities specified in the PLOs. The implementation of cooperative and collaborative learning in BEIL2 can be seen in the learning administration whose main orientation is to fulfil the following PLOs: "able to apply theoretical concepts of language skills" and "able to practice basic concepts of entrepreneurship in the field of language." Such missions are realised in *Speaking, Writing, Broadcasting, Journalism, Editing, and Directing* courses. The assessment carried out in these courses is not only in the form of a written test. In *Speaking* course, the assessment is done in the form of presentations. Assessment of stage projects is carried out in *Directing* course. Internship assignments are carried out in *Broadcasting, Journalism, and Editing* courses in collaboration with schools, radio, newspapers and printing agencies.

Student interests and talents are developed through HIMPROBSI³³. The activities of HIMPROBSI aim to balance their hard and soft skills. This is expected to encourage students' pedagogic, professional, social, and personality competencies. The activities that have been produced and conducted periodically and continuously comprise Language and Literature Week, Seminar on Writing, Poetry Writing and Photography, Poetry and Short Story Reading, Indonesian Spelling System (EBI) Publication and Extension.

To develop their cognition and creativity, BEIL2 encourages the students to take part in PKM, Regional Student Art Fair (PEKSIMIDA), National Student Art Fair (PEKSIMINAS), international student exchanges, and MBKM. In developing character education, the faculty annually selects outstanding students (Mawapres) from representatives of the study programme (cf. self-evaluation report p. 51).

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. Overall, the panel has no doubt that the programme's didactical concept (see also chapter 3.3) fosters the students' acquisition of further multidisciplinary competencies adequately.

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

³² referring to the Internal Quality Assurance System (SPMI) of UNS, Rector's Regulation No. 31 of 2020, and Regulation of the Minister of Education and Culture No. 3 of 2020.

³³ Indonesian Language and Literature Education Study Programme Student Association.

3.6 Skills for employment / Employability (Asterisk Criterion)

Bachelor's Degree Programme in Local Literature (BLL)

As an institution that aims to produce graduates who are ready to work and can be quickly absorbed by the job market, the curriculum of the study programme consists of courses oriented to specific skills and expertise such as Scientific Writing, Javanese Tembang, Javanese Rhetoric, Manuscript Reading, *Karawitan* (Javanese Music), Manuscript Review, Philology Laboratory Practicum, Javanese Drama Study, and Student Internship.

Through the integration of theories and practices (see also chapter 3.1), BLL graduates are trained to work professionally in the world of work. Various efforts are taken to determine the position of graduates in the world of work or in carrying out their duties/work in accordance with their profession. One of these efforts is carried out by utilising existing alumni institutions, namely UNS Alumni Association and reunion meetings (cf. self-evaluation report pp. 43-44).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

BEIL2 students are equipped with attitudes, knowledge, and skills to compete in the world of work. Based on the BEIL2 PLOs, students should gain a variety of knowledge, not only about the Indonesian language, literature and teaching, but also other knowledge that can be used for entrepreneurship in the field of Indonesian language and literature. In the teaching and learning process, BEIL2 students are not only equipped with theory but also practice and internship experience in the world of work. Assessments that use various techniques such as tests, performance, products, portfolios, and projects are used to prepare students to understand, analyse, evaluate, and create materials related to the PLOs, so that they can compete in the job market. The use of updated materials in the form of references and research results equips students with knowledge that is in accordance with the demands of society.

Soft skills improvement to support student career development is conducted through the basic computer, English, and leadership training activities and writing, drama, editorial, and administration workshops. In addition, the study programme assigns the lecturers to guide the internship programme and elective courses such as Journalism, Editing, and Broadcasting by involving institutions/agencies relevant to the field³⁴. The activities help students to be ready to experience the world of work. Other activities to develop their soft skills under the lecturer's guidance include Art Performance and Work Exhibition as a means of showing students' literary creative works and the Radio Bastind³⁵ as a broadcasting practice media, which synergise theories from class and their practice.

Based on the results of the tracer study, 60 % of graduates get their first job as teachers, 12 % as tutors, and 38 % in other fields. The waiting time for graduates to get their first job is seven months. This states the University as indicator that the provision provided by BEIL2 to students is sufficient to compete in the job market (cf. self-evaluation report p. 44).

³⁴ For e.g. with collaborating with Solopos, Jawa Pos, Joglosemar, UNS Press, UGM Press, and Metta FM radio.

³⁵ *Bahasa dan Sastra Indonesia*.

Both study programmes

Graduate competencies are also earned by students through professional internships such as broadcasting, journalism, and editing internships. In addition, the development of entrepreneurial competencies is learned from BIPA, editing, journalism, broadcasting, drama and theatre entrepreneurship, as well as entrepreneurship in Indonesian language and literature and its teaching. The courses of Entrepreneurship and Community Service are beneficial for BLL and BEIL2 students, especially after graduation in solving problems in the workplace, community, or government institutions. During COVID-19 pandemic, students are required to provide solutions to various problems faced by the society during their Community Service³⁶. With the entrepreneurship knowledge that they have learned in their studies, students can provide extensions, accompaniment, and economic development based on local culture with the use of IT (email, online), marketing, online business to help the community.

The skills of the graduates are also supported by information on business opportunities from alumni and various training activities and discussion events that invite practitioners (see more in chapter 1.3 and chapter 3.1).

Appraisal:

Through the integration of theory and practice (see chapter 3.1) and through the promotion of multidisciplinary competences and skills (see chapter 3.5) the employability of the programmes' graduates is promoted. In particular, the possibilities to absolve internships and the integration of guest lecturers from the practical field can promote the employability of the students.

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

³⁶ 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.

4. Academic environment and framework conditions

4.1 Faculty

All study programmes

According to UNS the hiring process for lecturers follows both national and university regulations¹⁹. Based on these regulations, the minimum requirements for prospective lecturers (in terms of education) are: A master degree in the relevant fields and a GPA at a minimum of 3.00 (at a scale of 4.00). It is seen as advantage if the prospective lecturers have a PhD degree.

Bachelor's Degree Programme in Local Literature (BLL)

BLL has 15 permanent civil service lecturers, including three professors and seven part-time lecturers. The part-time lecturers are the ones from another study programme within the same faculty and the ones from another study programme of different faculty. BLL manages three study concentrations, namely Literature, Linguistics, and Philology. Each field of study is led and managed by a lecturer as the coordinator chosen according to his/her expertise. In carrying out its duties, BLL is assisted by administration staff (more information in chapter 4.2).

Of the 15 lecturers in BLL, three are Professors, three have a Doctorate degree and nine lecturers have a Master degree. The lecturers have certifications and scientific specifications to regularly manage the field of cultural sciences or humanities with the study concentration on the field of Literature, Linguistics, and Philology. BLL lecturers are qualified to explore cultural sciences or humanities in their respective interests. In terms of pedagogical qualifications, the lecturers are qualified in the fields of Linguistics, Literature, Philology, Translation, History, Culture, and Philosophy.

BLL lecturers have various abilities, including as book editors, journal reviewers of journals such as *Mabasan* (West Nusa Tenggara Language Center), *Metalingua* (West Java Language Center), *Aksara* (Bali Language Center), *Adabiat* (UIN Sunan Kalijaga), and *Sutasoma* (Unnes Semarang), as book authors, or as experts in transliteration and translation in *Pikukuh*. lecturers' duties and responsibilities are regulated by the Head of the study programme (cf. self-evaluation report p. 47).

BLL practical business experiences are translation activities from Javanese script to Latin script, from Javanese to Indonesian language, and from Javanese to English language. Thus, the lecturer's abilities are systematically integrated into teaching activities.

The internal cooperation of BLL lecturers is organised within Research Groups (RGs) of R&CS of the study programme based on the studies of Linguistics, Literature, Culture, Translation, History, and other related fields. BLL lecturers conduct many collaborative researches with other parties and also independent researches. Independent researches are conducted related to the teaching problems that require fundamental research to provide solutions.

External cooperation includes inter-study programme within UNS and cooperation with agencies outside UNS. The former includes lecturers from another study programme in

charge of the courses at BLL. Even so, the opportunity for cooperation across study programmes and fields is wide open. The cooperation can take any of monodisciplinary or interdisciplinary themes in order to maintain the specification capabilities of the lecturers and also to broaden the horizons of either the similar field or across fields of study in the study programme (cf. self-evaluation report p. 50).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

BEIL2 has 21 permanent civil service lecturers and eleven part-time³⁷ lecturers (four of them are professors). Six lecturers (28.57 %) of the study programme have a Master's Degree and the other 15 (71.43 %) have a Doctorate degree.

Based on their qualifications and positions, BEIL2 lecturers contribute to BEIL2 to achieve a number of competitive research activities, decentralization, assignments, and community service organised by the Ministry of Research, Technology and Higher Education as well as UNS through non-State Budget funds. In addition, the output of R&CS results of the lecturers, especially articles, are widely published in national and international reputable journals, and some are published in Scopus-indexed international journals.

In terms of their educational qualifications, BEIL2 lecturers have a background in the fields of Linguistics, Literature, and Teaching as well as language skills. The educational background is the basis for BEIL2 to distribute the scientific fields of the lecturers. Pedagogically and didactically, BEIL2 lecturers concentrate on the fields of language, literature, language teaching, literature teaching, culture, language skills, and other scientific fields according to their respective specifications. Associated with learning, the duties and responsibilities of lecturers are regulated by Head of the study programme.

In addition to teaching, BEIL2 lecturers also have competencies according to the professional certifications they have obtained, including as non-fiction book writers, script/sub-stance editors, and journal article editors having national and international reputation (cf. self-evaluation report p. 48).

BEIL2 develops the study programme through internal cooperation strategies in small and large groups. Internal cooperation is carried out through meetings, discussions, lecture activities, committees (academic and non-academic), oral and written input. The group cooperation is used to discuss specific problems according to needs and conditions. Teaching materials are prepared by groups of lecturers in one field of science by taking into account inputs from other lecturers or from graduate users.

Internal cooperation between BEIL2 lecturers is manifested in:

1. Committees for routine annual scientific activities such as the National Conference on Language and Literature (Konnas Basastra), Seminar of Adobsi (Association of Indonesian Language and Literature Lecturers), and the Scientific Meeting of Indonesian Language and Literature (PIBSI).

³⁷The part-time lecturers are from another study programme within the same faculty and the ones from another study programme of different faculty.

2. Incidental activities, such as training on writing scientific journal articles, preparing UK-Bindo test materials, Mendeley training, and Statistical Package for the Social Sciences (SPSS) training.
3. Regular monthly and incidental meetings in the beginning and at the end of the semester discussing academic issues, such as the intensity and quality of lectures, academic guidance, *Theses* supervision, National PKM supervision, R&CS activities, and Field Work (PPL) intern-ship/guidance activities.

Both study programmes

In order to improve the didactical skills, the lecturers have to take part in the Instructional Technical Training: Applied Approach (*Pekerti-AA*). The programme aims to improve the lecturers' competencies and professionalism, especially improving their pedagogical skills³⁸ (cf. self-evaluation report p. 47). In addition, to motivate lecturers to improve their performance and service to students and other parties, UNS issues a policy of remuneration³⁹ on performance incentives to encourage lecturers to produce excellent works on the national and international scale (cf. self-evaluation report p. 45).

In terms of students support UNS appoints academic advisors, who contribute to the students' learning process. The study programme appoints a lecturer to be an academic advisor. Each lecturer as academic advisor is responsible for 15 students. The purpose of supervision is to intensively monitor the progress of student studies, provide advice and inputs to students to achieve maximum results, and establish good communication with students and provide solutions if problems occur. Academic advisors have responsibilities including assisting the students in planning courses, selecting courses from the upper semester, course remediation for low scores, Course Selection Sheet (KRS) fulfilment, and Course Results Sheet (KHS) validation. They also monitor the students' study period and provide advice and inputs to those having problems with their studies. These are conducted before the learning period, after the mid-term test, and after the learning period.

Rector's Regulation No. 902/UN27/HK/2016 on the Assessment System of Students' Activities also shows concern about students' welfare (guidance and counselling). The guidance and counselling programme is a service to improve students' soft skills and independent learning both academically and non-academically. The guidance is provided by the University either personally or in group. Students can join various activities/programmes/competition events such as Emotional Spiritual Quotient (ESQ), activities to develop their mental and spiritual state and Social Service (BAKSOS) for new students.

Youth Information and Counseling Center (PIK-R) is a forum for the Family Planning Generation programme (GENRE) which is managed by and dedicated to teenagers to provide information and counselling services on family planning and other supporting activities. In January 2018, PIK-R officially became a University-level student club under the name PIK-R Cakra UNS. This student club contributes actively to provide information and

³⁸ For example it aims to improve the lecturers' abilities to understand the curriculum, learning models and methods, RPS, learning media and ICT, assessment of learning outcomes and assessments alternatives, motivation theory, study contracts, competency analysis, basic teaching skills, teaching material preparation, learning programme evaluation, researches for learning improvement, course reconstruction, teaching material development, RPS preparation, and performance assessment.

³⁹ Rector's Regulation No. 13685 of 2015.

counselling services regarding family planning for teenagers and to provide sharing space for adolescent problems.

Appraisal:

The structure and number of teaching staff correspond with the programmes' requirements. The faculty's composition and qualification guarantees that both the academic standards and the requirements of professional practice are satisfied.

According to the CVs, the academic ability of the teaching staff is in line with the requirements of the programmes for teaching. In order to expand and more strongly implement researched-based lectures, the panel suggests that UNS could use more professors in their study programmes. The practical knowledge of the teaching staff corresponds to the profile of the study programmes. Regarding international experience of the teaching staff the panel pronounced a recommendation to enhance their international outlook (see chapter 3.4).

In terms of the pedagogical and didactical qualification of the faculty, the panel assesses the faculty's qualification as outstanding due to the fact that UNS puts great emphasis on the didactical and pedagogical quality of the programme's lectures, for example through regular mandatory training programmes on teaching skills like the Instructional Technical Training and through the positive feedback of the students.

During the interviews, the panel was also able to convince itself that a regular interaction between faculty members takes place, in which the course contents are discussed in order to improve them. From the panel's point of view, the student support by the faculty is particularly noteworthy. During the digital assessment, the interviewed students confirmed that they are fully satisfied with the support they receive and the panel received the impression that all faculty members are very dedicated.

	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

In operating the organisation⁴⁰, the organiser of the Study Programme, namely Head of the Study Programme is assisted by Head of Laboratory, Quality Control Division (GKM), the Cooperation Division, the Student and Alumni Development Division, and the Study Programme Administrator.

The functions and duties of Heads of BLL and BEIL2 are to lead the implementation of education and teaching, research, and community service at the study programme level. To carry out these duties, they are responsible to the Dean, coordinate and cooperate with the related elements. Related to the process of learning activities in the study programme, the Head of the Study Programme performs the task of planning, monitoring, evaluating, and reporting the process. The process starts from the teaching task division, semester lesson plan submission, and learning process, to assessment in each course⁴¹.

The various tasks of the Heads of BLL and BEIL2 in managing human resources include evaluating the lecturers' performance through the Implementation Assessment Checklist for Employees (DP3). They always reconstruct the curriculum by inviting students, alumni, and stakeholders, appoint division and student coordinators and share teaching assignments. Furthermore they build cooperation in organising seminars and cooperation.

Based on Regulation of Minister of Education and Culture No. 82 of 2014 on the Organisation Structure and Working Procedure at Universitas Sebelas Maret, the Administration Division is an administrative service unit at the Faculty level. The division consists of Planning and Information, Academic Affairs, Student and Alumni Affairs, and Finance and Alumni Affairs Subdivisions. The administration staff of a study programme has a responsibility to the Academic Affairs Subdivision of the faculty. The staff also assists the Heads of the Study Programmes in implementing their tasks. The study programme administration staff should perform tasks including:

1. Validating the students' Course Selection Sheet (KRS) which has been signed by the academic advisor.
2. Inputting course attendance in the study programme.
3. Inputting the schedule and students' Theses examination score.
4. Writing and receiving letters related to the study programme.
5. Inputting the course schedule in the study programme.
6. Providing services for the students related to the study programme's administration.
7. Providing and distributing the books of academic manual book and *Theses* writing guidelines.
8. Conducting inventory on facilities and infrastructures of the study programme.

Every single activity in the study programme involves the administration staff for administrative processes, correspondences, and documentations. He/she is one of the study programme activators who ensure the work of the study programme runs well.

⁴⁰ The organisational structure and working procedure of the study programmes are implemented in accordance with the Regulation of Minister of Education and Culture No. 82 of 2014, dated on August 20, 2014, on Organisational Structure and Working Procedure of Universitas Sebelas Maret.

⁴¹ Cf. Article 146 of Rector's Regulation No. 64 of 2020 on the Organization and Working Procedures of Elements under Rector of Universitas Sebelas Maret.

Organisationally, in implementing their tasks, s are regularly supported by administrative staff. All matters of administration for lecturers and students related to education and teaching, research, and community service are the service areas of this staff. The staff should work together and coordinate with the ones at the faculty. In order to implement the tasks optimally, the education staff in the study programmes is provided with sufficient IT facilities as:

1. Academic administration system services.
2. Administration system services associated with lecturer promotion.
3. Website addresses, accessible at <http://bastind.fkip.uns.ac.id> for BEIL2 and <http://sastra-daerah.unit.uns.ac.id> for BLL.
4. IT-based budget estimation services.
5. Online learning activity services.

The efforts undertaken by BLL and BEIL2 in improving the qualifications and competencies of their administrative staff are implemented through: (1) training, (2) further study/scholarships, (3) clear career path, and (4) comparative study.

Every administrative staff has the right to learn or attend both formal and non-formal training. This training is one of the study programme's efforts to improve the performance of its education staff to make optimal contribution to the study programme.

Besides training, the education staff is also dispatched to attend various workshops and technical guidance. The circular states that the University is always committed to improving the competence of its human resources through the provision of training and development activities for education staff, including the improvement of qualifications and competencies⁴². Several training and development activities that are conducted to optimise the performance of the education staff are budget, statistics, web master, programming, general and office administration, archiving, computer, library computer, public relation, English, and networking training.

UNS education staff is provided with study and training funds to improve their qualifications and competencies⁴³. This support is given to encourage self-actualisation of education staff so that they can contribute more optimally to the University/institution. Indirectly, the education and training provided for the education staff accelerate self-improvement.

UNS provides regular and scheduled opportunities for their staff to take part in the selection process for promotion. The selection process consists of written test (Academic Aptitude Test/TPA, computer skills, English proficiency), paper writing and presentation, and interview. In addition, UNS also conducts the selection of outstanding education staff every year.

Appraisal:

During the interviews with the programme management of the programmes as well as with the teachers and administration, the panel was able to convince itself that the programme

⁴² Cf. Rector's Circular No. 04/UN.27/SE/2018 on Training and Development for Education Staff.

⁴³ Cf. Rector's Regulation No. 288 of 2016 on Scholarship Standard and Further Study Assistance for UNS Educators and Education Staff and Rector's Regulation No. 339 of 2016 on the Tuition Fee of Graduate Education.

directors coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly.

Faculty members and students are fully supported by the administration in the organisation of the study programmes. In the various discussions, it became clear to the panel that administrative staff is involved as an integral factor in the success of the study programmes. In addition, UNS enables different opportunities for continuous professional development for administrative staff.

		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's Degree Programme in Local Literature (BLL)

BLL has built cooperation with domestic and overseas education institutions, namely with:

1. Institut Alam dan Tamaddun Melayu (Malaysia),
2. Universiti Kebangsaan Malaysia (Malaysia),
3. Universiti Utara Malaysia (Malaysia),
4. Guangdong University for Foreign Studies (China),
5. Leiden University (Netherlands),
6. Xihua University (China),
7. Warmadewa University, Denpasar (Indonesia),
8. Udayana University (Indonesia),
9. University of Indonesia (Indonesia),
10. State Hindu Darma Institute, Denpasar (Indonesia),
11. Javanese Literature Study Program of Semarang State University (Indonesia),
12. Universiti Malaya (Malaysia).

The cooperation with the state and private HEIs at the local, regional, national, and international level is implemented in the form of International Seminar. Some seminars that have been conducted include BASA I Seminar, BASA II Seminar (national) and BASA III Seminar (international). The subsequent seminar, BASA IV Seminar was conducted as an international webinar.

BLL lecturers are active in Indonesian Regional Language & Literature Student Association (IMBASADI), Indonesian Local Culture Lecturer Association (IKADBUDI), Local Language, Literature, and Culture Education Study Program Affiliation (ADISABDA) which is represented by the Head of Study Programme, Manassa⁴⁴, Indonesian Linguistic Society (MLI), and Indonesian Literature Scholars Association (HISKI). BLL also participates in

⁴⁴ Archipelago Manuscript Society.

MBKM by offering various courses to other study programmes through the Ministry of Education and Culture (cf. self-evaluation report p. 56).

In terms of cooperation with business enterprises and other organisations BLL cooperates with (cf. self-evaluation report p. 57):

1. National Library and local libraries and museums⁴⁵.
2. Language Institutions and Language Centers in various provinces⁴⁶.
3. Alumni who are members of Alumni of Faculty of Cultural Sciences Family (KAFIB) or specific alumni of BLL in each class and across classes. Several alumni who are successful in their career are invited to a meeting with new students to motivate them to study at BLL.
4. Local government in provinces and cities/regencies regarding cooperation in community service.
5. Javanese language Subject Teachers' Meetings (MGMP) in various regencies in Central Java.
6. Broadcasting media, such as RRI Surakarta in weekly Conservation of Javanese Culture, cultural dialogue, and poet's literary work programmes, and MTA Radio Surakarta in monthly Javanese Language Conservation.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

According to UNS, the implementation and outcomes of partnership include (cf. self-evaluation report p. 57):

1. Collaboration with partner institutions, for example cooperation with Indonesian Language and Literature study programmes in Indonesia through Indonesian Language and Literature Scientific Meeting (PIBSI) and ADOBSI⁴⁷, and cooperation with Indonesian Language and Literature Education Study Programmes in Indonesia through IKAPROBSI⁴⁸.
2. Collaboration with print and electronic mass media (Solopos, Jawa Pos, and Suara Merdeka newspaper, TATV), and radio station through broadcasting, editing, and journalism practices.
3. Collaboration with Medan State University for student exchange programme.
4. Collaboration with international universities such as Universiti Kebangsaan (Malaysia), Griffith University Brisbane (Australia), Fathoni University (Thailand), Universiti Putra (Malaysia), and Kokushikan University (Japan). The cooperation is implemented in the programme of visiting professors and guest lecturers. The lecturers of the study programme become the speaker in a lecture or international seminar. In addition, there is also a participation in PPL at the ASEAN level.
5. Collaboration with Indonesian language Subject Teacher Forum (MGMP) in cities/regencies in Central Java and surrounding areas to analyse and discuss problems in language and literature education at school.

⁴⁵ For example with Sana Pustaka of Karaton Surakarta, Reksa Pustaka of Mangkunegaran Surakarta, Radya Pustaka Museum, Surakarta, Sastra Lestari Foundation, Surakarta.

⁴⁶ For example: Central Java Language Center, Yogyakarta Language Center, East Java Language Center, and Yogyakarta Center for Conservation of Traditional Values.

⁴⁷ Association of Indonesian Language and Literature Lecturers.

⁴⁸ Association of Indonesian Language and Literature Education Study Programmes.

Furthermore, the study programme collaborates with Indonesian Education Evaluation Association (HEPI), HISKI, and Indonesian Language Advisor Association (HPBI). Moreover, the collaboration is also established with industrial institutions related to student internship programme⁴⁹. Those media are places for student internships where they can practice broadcasting, editing, and journalism. During the internship, the intern students will receive trainings according to their knowledge and competency needs, work practices, alumni career development, and entrepreneurship soft skills sharpeners.

In carrying out business practices, BEIL2 designs creative activities related to the scientific fields of its lecturers and cooperates with various private institutions and related government institutions, especially educational institutions. BEIL2 cooperates with Tiga Serangkai printing press, UNS Press, and Yumna Graphic, where lecturers act as book writers and language editors. In addition, the lecturers were invited as resource persons by Education Development Center (LPD) of FTTE UNS in the training on writing scientific papers and training for prospective heads of libraries and school laboratories.

Appraisal:

Cooperation with HEIs and other academic institutions and networks with effects on the programme are plausibly presented and actively pursued. By means of providing mobility options for students and faculty, various agreements have an impact on the programmes and therefore on the students' competencies and skills. However, the panel **recommends** working more systematically with various international universities and looking for HEIs that also focus on other local languages in order to exploit possible synergies. These could also be used to get more international students into the study programmes (see appraisal in chapter 3.4).

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. However, in the panel's view, these collaborations are primarily used for internship opportunities for students and are also very local. Therefore, the panel **recommends** further developing the cooperation so that the impact on the programmes goes beyond the internships. Furthermore, the panel **recommends** expanding the cooperation to an international level or targeting multinational companies.

⁴⁹ Some of the institutions are Solopos, Joglosemar, Jawapos, Suara Merdeka, TATV, UGM Press, UNS Press, Tiga Serangkai, Mentari FM, Slank FM, Opini FM, Solopos FM, Radio Balaikota, Meta FM.

	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)			X		

4.4 Facilities and equipment

Due to Covid-19 pandemic, the panel was not able to visit UNS on-site. Therefore, the panel was provided with videos, pictures and descriptions of its premises and facilities.

Bachelor's Degree Programme in Local Literature (BLL)

According to the University's descriptions, the classrooms are equipped with IT-based learning media, whiteboards, televisions, CD players, microreaders, computers, Wi-Fi network, AC units, LCD screens, and LCD projectors. The study programme has one lecturers' office, five classrooms, one study programme meeting room, one conference room, one administration room, one computer room, one Theses exam room, one study programme library, one gamelan laboratory, one philology laboratory, one culture laboratory and one language laboratory (cf. self-evaluation report p. 58).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

According to the University's descriptions, each classroom is equipped with large and small white boards, audio-visual learning media, air conditioning, reading corner, LCD, projector, computer, and Wi-Fi network. The use of building and classrooms is optimised through information system that is generated from the lecture schedule. BEIL2 also has a microteaching laboratory, a multimedia laboratory and literature work-shop, a broadcasting laboratory, and a study programme library (cf. self-evaluation report p. 58).

Both study programmes

One of the supporting learning facilities in BLL and BEIL2 is the availability of a library. Students can find various types of information about knowledge that they need through reference books and scientific journals. UNS Library is equipped with Wide Area Network (WAN) with hotspots and shelters for easy access to references for the academic community. In addition, UNS Library is also equipped with digital library and main library systems that facilitates students to access information. There is also a reading garden that students can visit to do their reading. UNS Library is open from 07.30 am to 9 pm to provide maximum service to lecturers and students. During the COVID-19 pandemic, UNS Library has provided special online services for e-journals and e-books access since accessible at <https://library.uns.ac.id/e-resources/>.

BLL and BEIL2 libraries are located in UNS Library. The textbooks are available in Indonesian, English, Javanese, Dutch, and other languages. UNS Library also provides domestic journals, international journals, and audio video materials. The collection of books includes textbooks, teaching books, books for pleasure reading, and supplementary books. Reference collections include dictionaries, encyclopaedias, manuals, almanacs, atlases or regulations or legislations. Local book collection discussing Javanese history, Javanese culture, or Javanese literature is also available.

International book collection, specifically related to the Netherlands can also be found and the topics include history, colonial-era law, and state administration. The library also provides a collection of theses and dissertations. Other provided services are e-library/UNS-LA service, digital library, online catalogues, and inter-library services. The library can be accessed easily by UNS students and lecturers. UNS-LA has been integrated with various libraries within UNS (Central Library, Graduate library, LPPM library, and IRIS1103). The Library Information System (UNS-LA) and digital library allow the academic community to easily access information on scientific works, e-books, e-journals, and other e-learning formats.

The study programmes also provides facilities for the disabled such as special parking spaces, bathrooms, literature books printed in Braille, voice computers, electronic dictionaries, Braille printers, and online sources of information that provide easy access.

Appraisal:

Due to Covid-19 pandemic, the panel was not able to visit UNS on-site. Therefore, the panel was provided with videos, pictures and descriptions of its premises and facilities. According to the panel, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the need of the study programmes. According to the information provided by the University and the students, the rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media is ensured. The students also confirmed during the interview that the literature required for the study programmes can be accessed online.

	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

The career counselling is carried out mainly through the Career Development Center (CDC). Every student is given access to information on job vacancies and various articles related to career development. CDC provides various kinds of training activities, seminars, workshops, and other activities that aim to improve the quality of human resources. The guidance is usually conducted through discussion, socialisation, and encouragement to students.

UNS also regularly organises a UNS Job Fair which is initiated by CDC to provide students with views on future job opportunities. Other activities that are also conducted by CDC are (1) training and preparation for entering the world of work, (2) articles publishing of self-quality improvement tips, and (3) on-desk career guidance.

Bachelor's Degree Programme in Local Literature (BLL)

There are two alumni organisations that BLL has besides the organisation which is managed by the University called Alumni Family Association (IKA). These two organisations are Kapang Rinasa (an alumni organisation of the study programme) and KAFIB (an alumni organisation of the faculty). These alumni organisations are established to develop networking among UNS alumni. IKA of UNS conducts online meeting regularly. Alumni are also often invited to attend MUSANG (Student Association Assembly). In addition, the study programme also invites alumni to participate in the development of the study programme, such as curriculum development, addition of new courses, and student activities development.

In supporting the academic development of BLL, alumni participations are as follows:

1. involvement in Kapang Rinasa activities such as the Macapat (Javanese traditional songs) singing competition,
2. support in the Student Workshop,
3. support in the BASA International Seminar in Surakarta,
4. involvement as speakers in Campus Orientation (OSPEK),
5. motivation for new students in the inaugural lecture event,
6. internship opportunities for students in related institutions⁵⁰.

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

BEIL2 UNS has an own alumni association. The alumni association is always engaged in study programme academic development activities. The alumni are also involved in those activities in person:

1. Fund donation:

In the alumni meeting they have agreed upon the need to assist various scientific activities conducted by students and study programmes. The donation is expected to provide and improve students' scientific knowledge.

2. Facility donation:

Through alumni gatherings, alumni have committed to help the study programme, by providing assistance in the arrangement and implementation of the Vision, Missions, and

⁵⁰ such as East Java Language Center, Central Java Language Center, National Language Agency in Jakarta, National Library, and Bung Karno Proclamator Library in Blitar, East Java.

Objectives of BEIL2 in classrooms and learning support facilities, such as books, shelves, and learning media.

3. Inputs for improving learning process:
Through alumni gatherings and receptions with study programme officials, they have made several suggestions for improving the quality of learning, including the provision of more hotspot installations to support learning activities.
4. Network development:
Through the Work Programme prepared, they have routinely organised and notified job vacancies for BEIL2 graduates.
5. Facilities procurement:
Alumni cooperate with the study programme as the place for Education Internships. In addition, schools where alumni teach can be utilised as a data source of student information for Theses interview and student self-development.

Based on academic perspective, the interactions between alumni and study programme include the following activities:

1. Inviting alumni in inaugural lectures.
2. Inviting alumni as speakers in national/international seminars organised by the study programme.
3. Assigning alumni as tutor teachers in various learning activities held by the study programme.
4. Assigning alumni as the primary resource persons to confirm student learning activities through Internships.
5. Contributing articles in the BASASTRA journal.

The results of the alumni association activities have contributed positive impacts on the progress of study programmes, namely:

1. Synergistic relationship between study programme managers and alumni in making an academic climate.
2. Availability of various references relevant to the field of BEIL2.
3. The study programme obtains various information related to job opportunities.
4. The motivation of students or graduates of study programmes who want to pursue further studies.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The panel appreciates the fact that UNS has established a Career Center that serves as support for students and alumni.

The panel appreciates that the alumni organisations of both programmes plans various activities for their members. The panel learned that meetings takes place regularly, in which the interests of the parties (alumni, industry etc.) are considered, discussed and have an impact on the content of the study programmes to improve e.g. the employability of the students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities		X			

4.6 Financing of the study programme (Asterisk Criterion)

Bachelor's Degree Programme in Local Literature (BLL)

Sources of funds and financing of the study programme come from Non-Tax State Revenue (PNBP), from student tuition fees and Student Laboratory fee. Funds of the study programme are arranged through a breakdown system (meetings at the faculty level). In addition, funds are also obtained from the collaboration with external stakeholders and non-legally binding donations, especially in research and community service (R&CS) implementation.

Funds received by study programmes from both PNBP and Non-State Budget (APBN) are allotted according to the compatibility of the budget to Tri Dharma Perguruan Tinggi, balanced distribution, and programme priorities. Given the fact that BLL funds are not very high, activities and programmes can be funded through this system although they are not maximally covered. Student competitions or student activities that support the Key Performance Indicators are funded by the University and faculty.

In every fiscal year on a routine basis, the study programme holds a breakdown in which the budget items contains several routine activities and programmes, namely (a) financial assistance for lecturers who present papers at the national level, (b) funds for IMBASADI meetings/conferences, (c) funds for extracurricular activities⁵¹, (d) funds for seminars/book reviews/cultural workshops/comparative studies, (e) funds for community service, (f) funds for inaugural lecture, (g) funds for student activities, and (h) funds for study programme operational (cf. self-evaluation report p. 62).

Bachelor's Degree Programme in Indonesian Language and Literature Education (BEIL2)

The budget planning process for BEIL2 is according to the proposed annual work programme and is adjusted to the funds allocated by the faculty. Budget planning is discussed in a working meeting by Head of the Study Programme and faculty. Study programme lecturers hold a meeting to prepare a work programme for the following year that is proposed to the faculty in the form of a Business Budget Plan (BBP). In the BBP, the study programme may design programme activities based on funds previously prepared under the approval of the faculty. The budget in the BBP has set a minimum cost limit so that there are rules of the set budget unit⁵². The proposal approved by the faculty is received by the study programme by using the Term of Reference (TOR). The study Programme prepares a TOR for the fund application of each activity, according to what has been proposed and approved.

⁵¹ E.g. kroncong art performances, karawitan, and art appreciation.

⁵² It is as stipulated in Rector's Decision No.: 110A/UN27/KU/2012 on the Maximum Cost Standard for Financial Management of Public Service Agency of Universitas Sebelas Maret.

The management of activity funds following disbursement from the faculty is under the full authority and responsibility of the study programme. The study programme is obliged to report the use of funds in an accountability report (SPJ) and activity reports to be submitted to the faculty. The management of activity funds is also based on a shared understanding by the lecturer board. In each meeting, the study programme's financial state is always reported by Head of Study Programme, be it spoken or written so that all lecturers are able to monitor and evaluate fund management.

Amid the COVID-19 pandemic, BEIL2 has also provided financial assistance to underprivileged students, those whose parents are laid off, and those who are confirmed positive for COVID-19.

Appraisal:

The study programme is funded for the entire accreditation period through the above stated system so that students should be able to complete their studies.

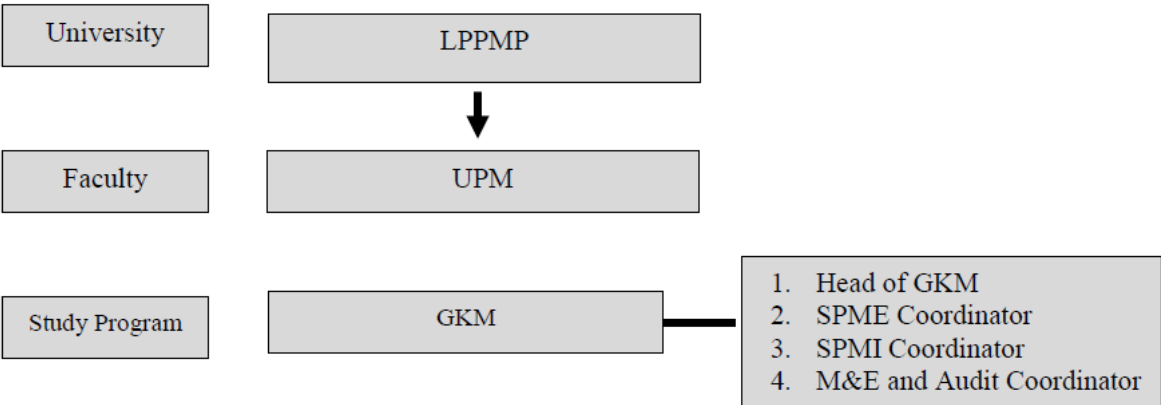
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

The quality assurance and development of content, process, and learning outcome conducted by BLL and BEIL2 refer to the quality assurance development procedure that has been established by UNS. The procedure for developing the quality assurance is described as follows:

1. Quality assurance at the University level is managed by the Center for Development of Quality Management System under the coordination of LPPMP^{53, 54} LPPMP is assigned to coordinate, implement, monitor, and evaluate activities for improving and developing learning and quality assurance of education.
2. Quality assurance policies at the faculty level are undertaken by the Quality Assurance Units (UPM) of the Faculty of Cultural Sciences and Faculty of Teacher Training and Education UNS.⁵⁵
3. Quality assurance policies at the study programme level are implemented by study programme's Quality Control Division (GKM). GKM is led by one chairperson and three personnel responsible for different divisions, namely Internal Quality Assurance System (SPMI) Coordinator, External Quality Assurance System (SPME) Coordinator, Monitoring and Evaluation (M&E) and Audit Coordinator.

Table 102: Hierarchy of Quality Assurance from University Level



The quality assurance cycle of the study programmes are performed continuously through the stages of planning, implementation, internal monitoring and evaluation (M&E), as well as auditing, action, and improvement.

A self-evaluation report is formulated every year including analysis and evaluation of the performance of the study programmes. The analysis is drawn from data, identification of problems and root causes, corrective and preventive actions, and performance targets. Internal audit must refer to instruments of (1) self-evaluation report and (2) internal audit form. Internal audit activity is elaborated in the Internal Quality Audit Manual to ensure compliance with the University regulations. The results of the internal audit will be further

⁵³ Abbreviation for Lembaga Penelitian dan Pengabdian Kepada Masyarakat (Research institutions and community service).

⁵⁴ pursuant to Regulation of Minister of Education and Culture No. 82 of 2014 on the Organisational Structure and Work Procedure of UNS.

⁵⁵ by virtue of Rector's Decision No. 46.16/UN27/KP/2021 dated on January 4th, 2021 and FTTE Dean's Decision No. 4270 A/H27.1.2/PP 2007 dated on October 17th, 2007 amended with FTTE Dean's Decision No. 971/UN27.02/HK/2020.

discussed in the management review meeting to plan follow-up actions on identified issues. The follow-up implementation will then be verified by the auditor. Aspects assessed in quality assurance include the implementation of learning processes and evaluations, staff quality, study programmes, services, and employability surveys.

Evaluation by students

In implementing academic activities, the study programmes supervises and evaluates teaching and learning activities. The study programmes are also responsible for assisting the students in academic activities to accommodate the students in completing their studies in the specified period according to the regulations. The evaluation process is carried out on a scheduled and continuous basis, collaborating individually with students and fully involving lecturers. The student evaluation results from the lecturer's assessment will be reported to the study programmes. The indicator achievement corresponding to these targets will be used as a reference material for the faculty to improve achievement standards at the University level. Improvement of achievement standards can only be processed once all indicators in the previous achievement standards have been accomplished.

To guarantee the quality of education management and administration in BLL and BEIL2, students are involved in assessing the lecturer's learning process, the curriculum, infrastructures, services⁵⁶ and facilities. In the learning process, students assess the lecturer's teaching process through filling out online questionnaires. On the page, a questionnaire about the level of student satisfaction with the implementation of the lecturer's learning process is provided and must be filled out by students after each semester. The results of the questionnaire recapitulation are informed to the lecturers as a form of accountability for the lecturer's performance. The results are published and accessible by lecturers and students.

Likewise, to find out the quality of service, management, and education/learning administration in BLL and BEIL2, and the development of the study programmes, students are given the right to evaluate study programmes periodically, by holding a dialogue between students, lecturers and study programme management unit through PANDAWA⁵⁷ and HIMPROBSI⁵⁸ Student Associations. The results of the dialogue are used as a benchmark in improving the quality of on-going services, management, and the academic implementation. The results are recapitulated and communicated with students and become inputs for improvement and quality assurance of BLL and BEIL2's standard.

Evaluation by faculty

There is also an evaluation from lecturers on the teaching and learning process and the study programmes' infrastructures. Lecturers fill out a questionnaire every semester, and then at the beginning of each semester, feedback is requested from the lecturer through section meetings and lecturer meetings which are held regularly before the start of the semester.

⁵⁶ E.g. student and alumni services like scholarships, charity funds, activity units, coaching-development activities, validation, activity permits, student activity certificates, student cards, and UKT adjustment services. Meanwhile, the academic section includes seven services, namely: KRS, on-desk registration, grades, student leave, the extension of the study period, graduation, and research permits.

⁵⁷ The Paseduluran Study Programme Student Association Java.

⁵⁸ Indonesian Language and Literature Education Study Programme Student Association.

The follow-up of evaluation results by alumni, and users provided by the stakeholders are used as reference material to improve the vision, missions, objectives of the study programme, as well as graduate profiles and PLOs. From the results of external evaluations, BLL and BEIL2 alumni provide inputs on the need for learning materials that support professional practice, such as course materials in Editing, Journalism, and Broad-casting courses. This has been done through the implementation of practical courses on Editing, Journalism, and Broadcasting, which students can directly observe during internship activities in their designated location.

External evaluation by alumni, employers and third parties

There are also inputs from alumni about the need to review the curriculum at least every two years to adjust it to the world of work and that courses that are not in accordance with job market needs should be replaced by new, more suitable courses. The monitoring and evaluation is done by sending forms to various institutions or to the direct ordinates where alumni work. The form contains several questions related to the institution's integrity, their skill to carry out their duties based on their field of knowledge, the skill to use foreign languages, especially English, the skill to use information technology, the skill to communicate with colleagues, the skill to collaborate in work groups, and self-development after they work in that place. The process and mechanism of the activity, after the form is filled out and returned to the study programme, are then classified for later analysis based on need.

Programme description

The study programmes document the learning process in several information systems that are managed centrally and integrated with the University. University's digital information system SIAKAD contains related information of lecturers' profiles, student consultation, lecturers' schedules, lecturer performance recap, learning monitoring, R&CS implementation in learning activity, and Lecturer Expertise Certification. This system is designed to display academic data, process data input by students, lecturers, and educational staff. The SIAKAD system is used by lecturers and students in the process of guidance and consultation, as well as a means of inputting and accessing grades. Students use SIAKAD to plan courses, view schedules, grades, and name of the course lecturers, or select student internship locations. SIAKAD is also a means of providing information related to the learning process.

SPADA UNS is an online learning media at UNS developed by Information technology Development Center for Learning LPPMP UNS. Meanwhile, OCW is a publication of web-based learning resources that are free to be used by lecturers and students around the world. OCW can help students who are looking for additional course material, as well as supporting information about an existing course. Other information related to academic procedures and flows such as curriculum, course plan, internship standard operating procedure, Lecture Activity SOP is accessible at websites of the study programmes and their faculties.

The study programmes also provide internal pages only accessible by UNS academic community by logging in using Single Sign On (SSO) via the University's email address. Management of education data (university management information system: academic, library, human resources, finance, assets, decision support systems) is accessible on R&CS database website.

Information on activities during the academic year

Activities and/or activity agendas during the academic year of the study programmes at the University level are displayed at the University website as well as UNS official social media accounts such as Instagram, Twitter, Facebook, LinkedIn, Tiktok and YouTube. UNS activities are also published in the mass media that is in collaboration with UNS Public Relations Office such as Solo Pos, Suara Merdeka, Tribun, and Radar. The contents contain events, student and lecturer activities in the form of seminars, competitions, and other events, and academic calendars. Information is delivered by the University's Public Relations division in coordination with the Public Relations subdivisions of each faculty.

At the faculty level, activities during the academic year of a study programme are displayed on the website and social media of each faculty. To find out the activities carried out by a study programme, it can also be seen in LKPS document⁵⁹. LKPS is made periodically every semester. This document is also uploaded on the faculty and the study programme Website pages.

Appraisal:

The panel welcomes that UNS 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. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. Responsibilities are also clearly defined.

The quality assurance and development procedure takes into account the results of the evaluations of students, alumni, lecturers and third parties as well as graduate employment with the help of the tracer studies conducted. However, the panel criticises the fact that only the workload of the lecturers is evaluated, while the assessment of students' actual workload is not systematically analysed and evaluated. 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 in students' course evaluation forms. Therefore, the panel recommends the following **condition**:

- The University implements an evaluation form that collects student feedback about the workload for each course.

Faculty members in the respective committees plan and assess the quality assurance and development procedures. Students' evaluations as well as quality control by the faculty are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process. With the tracer studies an external evaluation is carried out on a regular basis and provides additional input for the quality development process.

In terms of the programme description, UNS uses several digital systems that provide students with all relevant and required information online.

⁵⁹ This document describes at least nine information about a study programme, namely: (a) Vision, Mission, Objectives, and Strategy of the Study Program; (b) Governance System and Cooperation; (c) Students; (d) Human Resources; (e) Finance, Facilities, and Infrastructure; (f) Education; (g) Research; (h) Community Service; and (i) Outcomes and Achievements of Tri Dharma.

To inform about the activities during the academic year, UNS regularly publishes updated news and information about the study programme on the University and Faculty websites and uses various social media platforms.

		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 Sebelas Maret

Bachelor programmes:

(BLL) - Bachelor's Degree Programme in Local Literature - Sarjana Sastra (S.S.)

(BEIL2) - Bachelor's Degree Programme in Indonesian Language and Literature Education - Sarjana Pendidikan (S.Pd.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
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			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	Admission					
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					
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)			X		
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		

		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					
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					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
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					
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)			X		
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			X		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
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		