

# Decision of the FIBAA Accreditation and Certification Committee

18<sup>th</sup> Meeting on June 5, 2025



## PROGRAMME ACCREDITATION

<b>Project Number:</b>	23/058 Cl. 2
<b>Higher Education Institution:</b>	Universitas Muhammadiyah Malang
<b>Location:</b>	Java, Indonesia
<b>Study programme:</b>	1. Bachelor of Indonesian Language Education (BILE) 2. Bachelor of English Language Education (BELE)
<b>Type of accreditation:</b>	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 January 1, 2021, the study programmes are accredited without conditions.

Period of Accreditation: June 5, 2025 – June 4, 2030.

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Universitas Muhammadiyah Malang, Indonesia

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**Bachelor/Master programme:**

Bachelor of Indonesian Language Education (BILE)

Bachelor of English Language Education (BELE)

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**Qualification awarded on completion:**

BILE: Sarjana Pendidikan (S.Pd.)/ Bachelor of Education (B.Ed.)

BELE: Sarjana Pendidikan (S.Pd.)/ Bachelor of Education (B.Ed.)

# General information on the study programme

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

### **Bachelor of Indonesian Language Education (BILE)**

Graduates of BILE become beginner educators of Indonesian language (and literature), researchers of Indonesian language (and literature), BIPA instructors, and editors and textbook writers. The curriculum is designed of theoretical and practical courses encompassing subjects like education, literature, linguistics, media, morality, acting or journalism. Elective courses like BIPA teaching practice, introduction to editors and books or financial planning help students to work towards one of graduate profiles.

### **Bachelor of English Language Education (BELE)**

BELE's graduate profiles are prospective English teachers or educators, research assistants related to English language learning and teaching and Edu-preneur (being entrepreneur related to education). The curriculum is designed to provide students with knowledge about English grammar, English reading and speaking, linguistic, skills of FLSP, micro teaching and academic writing among others. They can choose electives like English for Tourism or Gamification in ELT.

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## **Type of study programme:**

Bachelor programme

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

8 Semesters: 144 SKS Credits / 216 ECTS Credits

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## **Mode of study:**

full-time

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## **Didactic approach:**

study programme with obligatory class attendance

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

no

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

BILE: 40 students per academic year (1 class)

BELE: 80 students per academic year (2 classes)

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## **Programme cycle starts in:**

winter semester / September

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## **Initial start of the programme:**

BILE: 1984

BELE: 1988

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**Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Indonesian Language Education and Bachelor of English Language Education (both Sarjana Pendidikan (S.Pd.)) was made between FIBAA and UMM on June 16, 2023. On June 13, 2024, 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<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Diah Ariani Arimbi**

University of Airlangga, Indonesia

Head of Language and Multicultural Centre

English Studies, Cultural Studies, Women and Gender Studies, Language, Literature

## **Elisa Knief**

Leibniz University Hanover

Student: English-Speaking Cultures & Hispanic Studies (M.A.)

Completed: Two-subject bachelor's degree with Teacher Training option: English-Speaking Cultures & Hispanic Studies (B.A.)

## **Dr. Le Thi Ciao Chi**

University of Foreign Language Studies, The University

Senior Lecturer & Dean

English Language, English Language Teaching, Teacher Education, Media and Communication, Business Communication, Language and Literature

## **Abdelhamid Mahmoud**

University of Zetouna - Tunisia

Faculty of Humanities

MA- Teacher Trainer, Director, English, Arabic, French Language Translator

## **Prof. Dr. Edwin Wieringa**

University of Cologne

Indonesian Language and Literature, Southeast Asian Studies, Islamic Studies

FIBAA project manager:

Dr Rebekka Welker

The online conference took place on January 21-23, 2025 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.

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on May 21, 2025. The statement on the report was given up on May 23, 2025. It has been taken into account in the report at hand.

# Summary

## For Bachelor programmes

The Bachelor of Indonesian Language Education and Bachelor of English Language Education offered by Universitas Muhammadiyah Malang fulfils 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 June 5, 2025, and finishing on June 4, 2030. The programme is 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.

Furthermore, the quality requirement that have not been fulfilled – Internationality of the student body (Chapter 3.4.2) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

### Both programmes

- integrating the usage of AI and more pedagogical content in the curricula (see chapter 3.1.1)
- reviewing and updating the materials and reading lists for the courses of the study programmes in the course descriptions (see chapter 3.3.2)
- inviting more national and international guest lecturers (see chapter 3.3.3)
- introducing goal-oriented measures to promote an international student body (see chapter 3.4.2)
- also integrating courses for other languages like German, Italian, Chinese, Korean or Arabic on the Level of A2 (see chapter 3.4.4)
- integrating more public speaking skills and conflict handling skills into the curricula (see chapter 3.5)
- expanding international exchanges and collaborations to better support students in developing skills relevant to the global job market (see chapter 3.6).

### BELE

- teaching the students methods of integrated learning (see chapter 3.1.1)

### BILE

- using more texts from international reputed journals (see chapter 3.3.2)

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 the following criteria in which the programme exceeds the quality requirements:

- Ethical aspects (see chapter 3.1.5)
- Internal cooperation (see chapter 4.1.5)
- Alumni Activities (see chapter 4.5.2)

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

ADOBSI	Association of Indonesian Language and Literature Lecturers
APPBIPA	BIPA Teaching and Activist Affiliation
ATL	Oral Tradition Association
BELE	Bachelor of English Language Education
BILE	Bachelor of Indonesian Language Education
BIPA	Indonesian for Foreign Speakers (Bahasa Indonesia untuk Penutur Asing)
CoE	Centre of Excellence
ELT	English Language Teaching
EMPM	European Commission through the EU Mobility Programme for Myanmar
FLSP	Foreign Language for Specific Purposes
FTTE	Faculty of Teacher Training and Education
HEI	Higher Education Institution
HISKI	Association of Indonesian Literature Scholars
IKAPROBSI	Association of Heads of the Indonesian Language and Literature Education Study Programme
IQF	Indonesian Qualification Framework
LC	Language Centre
LMS	Learning Management System
LO	Learning Outcomes
MLI	Indonesian Linguistic Society
OPAC	Online Publishing Access Catalogue
P2KK	Personality and Leadership Development Training

PPJB-SIP	Association of Indonesian Language and Literature Journal Management and Learning
SAC	Self-access Centre
SKPI	Certificate of Companion Certificate
TAEP	Test of academic English Proficiency
TEFL	Teaching English as a Foreign Language
UKBI	Indonesian Language Competency Test

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# Information

## Information on the Institution

Universitas Muhammadiyah Malang (UMM) is a private university affiliated with Muhammadiyah, the largest Islamic organisation in Indonesia. Established in 1964, UMM received Unggul (Outstanding) accreditation from the National Accreditation Board for Higher Education (BAN-PT). UMM's role in the national and international arena aligns with its motto, "From Muhammadiyah for the Nation", reflecting UMM's commitment to providing quality education that contributes to Indonesia's development.

Notable achievements include the Excellent Campus Award (AKU) as the best private university in East Java for 14 consecutive years from The Higher Education Service Institutes (LLDIKTI VII) East Java Region. The ASEAN Energy Award twice in 2009 and 2018 for the best practice competition for energy-efficient buildings. Five Stars awards for facilities and employability from QS-Star in 2021. In 2021, the University was ranked first as the world's best Islamic university according to UniRank, listed among the top twenty-five Indonesian universities according to Webometrics, and secured the nineteenth rank among the best universities in Indonesia according to 4ICU.

UMM has established ongoing international collaborations, including Erasmus Mundus, the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS), American Peace Corps, Dutch BGP Engineering, American Indonesian Exchange Foundation (AMINEF), Association Internationale des Étudiants en Sciences Économiques et Commerciales (AIESEC), The Electrical Engineering Students' European Association (EESTEC), United States Agency for International Development (USAID), and Australian Agency for International Development (AUSAID).

UMM has ten faculties, a vocational programme, and a graduate school. UMM has over 36.000 active students distributed across 35 bachelor's degree programmes, 13 master's degree programmes, four doctoral programmes, five diploma programmes, and seven professional programmes. Among these programmes, 27 study programmes have obtained Unggul (Excellent) accreditation from BAN-PT and Lembaga Akreditasi Mandiri, and twelve study programmes are accredited "A" (designated as excellent) by BAN-PT. Moreover, several study programmes have received recognition and accreditation from international boards (e.g. FIBAA, ASEAN, IABEE).

## Further development of the programme, statistical data and evaluation results

### Bachelor of Indonesian Language Education (BILE)

The Bachelor of Indonesian Education (BILE) is affiliated to the Faculty of Teacher Training and Education (FTTE) of UMM. BILE was established on March 9, 1984, based on the Decree of Establishment by the Directorate General of Higher Education SK 0/20/O/1984. BILE obtained national accreditation from BAN-PT AK-ISK in 2021 and from LAMDIK in 2022 with the Excellent or "Unggul" predicate.

With its vision to become a leading and professional study programme in 2030, BILE commits to produce graduates with competence in the field of Indonesian language education based on the development of science and technology and Islamic values. BILE's vision is reflected in graduate profiles, namely:

1. beginner educators of Indonesian language (and literature),<sup>2</sup>
2. researchers of Indonesian language (and literature),
3. instructors of Indonesian for Foreign Speakers (BIPA), and
4. editors and textbook writers, who are competent and able to compete in the business world and the industrial world.

To fulfil BILE's vision, several high-quality academic programmes are created via curriculum development that addresses contemporary issues, the creation of a welcoming and conducive learning environment, partnerships with national and international educational institutions, and industry collaboration to produce competent graduates who can compete in the labour market and start their own businesses. For example, the BIPA programme has long been a developed programme, featuring a competency-based curriculum, certified instructors, and the use of an interactive communicative approach that emphasizes both language proficiency and an understanding of Indonesian culture.

**Figure 1: Statistical data of BILE**

	1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)	6. Cohort (2021)	7. Cohort (2022)	8. Cohort (2023)
# Study Places offered by HEI	40	40	40	40	40	40	40	40
# Applicants								
Σ	180	190	190	189	184	182	192	196
f	126	132	127	139	140	137	120	138
m	54	58	63	50	44	45	72	58
Application rate	450.00%	475.00%	475.00%	472.50%	460.00%	455.00%	480.00%	490.00%
# First-Year Students (accepted applicants)								
Σ	40	40	39	40	40	39	38	39
f	29	31	29	30	34	31	30	33
m	11	9	10	10	6	8	8	6
Rate of female students	0.725	0.775	0.744	0.75	0.85	0.79	0.79	0.85
# Foreign Students								
Σ	0	0	0	2	1	2	2	2
f	0	0	0	2	0	0	0	2
m	0	0	0	0	1	2	2	0
Rate of foreign students	0	0	0	0.05	0.03	0.05	0.05	0.05
Percentage of occupied study places	100.00%	100.00%	97.50%	100.00%	100.00%	97.50%	95.00%	97.50%
# Graduates								
Σ	38	39	38	39	39	38	36	38
f	28	31	32	30	32	28	27	31
m	10	8	6	9	7	10	9	7
Success rate (students who finished their studies)	95.00%	97.5%	95.00%	97.5%	97.5%	95.00%	90.00%	95.00%
Dropout rate (students who dropped their studies)	5.00%	2.5%	5.00%	2.5%	2.5%	5.00%	10.00%	5.00%
Average duration of study	4 Years 5 Months	4 Years 5 Months	4 Years 4 Months	4 Years 4 Months	4 Years 2 Months	4 Years	4 Years	3 Years 9 months
Average grade of final degree	3.36	3.43	3.47	3.49	3.51	3.54	3.54	3.59

According to statistical data, the number of applicants in BILE increased consistently. The numbers of applicants from 2016 to 2018 were 180, 190, 190 and decreased slightly to 189 in 2019 and even more during the COVID 19 pandemic. It started to increase significantly afterwards and reached 196 applicants or nearly 500% in 2023. Consistent number of annual enrolments in BILE shows the high requirements of the applicants to ensure their success during their study at BILE. It can be seen from the graduate percentage that more than 95% of the students graduate per year, instead of a slight decrease in 2022 that might be an indication of the COVID-19 pandemic effect. Whereas from 2016-2020, students needed more time until graduation, in the following years, the students graduated on time or even on time. The reported 97.50% success rate for the 2023 cohort reflects an estimate based on the active

<sup>2</sup> The term "junior educator" or entry-level teacher is part of a conceptual framework that is well-established and recognized in both national and international education systems. Similar to other professions—such as medicine, where the term 'junior doctor' is used, or law, where graduates undergo internships as legal apprentices—the designation 'beginner educator' reflects the status of a graduate who has met academic standards but is still in a transitional phase. This phase involves gaining practical experience, developing professional maturity, and adapting to the complexities of the real-world working environment. The graduate of the bachelor programme of Indonesian Language Education is required to enrol in continues professional development programs. One of the programs is professional development programme that will certify the beginner teacher to be a professional educator/ teacher.

students currently enrolled in the BELE. This calculation subtracts the dropout rate from the total occupied study places, yielding the expected graduate rate for those students who remain in the study programme. Thus, the success rate indicates the proportion of students pursuing their studies rather than the number of graduates at this stage. For cohorts still actively studying (2021–2023), UMM calculates expected success rates based on the total number of students in occupied study places minus those who have dropped out to date. This method ensures that the graduate rate projections are grounded in existing statistical evidence and align with the programme's retention rates.

The average study duration, as reported, has decreased from four years and three months for cohorts 2016–2020 to three years and eight months for the 2023 cohort. BILE optimises student outcomes and adapting to the needs of newer generations of students, such as early thesis supervision programme starting in the sixth semester.

### Bachelor of English Language Education (BELE)

The Bachelor of English Language Education (BELE) was established in 1988 as one of the study programmes at the Faculty of Teacher Training and Education at UMM. BELE received an "A" grade in national accreditation from BAN-PT from 2008 until 2013. Then, it was awarded "Excellent" or "Unggul" by the highest national accreditation from LAMDIK (Independent Education Accreditation Agency) for the period of 2023-2028.

**Figure 2: Statistical data of BELE**

	1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)	6. Cohort (2021)	7. Cohort (2022)	8. Cohort (2023)
# Study Places offered by HEI	80	80	80	80	80	80	80	80
# Applicants	$\Sigma$ 123	125	130	127	124	145	135	140
	f 85	90	87	107	85	80	88	95
	m 38	35	43	20	39	65	47	45
Application rate	153.8%	156%	163%	159%	155%	181%	169%	175%
# First-Year Students (accepted applicants)	$\Sigma$ 80	78	80	79	75	78	79	80
	f 54	57	68	58	59	54	56	53
	m 26	21	12	21	16	24	23	27
Rate of female students	0.675	0.731	0.850	0.734	0.787	0.692	0.709	0.663
# Foreign Students	$\Sigma$ 0	0	1	0	1	1	0	5
	f 0	0	1	0	1	1	0	4
	m 0	0	0	0	0	0	0	1
Rate of foreign students	0	0	0.013	0	0.013	0.013	0	0.063
Percentage of occupied study places	100.00%	97.50%	100.00%	98.75%	93.75%	97.50%	98.75%	100.00%
# Graduates	$\Sigma$ 76	73	77	72	71	76	76	77
	f 44	43	57	45	46	44	45	40
	m 32	29	21	27	28	32	30	38
Success rate (students who finished their studies)	95%	94%	96%	91%	95%	97%	96%	96%
Dropout rate (students who dropped their studies)	5%	6%	4%	9%	5%	3%	4%	4%
Average duration of study	4 years 3 months	4 years	3 years 8 months					
Average grade of final degree	3.36	3.41	3.48	3.55	3.56	3.58	3.55	3.48

From 2016 to 2023, BELE offered consistently 80 study places. The application rate was between 153% and 181%. The rate of female students was between 66% and 85%. There were nearly no foreign students in the cohorts, if so, only one. The cohort of 2023 is an exception, because there were five foreign students in this cohort. The biggest part of students has graduated as the sum of graduates shows. As in BILE, the success rate indicates the proportion of students actively pursuing their studies.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

The objectives of all study programmes are set by each programme in accordance with the quality manual at the university level. The same compliance is also maintained in the setting of graduate profiles, learning outcomes, and the study programme's curriculum, as follows.

#### **Bachelor of Indonesian Language Education (BILE)**

Based on the vision, BILE formulates learning outcomes that can be measured, observed, and student-oriented, and learning outcomes that include aspects of knowledge, skills, and attitudes that refer to the National Higher Education Standards, the Indonesian Qualifications Framework, outcome-based education (OBE), and the Merdeka Belajar programme. Curriculum development and implementation refers to learning outcomes as stipulated in the regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 44 of 2015, which includes attitudes, knowledge, general skills, and specific skills. It aims to produce graduates who have competence as

1. beginner educators of Indonesian language (and literature),
2. researchers of Indonesian language (and literature),
3. BIPA instructors, and
4. editors and textbook writers.

The competence of graduates is then translated into seven competencies (hereinafter referred to as the main pillars of learning outcomes):

1. Internalising the values of Al-Islam and Muhammadiyah studies, Pancasila, citizenship in individual, community, and professional life.
2. Explaining the basic concepts, theories, and methods of linguistics, literature, and Indonesian language teaching.
3. Demonstrating proficiency in pedagogical skills of Indonesian teaching.
4. Mastering the four basic Indonesian skills: listening, speaking, reading, and writing to achieve Indonesian proficiency test score best.
5. Applying information and technology in Indonesian teaching.
6. Producing a scientific work as the results of the study in the form of an undergraduate thesis.
7. Creating business plans or creative works by implementing Indonesian theories and skills to provide services in a professional context.

Curriculum review is carried out every four years, while evaluation of curriculum implementation is carried out once a year. Curriculum development is carried out by involving internal and external stakeholders and paying attention to BILE's vision, mission, and tracer study. At the beginning of each semester, BILE holds an initial lecture coordination meeting. At this meeting, a review of the Semester Learning Design (RPS) of each course was carried out as well as an evaluation of the implementation of learning, the assessment system, and its follow-up. Curriculum updates or reviews are carried out by the development of science and

stakeholder needs (details of the BILE curriculum are in Chapter 3.1). BILE designs a curriculum based on learning outcomes (LO) by KKNI Level 6.

Further development carried out by BILE is to implement suggestions and recommendations from BAN-PT and LAMDIK reviewers to become a better study programme and produce more qualified graduates, as follows:

1. Reimagine the BILE curriculum by improving course distribution and student workload per semester to ensure students graduate on time.
2. Conduct workshops on various learning methods for lecturers and form student study groups.
3. Delivering promotional advertisements through national mass media and social media and adding registration channels to the new student admission system.
4. Revise the final project writing guidelines, organise scientific paper writing training, and organise final project proposal writing seminars to support the completion of the final project on time.
5. Strengthening the profile of graduates through fan lecture points to implement Merdeka Study Merdeka Campus (MBKM).
6. Organising workshops on developing student internship practicum modules.
7. Improve student communication standards by conducting the Indonesian Language Competency Test (UKBI) and the Test of Academic English Proficiency (TAEP).
8. Creating more collaborations with school, university, and industry partners to provide student internship places.

### **Bachelor of English Language Education (BELE)**

As a form of active participation following the Regulation on the National Education System and the direction of the Muhammadiyah Organisation, in 1988 UMM developed a new department, namely the Bachelor of English Language Education (BELE), under the Faculty of Teacher Training and Education (FTTE), UMM. The establishment of BELE aims to improve quality, support facilities, and provide teaching staff for teachers in Indonesia, including English teachers who can apply their theoretical knowledge in good and correct teaching activities. To achieve this objective, BELE develops an information technology-based English teaching curriculum to produce English teachers capable of responding to the challenges of the times, especially in the field of English language education in Indonesia.

The vision of the department is to become a leading study programme at the international level in the implementation of English Language Education based on professional and Islamic values by 2030. Based on the vision described previously, the missions are formulated as follows:

1. Implementing English language education and learning based on constructivist learning theory to produce graduates who have intercultural communication skills
2. Conducting research and utilising research results that focus on constructivist learning theory and intercultural communication for the development of English language education
3. Carrying out community service programmes in the field of English education that are relevant to the needs of stakeholders

To achieve the vision and missions, BELE arranges the objectives as follows:

1. Producing graduates who are professional and with Islamic personalities who can apply quality English education.

2. Producing research in the field of English language education that is beneficial for the development of science and technology and is published in accredited national and international journals.
3. Producing quality and beneficial community service for the development of science and technology and publishing it in accredited national journals and mass media.
4. Producing national and international cooperation in the field of higher education Tri Dharma to improve the quality of study programmes.
5. Producing friendly, transparent, accountable, flexible, and technology-based governance.

Next, the formulation of the graduate profile and LO was obtained from tracer studies, stakeholder input, professional associations of the National English Education Study Programme Association (APS PBI), and the Association of Muhammadiyah Higher Education English Education Study Programmes (APS PBI PTM), and the development of science, knowledge, and technology. Some school partners involved in this tracer study programme are English teachers and principals of SMA Muhammadiyah 9 Pasuruan, SMP Muhammadiyah 1 Kota Malang, and SMP Muhammadiyah 8 Kota Batu.

On a practical level, the first thing to do to formulate a graduate profile is to analyse the needs of the market and stakeholders. An analysis of the development of science and expertise that is currently needed by the industry is carried out. The formulation of the graduate profile and LO is also based on the University's vision and mission, as well as an analysis of national and international qualification needs. Below are the details of the BELE graduate profiles.

1. Prospective English teachers or educators: Prospective English teachers or educators are expected to be creative and innovative English language learning facilitators who have the competence to plan learning, implement learning, and evaluate learning using educational principles, as well as make continuous improvements to learning in accordance with developments in English language theory, the latest learning theories, and the development of science and technology. Prospective English teachers or educators include formal schoolteachers (primary to secondary) and informal education teachers (English tutors).
2. Research assistants related to English Language learning and teaching: Research assistants are expected to have prominent research skills and be able to conduct research related to English language education problems within and outside the school so that they can perform good research and data collection based on the relevant research methodology. Research assistance includes independent research assistance and a research tutor.
3. Edu-preneur (being entrepreneur related to education): Edu-preneurs are expected to be independent entrepreneurs innovating products and services in the field of ELT. Those services include translation, language learning courses, and interpretation.

The determination of learning outcomes derived from the graduate profile is carried out by considering the results of discussions with stakeholders which includes four elements, namely attitude (A), knowledge (K), general skills (GS), and specific skills (SS). The four elements are sourced from the following elements: elements of general attitudes and skills taken from the SN-Dikti (found in the attachment of SN-Dikti), while elements of specific knowledge and skills are formulated and agreed upon by the National APSPBI forum and the APSPBI PTM. The Learning Outcomes (LO) of BELE Graduates are as follows:

1. The students are able to internalise the values of Al-Islam and Kemuhammadiyan,<sup>3</sup> Pancasila, and Citizenship in individual, social and professional life.
2. The students are able to apply professional values in the field of English and Education in academic and professional contexts, including ethics, responsibility, independence, and hard work.
3. The students are able to master the theories and concepts of English in formal contexts both academic and professional and informal, pedagogical in English language learning with research and entrepreneurship qualities.
4. The students are able to apply logical, critical, systematic, creative-innovative thinking and solving problems in the context of English Language Education using science and technology.
5. The students are able to work in a team, communicating and adapting to the local, national, regional, and international work and community environment, as well as making strategic decisions in the field of English language education based on relevant data, technology, and information.
6. The students are able to apply English communication skills in formal contexts, both academically and professionally, and informally.
7. The students can apply pedagogic skills in English language learning, research, and entrepreneurship in education and English.

Aligned with the University's vision, BELE's vision is "providing English language learning and teaching based on the principles of constructivism learning theory and intercultural communication." BELE offers educational programmes designed for creative, globally aware, and adaptable prospective students who are attuned to the advancements in science and technology. The students, referred to as "eLeaders," are extensively prepared for future competitive workplaces both nationally and globally, in both academic and non-academic settings. The graduates are equipped with English competency, pedagogical skills, research knowledge, entrepreneurship, and technological mastery to be excellent English teachers, research assistants, and education-based entrepreneurs. To support achieving the graduate profiles of BELE, the study programme focuses on developing an excellent learning environment integrated with supportive administrative services and facilities. Every course is also integrated with technology to create a more contextual and relevant academic environment for students in this digital era. The improvement of BELE has been conducted based on the suggestions and recommendations from assessors of LAMDIK as the external quality assurance agency, namely:

1. Thesis advisory programme development: BELE has provided a more comprehensive and technology-centred platform to enable students and lecturers to do thesis advisory programmes, especially for these and other forms of final assignments offered as a substitute for theses.
2. Stakeholder quality assurance improvement: BELE has created an integrated online survey to ensure the quality of teaching and learning activities. The survey can be filled out by students anytime and anywhere when they have suggestions or issues related to lecturers, administrative staff, and other parties related to BELE.

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<sup>3</sup> Kemuhammadiyan is a subject taught in Muhammadiyah-affiliated schools and universities in Indonesia that focuses on the values, history, and teachings of the Muhammadiyah Islamic movement. It aims to instil ethical, spiritual, and social responsibility in students based on Islamic principles. This subject is part of the broader ISMUBA curriculum, which also includes Al-Islam and Arabic language studies.

3. Diversification of graduate profile: For each programme cycle, BELE offers 80 seats for new students each year in accordance with the University study places. In recent years, the number of accepted applicants has remained steady, 78 to 80 students. Less than 50% of the applicants were accepted and enrolled in BELE because of recent assurance of qualified graduates whose study duration should be gradually shortened.

### Appraisal:

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

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

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

The international orientation of the study programmes is based on the University's international orientation. The University's strategic plan states that, by 2030, all study programmes at UMM should have international accreditation and be globally competitive.

### Bachelor of Indonesian Language Education (BILE)

The internationalisation at BILE has been implemented with the aim that students and graduates have a competitive advantage in the global job market, have wider employment opportunities, have better opportunities to engage in internships, collaborative projects, and extracurricular activities that expand their professional network, have shorter waiting periods in finding jobs, and have higher salaries. The internationalisation that has been carried out by BILE is as follows:

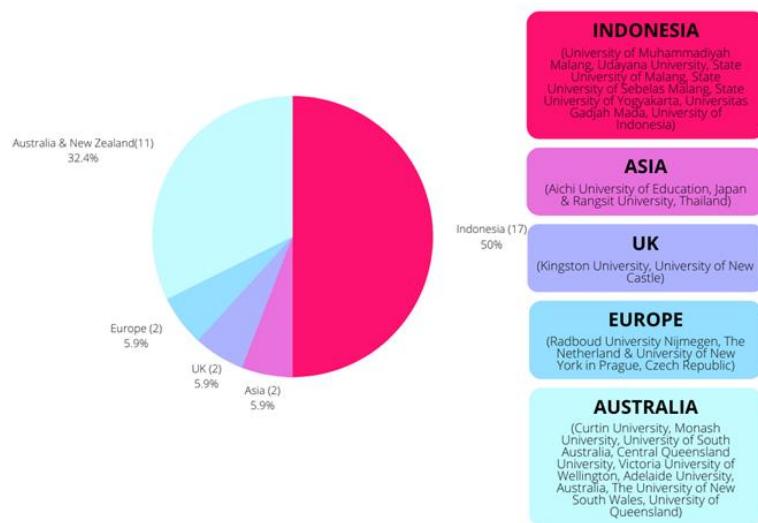
1. Organising English classes through Foreign Language for Specific Purposes (FLSP) courses and testing through Test of Academic English Proficiency (TAEP) to improve student competency in English so that students are better prepared to learn in an English-speaking environment.
2. Teaching students to use international references to expand knowledge at an international level and to keep students up to date with current educational trends.
3. Conducting research and publications in international journals indexed by Scopus or WOS, such as (1) Eurasian Journal of Applied Linguistics, (2) Cogent Education, (3) Cakrawala Pendidikan, (4) International Journal of Instruction, (5) Asian EFL Journal, (6) Rupkatha Journal on Interdisciplinary Studies in Humanities, (7) Journal of International Studies.

4. Encouraging lecturers to attend international conferences, seminars, and training such as (1) International Conference on Education, Teacher Training, and Professional Development (ICE-TPD), (2) International Conference on Education, Research, and Innovation (ICERI), (3) International Conference on Community Development (ICCD), (4) International Conference on Education, Teacher Training, and Professional Development, (5) International Webinar "Literature Cultural Phenomenon During Covid-19 pandemic", (6) Short-term training programmes for Education, International Seminar on Language, Education, and Culture (ISoLEC),.
5. Providing international contexts in several courses such as BIPA Productive Skills and BIPA Receptive Skills in order to improve students' knowledge and skills to become Indonesian instructors for foreign speakers.
6. Providing opportunities for lecturers to be active BIPA consultants at the East Java Language Centre and compile BIPA textbooks that can be used by foreign students to study Indonesian language; namely Indonesia-Vietnam and Indonesian books (2022), BIPA books, and Language and Culture as Soft Power Diplomacy (2023).
7. Building international partnerships with overseas schools in the form of Tri Darma Perguruan Tinggi in the form of research, community service, teaching: internships and international community service at Songserm Sasana School Songkhla Thailand, Darul Uloom School Khuan Don, Satun Thailand, and Indonesian School in Bangkok (SIB)
8. Building international partnerships with foreign universities and institutions by conducting research, community service, internship, student exchange, credit transfer and teaching in cooperations with Erasmus Mundus MOVER European Union staff mobility in Russia, the 12th Promotion of Indonesia Language and Culture for Foreign Diplomats; Credit Transfer from Tongren University China; national seminar and external final project examiner at Jilin International Studies University (JISU) China, Musa-Asia Foundation Cambodia; Open University of Ho Chi Minh City Vietnam; Guangxi Normal University China.

### **Bachelor of English Language Education (BELE)**

The international orientation of the study programme design is basically in relation to the HEI's strategic plan as it is stated "By 2030, all of the study programmes will be internationally accredited and are globally competitive". The international orientation is primarily reflected by the lecturers' background of education. Mostly, the lecturers of the study programme gained their doctoral and master's degrees abroad such as Australia, UK, Europe, Japan and many more as it is presented in the following chart.

**Figure 3: The distribution of lecturer's background of education**



Within a diverse educational background and international networking, the research and community service conducted by the lecturers are projected to collaborate internationally. Gradually, several articles (in SCOPUS and other internationally accredited journals) have been published every year (10 published articles per year). This publication improves international collaboration among the researchers, especially as writers, reviewers and journal reviewers.

In accordance with this orientation, the study programme has implemented several international collaborations. BELE has also consistently become the leading department when it comes to the University's internationalisation exposure, which can be beneficial for students and all related stakeholders. The department recorded a long history of active international exposure since the University's initial phases of internationalisation agenda, which is achieved in two folds; external internationalisation outreach and international atmosphere of the programme. First, an internationalisation outreach has been conducted in various forms, such as by encouraging and facilitating international exchange programmes for faculty members, staff and students. For example, since 2010 up to the present, BELE lecturers, staff and students have been engaging in exchange programme with European universities (e.g. Universidad de Murcia, Spain, the University of Minho, Portugal, and the University of Innsbruck, Austria) under the cooperation with the Erasmus Mundus and Erasmus Plus Consortium and scholarship. Second, the programme invites international students and faculty members. For example, there was a cooperation with the University and the department under the Confucius Institute, China, which resulted in exchange opportunities with Chinese universities (e.g., Tongren University and Guangxi Normal University). In this programme, students and faculty members of each university have been engaged in exchange programmes, allowing BELE not only to send its students and academics, but also to receive some international students and faculty members in the department as well. . Besides, BELE also has an opportunity to collaborate with the European Commission through the EU Mobility Programme for Myanmar (EMPM). In that programme, Myanmar students attend virtual class for one semester with our local students. The other cooperation is with Australian government in establishing #AussieBangetCorner so that BELE has collaborated to invite guest lecturers and alumni network. Another programme is KKN DIK (International community service programme in Asian countries) conducted in 2017-2023, in collaboration with the Embassy of The Republic of Indonesia in Thailand and in Malaysia. Thus, BELE lecturers, staff, and

students have successfully joined several scholar visits and student exchange programmes. In addition, BELE also participates in implementing Merdeka Belajar Kampus Merdeka (MBKM), Indonesian Government's programme for Higher Education, such as Indonesian International Students Mobility Awards (IISMA) and International Credit Transfer (ICT). The teaching and learning process is also designed with international exposure by hosting international guest lectures and conferences in collaboration with universities abroad, including Tongren University (China), Universidad de Murcia (Spain), University of Arizona (USA). As LPTK (Educational institutions for prospective educators and educational staff), the students have the opportunity to join teaching practices in other countries, such as Thailand.

### Appraisal:

The programme design appropriately considers the required international aspects, with respect, too, to its graduates' employability.

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

## 1.3 Positioning of the study programme

### 1.3.1 Positioning of the study programme in the educational market

UMM is recognised as the best private university in East Java province by the AKU Kartika – awarded for its reputation in managing the HEI. In national context, UMM is in the top five of Muhammadiyah universities of Indonesia and the best Muhammadiyah University in the eastern part of Indonesia. Therefore, the positioning of UMM is strategic. The credibility and quality of its facilities and teaching have earned UMM five stars of QS World University Rating. These qualities have made UMM very popular among applicants, not only from East Java province and eastern part of Indonesia but also from the entire country, as well as from abroad. The biggest competitors for UMM in Indonesia are Universitas Telkom, Universitas Bina Nusantara, Universitas Muhammadiyah Yogyakarta, and Universitas Islam Indonesia. Each study programme in UMM also has its competitors and markets, respective to its field.

#### **Bachelor of Indonesian Language Education (BILE)**

BILE is one of the study programmes at the UMM that has accredited Excellent, nationally. BILE offers a learning model that is not only theory-based but also based on hands-on field practice. To strengthen additional competencies for students, BILE collaborates with several foreign universities. In addition, BILE brings professional practitioners in the fields of business, editorial, and textbook writing from several publications, such as Gramedia, Mata Kata Inspiration, Citra Intrans Selaras, PT Intan Pariwara, New Book Store, and CV. Sanggar Indonesia.

In addition, it is one of Indonesian language study programmes in Indonesia which is well-known with its BIPA programmes. Numbers of international students come to BILE to learn Indonesian language with their own and state fundings. The international students can get experiences of learning Indonesian language with supporting environments like sophisticated laboratories: Drama Laboratory, Journalism Laboratory, Language Laboratory, and Micro

Teaching Laboratory. Learning together with Indonesian students, the international students get the opportunities to practice using Indonesian language in the given contexts as BILE was funded by the MBKM KSKI programme<sup>4</sup> to corporate targeted work fields in 2020. Nowadays, BILE is the only Indonesian language education study programme in East Java province which publishes the publication KEMBARA, which is a Journal of Language, Literature, and Teaching, a nationally journal which has been accredited by Sinta 2.

Different from the similar study programmes in Indonesia, BILE provides the graduates with the opportunity to obtain competency certification issued by the National Professional Certification Board (BNSP). This certificate is managed by the UMM Professional Certification Institute (LSP), which graduates use as an additional competency that is often needed when looking for a job. There are four certification schemes, namely Book Publishing, School Librarian, MC, and Individual and Group Theatre. BILE has the most complete scheme for certification compared to other universities in East Java (according to the BNSP website). BILE lecturers are also assessors of professional certification.

Given the benefits BILE offers, it was able to increase the input of students who are interested in the field of Indonesian education and encourage students to take part in the international arena. This is shown by the entry of students who want to become international novel writers. Furthermore, BILE implements the MBKM programme, which aims to provide opportunities for students to gain a wider learning experience and new competencies through several learning activities, including student exchanges, internships, work practices, research, and projects in villages or community service programmes. In addition, students are also given the freedom to take part in learning activities outside the study programme at the same college or outside the college with a certain credit weight. All activities can be carried out by students under the guidance of lecturers. With this programme, it is expected to support higher education programmes, achieve student graduation on time, and produce graduates who immediately get jobs (in accordance with the University's policies and slogans, namely UMM PASTI<sup>5</sup>).

### **Bachelor of English Language Education (BELE)**

BELE aims for excellent international and national positioning in the educational market. It was chosen to be one of the first study programmes in UMM that is supported to achieve international accreditation due to its long-standing reputation for excellence. As mentioned in the introduction, BELE has repeatedly achieved a high level in the national accreditation system. BELE approaches academic and non-academic activities in a way that focuses on the most relevant and contextual pedagogical approaches, intercultural communication, digitalisation of learning, and Centre of Excellence (CoE) in equipping students with the best skills for their future workplace. BELE is the only study programme in Malang which has a CoE programme that enables students to join hospitality industries earlier and get the best experiences in both academic and non-academic aspects.

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<sup>4</sup> The MBKM KSKI programme is part of Indonesia's Merdeka Belajar Kampus Merdeka (MBKM) initiative, which aims to enhance higher education by providing flexible learning opportunities through curriculum collaboration with educational institutions, industries, and businesses. It allows students to participate in various activities like internships and research projects, which can be converted into academic credits.

<sup>5</sup> UMM Pasti is a strategic academic and career development programme initiated by UMM. The term "UMM Pasti" is an acronym in Indonesian that stands for:

„Pasti Lulus – Surely Graduate (within four years)

Pasti Bekerja – Surely Get a Job

Pasti Mandiri – Surely Become Independent „

This programme is designed to ensure that students not only complete their studies on time but are also prepared for the workforce and capable of being self-reliant. I

### 1.3.2 Positioning of the study programme on the job market for graduates (“Employability”)

#### **Bachelor of Indonesian Language Education (BILE)**

Indonesian teachers have a strategic role in building good and correct language competencies at all levels of education, from elementary to tertiary levels. The Indonesian language is not only a means of communication but also a means to instil the values of character, culture, and national identity. In this context, the need for competent Indonesian teachers is increasingly urgent, especially amid the challenges of globalisation and technological developments. Teachers are not only expected to be able to teach grammar and literature but also integrate digital literacy skills into learning. This is important to prepare the young generation, who are proficient in language and adaptive to changing times.

At the primary and secondary education levels, Indonesian teachers are mainly responsible for forming the foundation of student literacy. They are required to present learning that is relevant, interesting, and following the needs of children's development. Skills such as critical reading, creative writing, and speaking are the focus that students must master through teacher guidance. In addition, teachers also act as moral guides, teaching the noble values in Indonesian literature and culture. Thus, the need for teachers who have high pedagogical competence, personality, and professionalism cannot be ignored.

Regarding the needs of BIPA instructors, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) noted that the spread of countries teaching Indonesian in 2023 amounted to 54 countries. There are about 300 institutions and as many as 172 thousand active participants. This data shows that the development of Indonesian abroad is very promising, and the need for BIPA instructors abroad also continues to increase. This opens opportunities for BILE alumni to fill these needs.

As explained earlier, BILE also provides additional competencies for students in the fields of editors and textbook writers. These additional competencies open student employment opportunities. From 2017 to mid-2022, the National Library of the Republic of Indonesia recorded 640,571 printed books with ISBNs, an average annual increase of approximately ten thousand books. In 2019, Indonesia became a market-focused country at the London Book Fair by displaying 450 book titles. This development is in line with the needs of competent editors, namely (1) being a good reader, (2) having linguistic knowledge, (3) having accuracy and thoroughness, and (4) understanding writing rules, both fiction and non-fiction (science). Seeing these conditions, BILE has a strong position and role in producing graduates with one of the competencies in the field of editors and textbook writers.

Based on the needs of human resources as teachers, researchers, BIPA instructors, as well as editors and textbook writers, as mentioned above, BILE has produced graduates who have short waiting periods and are in accordance with scientific fields. Based on the latest tracer study, the waiting time for alumni after graduating to get their first job is mostly  $\leq$  three months in 2023, and alumni jobs are mostly in accordance with areas of competence during college (95%). BILE alumni have careers as teachers, internationally recognised BIPA instructors, journalists, and publishing editors. The number of alumni who work in accordance with their competencies is 95%. The success of BILE alumni is reflected in the results of professional certification and the Diploma Supplement Certificate (SKPI) owned by alumni to compete in the future.

#### **Bachelor of English Language Education (BELE)**

The qualification objectives of BELE are mainly directed to equip its graduates to be highly employable once they enter the job market, be it local, regional or international. Supported by the University, BELE has systematically analysed the global employment market relevant to the industry of English language education and used the results to formulate the department's qualification objectives, referred to formally as the graduate profiles. BELE has three main graduate profiles; English language teacher, research assistant in English language education, and English language education entrepreneur (edupreneur) as it is outlined by the designed curriculum. Based on the latest tracer, the waiting time for alumni after graduation to get their first job is mostly around six months in 2022, and alumni jobs are mostly in accordance with areas of competence during college (72.2%).

**1.3.3 Positioning of the study programme within the HEI's overall strategic concept**  
UMM has set a university strategic plan, namely achieving international recognition in 2025 and international competitiveness in 2030. This strategic plan is implemented in operational plans at the University, Faculty, and study programme levels. BILE and BELE should base their vision, mission, and goals on the university's strategic planning to devote expertise in the field of Indonesian Language Education and English Language Education.

#### **Bachelor of Indonesian Language Education (BILE)**

BILE supports UMM in strengthening its vision and mission to gain national recognition by BAN-PT and LAMDIK. BILE also helps to improve the human resources of teachers, instructors, training designers, curriculum developers, learning programme designers, and others through various activities, one of which is community service, both at the national and international levels. On a national scale, BILE also participates in educational seminars in collaboration with HISKI Pusat and Malang, as well as several universities.

In addition, BILE fosters UMM's vision and mission to gain international recognition through several programmes. BILE's internationalisation programmes include striving to obtain international accreditation through FIBAA. Moreover, BILE has English classes through Foreign Language for Specific Purposes (FLSP) and Indonesian language for foreign speakers through BIPA courses as a step to open international classes. This step has attracted students to study English as a means of communication at the international level and attracted foreign students to study Indonesian. Until now, the number of international students studying at BILE has reached 52 people from various countries. The existence of these international students is an opening for cooperation in the field of Indonesian learning in their home countries. This shows that BILE plays an important role in expanding foreign cooperation and widening opportunities for new BIPA students to study Indonesian at UMM, and this strengthens the University's position at national and international levels.

#### **Bachelor of English Language Education (BELE)**

BELE's international market positioning is aligned with UMM strategic planning, especially that relevant to the internationalisation of the University.

Firstly, BELE benefits from qualified faculty members and staff. 50% of BELE faculty members graduated from world-class overseas universities, so that they have strong international perspectives and networks. Supported by the University's internationalisation policy, BELE also encourages its faculty members to pursue global academic experience through international education partnerships, research, dissemination and its dissemination/publication activities, as well as community service programmes (see Section 4.1 for more information). BELE students (and lecturers) have been taking part in some international cooperation in the last decade, for example with the Temasek Foundation (Singapore), Erasmus Mundus

(Europe), and Confucius Foundation (China). BELE has taught students from Thailand and has welcomed exchange students from Tongren University, China. With the UMM international internship teaching programme, BELE has also used the service of overseas English language instructors such as individuals from the USA, Australia, Ukraine and Romania. This demonstrates that BELE plays a role in boosting international collaboration and elevating the University's profile both nationally and internationally.

Secondly, BELE supports internationalisation in University's level by collaborating with Language Centre (LC). BELE lecturers along with Language Centre instructors have attempted to provide excellent learning conditions for FLSP (Foreign Language for Specific Purposes) courses for all freshmen in all departments at Universitas Muhammadiyah Malang. These courses are designed to support the development of English competence and international exposure to the students of all departments.

### Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. The arguments in support of graduate employability because of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The study programmes are convincingly integrated into UMM's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

		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

### 2.1 Admission requirements (Asterisk Criterion)

#### All study programmes

There are different admission schemes for Bachelor programmes carried out according to the schedule determined by the Student Admission Office (*UPT PMB*). The administrative requirements of prospective students are regulated in the UMM Rector Regulation Number: 04/UMM/IX/2021 concerning Guidelines for UMM New Student Admission.

The UMM uses a selection path to arrange the selection process for new student admission.

- a. Achievement Path: admission based on academic achievements and non-academic achievements in accordance with applicable regulations.
- b. Regular Path: admission based on written, computer and or other tests determined by the selection organiser.
- c. Orphan Path: admission intended for orphans from Muhammadiyah members to prepare organisational cadres based on tests.
- d. PPUT path: admission intended for Muhammadiyah residents to prepare organisational cadres through the *Tarjih Ulama* Education Programme.
- e. International Student Path: admission intended for international citizens.
- f. Government Partner Path (*Bidikmisi/Kartu Indonesia Pintar*): admission intended for prospective new students to obtain scholarships from the MoECRT.
- g. Double Degree Pathway (Twinning Programme): intended for undergraduate students who wish to take different study programmes and faculties and obtain two bachelor's degrees in the provided study programmes.
- h. International Class Path: admission intended for undergraduate programmes that use English or other international languages as the language of instruction; learning activities and others can be carried out abroad and or in collaboration with international universities.
- i. Fast Track Programme: accelerated study programme for the Bachelor (S1) or Masters (S2) programme which is immediately followed up in the Postgraduate Programme with the Master Programme (S2) or Doctoral Programme (S3) taken within five years.
- j. Transfer Path: admission intended for those who will continue to undergraduate programmes from other universities with the same accreditation or above.
- k. Transfer Path: admission intended for those who take the vocational study programme and want to continue to the undergraduate programme.
- l. Private Partner Path: admission intended for private partners or private institutions in collaboration with the University of Muhammadiyah Malang.

### 2.2 Counselling for prospective students

#### All study programmes

Prospective students can follow admission counselling both online and offline. Counselling is provided by the student's admission office (UPT-PMB) as well as by the person in charge representing the study programme. The counselling focuses on prospective students' plans and information on the study programmes. The counselling can be carried out onsite by attending an education fair participated by UMM as well as visiting the UPT-PMB's office at UMM Campus III, during working hours (08.00 a.m. - 5.00 p.m.). Additionally, prospective

students can have online counselling by contacting UPT-PMB's call centre. All information can be accessed through the website<sup>6</sup>.

Prospective students can also contact the following University registration helpdesk:

1. Call Centre: 0341-463513
2. WA Centre: 085215219000
3. SMS Centre: 085731379000
4. Email: [pmb@umm.ac.id](mailto:pmb@umm.ac.id)
5. IG: PMB\_UMM

Counselling for prospective students is also provided by the study programmes. Further admission information can be accessed through the WhatsApp and social media platforms (e.g. Instagram) managed by each study programme.

Counselling for prospective students is also provided by the study programmes. Further admission information can be accessed through the WhatsApp and social media platforms (e.g. Instagram) managed by each study programme.

**Figure 4: Study Programme helpdesk**

Bachelor of Indonesian Language Education	Bachelor of English Language Education
<ol style="list-style-type: none"><li>1. WhatsApp: +62 821-8000-6608</li><li>2. Instagram: @bahasaindonesiaumm</li><li>3. twitter: @PbsiUmm</li><li>4. Tik Tok: @bahasaindonesiaumm</li><li>5. Youtube: @bahasastaumm</li><li>6. Website Prodi: <a href="https://bind.umm.ac.id/">https://bind.umm.ac.id/</a></li></ol>	<ol style="list-style-type: none"><li>1. WhatsApp: +6285646763207</li><li>2. Instagram: @eledumm</li><li>3. Youtube: <a href="https://www.youtube.com/@eledumm3371">eledumm3371</a></li><li>4. Tiktok: @eled_umm</li><li>5. Website: <a href="https://english.umm.ac.id/">https://english.umm.ac.id/</a></li></ol>

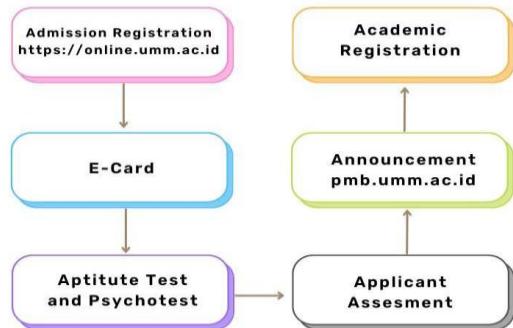
## 2.3 Selection procedure (if relevant)

### All study programmes

As a private University, the admission process is regulated by the UMM Rector Regulation Number: 04/UMM/IX/2021. It is centrally managed by UPT-PMB UMM. National admission can be carried out either on-site or online. Before the COVID-19 pandemic, the admission test was conducted on-site at UMM for prospective students who have registered for the admission test and obtained an E-Card. The on-site admission test is a paper-based test containing language proficiency tests - Indonesian and English, Sciences and Mathematics. Requests for on-site admission in some cities outside Malang should be based on the Rector approval. Meanwhile, during the pandemic, the selection procedure was switched to online with a difference on the aptitude test and psychological test.

**Figure 5: Online selection procedure**

<sup>6</sup> See <https://pmb.umm.ac.id/en/>, last access on May 15, 2025.



For international admission, the selection is conducted by UPT-PMB UMM with the assistance of the International Relations Office (IRO). The prospective international students have to access the admission requirements and the international student admission process. Similar to Indonesian prospective students, they have to register for international student admission; however, the selection is based on their academic portfolio and an interview scheduled by IRO. The results of the selection process are sent by email in the form of a letter of acceptance. The other process to follow is the establishment of an entry permit as well as a stay permit while they study at UMM.

Figure 6 International Admission Procedure



## 2.5 Ensuring foreign language proficiency (Asterisk Criterion)

At UMM, all incoming students are required to take the Test of Academic English Proficiency (TAEP), an English language proficiency assessment developed and administered by the UMM Language Center. This test has been recognized by various national and international institutions, including the Ministry of Higher Education, Science, and Technology; and Erasmus+.

Upon entry, students generally score between 230 and 270 on the TAEP scale, which approximately corresponds to 400–470 on the TOEFL ITP scale. This places most students at an A2 to low B1 level on the Common European Framework of Reference for Languages (CEFR), and it also aligns with UMM criteria for new students.

To ensure the development of English language skills throughout the study program, all students are enrolled in Foreign Languages for Specific Purposes (FLSP) courses during their first and second semesters. These courses focus on improving students' academic English skills and intercultural competence, which are essential for international communication and global competitiveness.

By the end of their studies, students typically reach a TAEP score between 270 and 380, equivalent to approximately 470–500 on the TOEFL ITP scale, aligning with a B1 level of the

CEFR. This outcome reflects the university's commitment to producing graduates with adequate English proficiency for international academic and professional environments.

### **BILE**

The Indonesian Education study programme focuses on developing foreign language fluency specifically for BIPA students, non-native speakers of Indonesian. Before enrolling in a study programme, international students must participate in the BIPA programme. This aims to ensure that students have sufficient knowledge and proficiency in Indonesian to increase their participation in lecture activities.

### **BELE**

English language proficiency is part of the admission test, however, the decision is based on the total test score. All students at UMM receive English courses in FLSP that introduces students to English language and related cultural aspects, including BILE and BELE, to produce bachelor Education degrees graduates who have: (1) a high level of international experience, (2) an excellent competency to win global competition, and (3) wide international networking.

## 2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

All requirements and procedures for new student admissions are listed and accessible on the website and on Instagram<sup>7</sup>. Information regarding new student admissions is also disseminated through the study programme's website and social media accounts. The result of the selection of new students is announced through the Rector Regulations on the website<sup>8</sup> of the Office for New Student Admission. In addition, the announcement of admission results is also delivered via email and reported through the prospective student's accounts<sup>9</sup>. The prospective students who do not pass the admission test have the chance to question the admission result.

### **Appraisal:**

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UMM is provided by defined office hours, by telephone and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted. The selection procedure was developed on the basis of the study programmes' objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results. The admission requirements - required language proficiency level and required result in a concrete language test - ensure that students are able to successfully complete the study programmes. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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<sup>7</sup> @pmb\_umm.

<sup>8</sup> See <https://pmb.umm.ac.id/>, last access on May 15, 2025.

<sup>9</sup> See <https://online.umm.ac.id/en>, last access on May 15, 2025.

		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

##### 3.1.1 Logic and conceptual coherence (Asterisk Criterion)

To ensure the students' time for completing the bachelor's degree at UMM, the curriculum is designed at a minimum of 144 credits, equal to 216 ECTS. The courses are categorised into compulsory courses comprising national compulsory, university compulsory, faculty compulsory, and study programme compulsory courses, as well as elective courses. Further elaboration on the logic and conceptual coherence of each study programme's curriculum is as follows:

##### **Bachelor of Indonesian Language Education (BILE)**

This curriculum programme is set up so that students can meet the requirements to graduate with a Bachelor of Indonesian Language Education. This includes different learning goals, attitudes, knowledge, general skills, and specific skills, which are shown through the courses, teaching methods, and educational materials, along with the credit distribution. This distribution takes into account how broad the chosen learning method is and how the courses are spread out over the different semesters.

Students will graduate after taking 144 credits (216 ECTS) of national and university compulsory courses, compulsory faculty courses, compulsory courses of study programs, and elective courses of credits.

Curriculum Overview Bachelor of Indonesian Language Education, 8 Semesters															
Course Code	Course Name	Credit Points per Semester								ECTS Conversion	Workload	Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	8.						
	<b>Semester 1</b>	<b>19</b>								<b>29</b>	<b>253.33</b>	<b>608</b>			
220084974	Pengantar Pendidikan/Introduction to Education	2								3	26.67	64	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
320084824	Profesi Keguruan/Teacher Profession	2								3	26.67	64	Lecture, Discussion, Problem Based Learning	Project-Based Learning	70%
110082174	Perkembangan Peserta Didik/Student Development	2								3	26.67	64	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
610081729	Keimanan dan Kemanusiaan/Faith and Humanity	1								1.5	13.33	32	Lecture, Discussion	Project-Based Learning	70%
110080044	Pancasila/Citizenship	2								3	26.67	64	Lecture, Discussion	Exam Paper (75 Min)	70%
210081956	FLSP/Productive Skill of FLSP	2								3	26.67	64	Lecture, Discussion	Exam Paper (75 Min)	70%
310081287	Pengantar Linguistik/Introduction to Linguistics	3								4.5	40.00	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310080399	Sastra Nusantara/Nusantara Literature	3								4.5	40.00	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310080673	Fonologi/Phonology	2								3	26.67	64	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
	<b>Semester 2</b>	<b>23</b>								<b>35</b>	<b>266.67</b>	<b>736</b>			
110082934	Telaah Kunkulum/Curriculum Review	3								4.5	40	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
110080234	Belajar dan Pembelajaran/Learning and Instruction	2								3	26.67	64	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310081673	Morfosintaksis/Morphosyntax	4								6	53.33	128	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310082553	Semantik/Semantics	3								4.5	40	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310082453	Sastra Modern/Modern Literature	3								4.5	40	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
610081859	Pendidikan Kewarganegaraan/Citizenship Education	2								3	26.67	64	Lecture, Discussion	Exam Paper (75 Min)	70%
120080045	Akidah dan Ibadah/Aqidah and Worship	1								1.5	13.33	32	Lecture, Discussion	Exam Paper (75 Min)	70%
620084975	FLSP/Receptive Skill of FLSP	2								3	26.67	64	Lecture, Discussion	Exam Paper (75 Min)	70%
110082770	Strategi Pembelajaran/Instructional Strategy	3								4.5	40	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
	<b>Semester 3</b>	<b>22</b>								<b>0</b>	<b>280</b>	<b>704</b>			
110080554	Evaluasi Pembelajaran/Instructional Evaluation	3								4.5	40	96	Lecture, Discussion, Case Study	Exam Paper (75 Min)	70%
310082614	Wacana/Discourse	3								4.5	40	96	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310080399	Linguistik Forensik/Linguistic Forensic	4								6	53.33	128	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310082453	Sastra Anak/Literature Child	4								6	53.33	128	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310084627	Menulis Sastra/Literary Writing		4							6	53.33	128	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%

Course Code	Course Name	Credit Points per Semester							ECTS Conversion	Workload	Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7		Hours in Class	assignment and self study hours			
110084497	Media dan Sumber Belajar/Media and Learning Source		3						4.5	40	96	Lecture, Discussion, Problem Based Learning	Project-Based Learning	70%
110080046	Kemuhammadiyahan/Muhammadiyah Studies		1						1.5	13.33	32	Lecture, Discussion	Exam Paper (75 Min)	70%
	Semester 4			21					32	280	672			
320082138	Perencanaan Pembelajaran/Instructional Planning		3						4.5	40	96	Lecture, Discussion, Problem Based Learning	Project-Based Learning	70%
110084933	Pengenalan Lapangan Persekolahan /School Observation		1						1.5	13.33	32	Practice	Report	70%
310084625	Multimedia/Multimedia		4						6	53.33	128	Practice	Project-Based Learning	70%
310082881	Linguistik Kognitif/Cognitive Linguistics		4						6	53.33	128	Lecture, Discussion, Problem Based Learning	Project-Based Learning	70%
310084823	Kajian Sastra Multidisipliner/Multidisciplinary Literary Studies		4						6	53.33	128	Lecture, Discussion, Case Study	Exam Paper (75 Min)	70%
310082523	Membaca Sastra/Reading Literature		4						6	53.33	128	Lecture, Discussion, Problem Based Learning	Project-Based Learning	70%
120080047	Akhlik dan Muamalah/Morality and Mu'amalah		1						1.5	13.33	32	Lecture, Discussion	Exam Paper (75 Min)	70%
	Semester 5			22					33	320	864			
310084990	Pembelajaran Keterampilan Berbahasa/Language Skills Learning		4						6	53.33	128	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310080988	Jurnalistik/Journalism		4						6	53.33	128	Lecture, Practice	Exam Paper (75 Min)	70%
310083119	Penelitian/Research		3						4.5	40.00	96	Practice	Project-Based Learning	70%
310080695	Dasar-Dasar Keaktoran/Acting Basics		4						6	53.33	128	Lecture, Discussion, Practice	Project-Based Learning	70%
110081636	Microteaching		2						3	26.67	64	Lecture, Discussion, Practice	Exam Paper (75 Min)	70%
310084633	Pengantar Ke-BIPA-an*/Introduction to BIPA*		2						3	26.67	64	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310081088	Pengantar Editor dan Perbukuan*/Introduction to Editors and Books*								3	26.67	64	Lecture, Discussion, Problem Based Learning	Exam Paper (75 Min)	70%
310084633	Penelitian Ke-BIPA-an*/BIPA Research*								4.5	40.00	96	Lecture, Discussion, Practice	Exam Paper (75 Min), Project	70%
310081416	Desain dan Praotak Naskah*/Manuscript Preprint Design*									40.00	96	Lecture, Discussion, Practice	Exam Paper (75 Min), Project	70%
	Semester 6			22					33	413.33	992			
310084628	Penyutradaraan/Direction			5					7.5	66.67	160	Lecture, Discussion, Practice	Project-Based Learning	70%
310082401	Psikolinguistik/Psycholinguistics				4				6	53.33	128	Lecture, Discussion, Case Study	Exam Paper (75 Min)	70%
410081260	KKNP/PMM/Student Community Services			4					6	53.33	128	Internship	Report	70%
310084625	Metode, media & Bahan Ajar, dan Asesmen Ke-BIPA-an*/BIPA Methods, Media & Teaching Materials, and Assessment*								4.5	40	96	Lecture, Discussion, Practice, Sit in	Exam Paper (75 Min), Project	70%
310084626	Penyuntingan Substantif dan Mekanis*/Substantive and Mechanical Editing*								4.5	40	96	Lecture, Discussion, Practice	Exam Paper (75 Min), Project	70%
310081873	Praktik Pengajaran BIPA*/BIPA Teaching Practices*								4.5	40	96	Lecture, Discussion, Practice	Exam Paper (75 Min), Project	70%
210082363	Perencanaan Finansial*/Financial Planning*								4.5	40	96	Lecture, Discussion, Practice	Exam Paper (75 Min), Project	70%
310084631	Jejaring dan Pengembangan Program BIPA*/BIPA Network and Program Development*								4.5	40	96	Lecture, Discussion, Practice	Exam Paper (75 Min), Project	70%
	Total Unit of Credits				144				216	0	5248		...	...

C	Colloquium				1								1/210
BA	Bachelor's Thesis				11								11/210

\* = Elective Course

Elective Course For Instructors

Introduction to BIPA\*  
BIPA Research\*  
BIPA Methods, Media & Teaching Materials, and Assessment\*  
BIPA Teaching Practices\*  
BIPA Network and Program Development\*  
BIPA Professional Work Practices\*

Elective Course for Editors and Textbook Writers

Introduction to Editors and Books\*  
Manuscript Preprint Design\*  
Substantive and Mechanical Editing\*  
Financial Planning\*  
Book Promotion and Sales\*  
Professional Work Practices of Textbook Editors and Writers\*

## Bachelor of English Language Education (BELE)

The curriculum offered by BELE has been structured to enable learners to fulfil the prerequisites for graduation in Bachelor of English Language Education. This encompasses various learning objectives, attitudes, knowledge, competencies, and skills, which are manifested through the course offerings, instructional frameworks, and educational resources, in addition to the allocation of credits. This allocation considers the comprehensive nature of the selected learning approach as well as the distribution of courses across different semesters.

To prepare the graduates, BELE constructs the course into three main areas, they are pedagogy-related competence (32%), language skills (40%), and interdisciplinary course (28%). These modules, which comprise both theories and practices, are specifically designed to equip students to be an English language teacher and ensure that it can be applicable in every corner of the globe and are therefore suitable for BELE students who come from all parts of Indonesia as well as from overseas (e.g. Thailand, Myanmar, Malaysia, and China).

Curriculum Overview Bachelor of English Language Education, 8 Semesters							
Course Code	Course Name	ECTS Conversion Rate	Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	Weight of exam related to final grade
			Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Semester 1</b>	<b>31,5</b>	<b>280</b>	<b>672</b>			
0120105726	Kemanan dan Kemanusiaan/Faith and Humanity	1,5	13	32	Lecture, Discussion	Exam (50 Min), Presentation (20 Minutes)	70%
0220106540	Phonology	3,0	27	64	Lecture, Discussion, Project-based learning	Presentation (20 Minutes), Exam (75 Min), Essay	70%
0120101729	Panossila	3,0	27	64	Lecture, Discussion	Presentation (20 Minutes), Exam (75 Min)	70%
0120101159	Kewarganegaraan/Citizenship	3,0	27	64	Lecture, Discussion	Presentation (20 Minutes), Exam (75 Min)	70%
0220100189	Bahasa Indonesia	3,0	27	64	Lecture, Discussion, Project-based learning	Presentation (20 Minutes), Exam (75 Min), Essay	70%
0220101956	Pengantar Pendidikan/ Introduction to Education	3,0	27	64	Lecture, Discussion	Presentation (20 Minutes), Exam (75 Min)	70%
0220104838	Listening for Informal Communication	3,0	27	64	Lecture, Discussion	Exam (75 Min)	70%
0220104839	Basic English Grammar	6,0	53	128	Lecture, Discussion, Discovery Learning	Presentation (20 Minutes), Exam (75 Min)	70%
0110105835	Productive Skills of FLSP	3,0	27	64	Lecture, Discussion, Tutorial	Exam (75 Minutes), Project-based Learning (Role play)	70%
0320102383	Profesi Keguruan/ Teacher Profession	3,0	27	64	Lecture, Discussion, Essay	Presentation (20 Minutes), Exam (75 Min), Essay	70%
<b>M2</b>	<b>Semester 2</b>	<b>34,5</b>	<b>280</b>	<b>672</b>			
0120105727	Ibadah dan Mu'amalah/Worship and Transaction	1,5	13	32	Lecture, Discussion	Presentation (20 Minutes), Exam (50 Min)	70%
0220105838	English Proficiency Test Preparation Course	3,0	27	64	Lecture, Discussion, Tutorial	Presentation (20 Minutes), Exam (75 Minutes)	70%
0320100234	Belajar dan Pembelajaran/ Learning and Instruction	3,0	27	64	Lecture, Discussion, Project-based learning	Presentation (20 Minutes), Exam (75 Min), Essay	70%
0320105893	Listening for formal communication	6,0	53	128	Lecture, Discussion	Listening to presentation (60 Minutes), Exam (75 Min)	70%
0320104935	Intermediate English Grammar	6,0	53	128	Lecture, Discussion, Discovery Learning	Exam Paper (100 Min)	70%
0220105100	Literal Reading	6,0	53	128	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Project	70%
0320104848	Speaking for Informal Interactions	6,0	53	128	Lecture, Discussion, Project-based learning	Presentation (20 Min), Project	70%
0220102174	Perkembangan Peserta Didik/ Student Development	3,0	27	64	Lecture, Discussion, Project-based learning	Presentation (20 Minutes), Exam (75 Min), Essay	70%
<b>M3</b>	<b>Semester 3</b>	<b>31,5</b>	<b>280</b>	<b>672</b>			
0120101074	Kemuhammadiyahan/Muhammadiyah Studies	1,5	13	32	Lecture, Discussion	Presentation (20 Minutes), Exam (50 Min)	70%
0220102934	Telaah Kurikulum/ Curriculum Review	4,5	40	96	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Project	70%
0320104938	Sentence Building	6,0	53	128	Lecture, Discussion, Project-based learning	Exam (75 Min), Project	70%
0220105101	Interprete Reading	6,0	53	128	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Essay	70%
0320104937	Advanced Grammar	4,5	40	96	Lecture, Discussion	Presentation (20 Minutes), Exam (50 Min)	70%
0320104938	Speaking for Formal Interactions	6,0	53	128	Lecture, Discussion, Project-based learning	Presentation (20 Min), Project	70%
0320105864	Listening for Academic Communication	3,0	27	64	Lecture, Discussion	Exam (75 Min)	70%
<b>M4</b>	<b>Semester 4</b>	<b>34,5</b>	<b>253</b>	<b>608</b>			
0120105728	Islam dan IPTKS/Islam and Science	1,5	13	32	Lecture, Discussion	Presentation (20 Minutes), Exam (50 Min)	70%
0220102847	Teaching English as a Foreign Language (TEFL)	6,0	53	128	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Project	70%
0320104858	Paragraph Writing	6,0	53	128	Lecture, Discussion, Project-based learning	Exam (75 Min), Project	70%
0420100554	Evaluasi Pembelajaran/ Instructional Evaluation	4,5	40	96	Lecture, Discussion, Case study	Exam (75 Mins), Case Study (Report)	70%
0420102770	Strategi Pembelajaran/ Instructional Strategy	4,5	40	96	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Project	70%
0320105885	Research Methods and Statistics in ELT	6,0	53	128	Lecture, Discussion, Case Study	Exam (75 Mins), Case Study (Report)	70%
0220104467	Media dan Sumber Belajar/ Media and Learning Sources	4,5	40	96	Lecture, Discussion, Project-based learning	Exam (75 Mins), Project	70%
0320104933	Pengenalan Lapang Persekolahan I / School Observation	1,5	13	32	Field Observation	Report	70%
<b>M5</b>	<b>Semester 5</b>	<b>28,5</b>	<b>227</b>	<b>544</b>			
0320104940	Literature in ELT	6,0	53	128	Lecture, Discussion, Project-based learning	Exam (75 Min), Literary Work Review	70%
0320104844	Critical Thinking in Academic Life	3,0	27	64	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Essay	70%
0220104901	Linguistic Perspectives in ELT	6,0	53	128	Lecture, Discussion	Exam Paper (100 Min)	70%
0320104952	Essay Writing	6,0	53	128	Lecture, Discussion, Project-based learning	Exam Paper (100 Min), Exam	70%
0320104947	Critical Reading	4,5	40	96	Lecture, Discussion, Project-based learning	Presentation (20 Min), Exam (75 Min), Exam	70%
0320102138	Perencanaan Pembelajaran/ Instructional Planning	3,0	27	64	Lecture, Discussion, Project-based learning	Presentation, Exam (75 Min), Project	70%
<b>M6</b>	<b>Semester 6</b>	<b>24,0</b>	<b>213</b>	<b>512</b>			
0320104856	Thesis Writing and Proposal Seminar	6,0	53	128	Lecture, Discussion, Project-based learning	Thesis Proposal and Seminar	70%
0320104854	Speaking for Academic Purposes	6,0	53	128	Case Study	Project Submission	70%
0320104900	Micro Teaching	3,0	27	64	PBL/CS	Project Essay	70%
0320104857	Academic Ethics	3,0	27	64	L	Exam Paper (75 Min)	70%
0320101182	Kewirausahaan/ Entrepreneurship	6,0	53	128	CS	Project Report	70%
		<b>22,5</b>	<b>200</b>	<b>480</b>			
	<b>Semester 7</b>						
0420104899	PLP II/Teaching and Learning Apprenticeship	4,5	40	96	Internship	Report	70%
0420102138	ICT in Language Teaching	6,0	53	128	Lecture, Discussion, Project-based learning	Project Essay	70%
0520101280	Kuliah Kerja Nyata/ Community Service Program	6,0	53	128	Internship	Report	70%
Mata Kuliah Pilihan/Elective Course:							
0820105721	• Translation & Interpreting				Lecture, Discussion, Project-based learning	Project Work	70%
0820105722	• Teaching English for Young Learners				Lecture, Discussion, Project-based learning	Project Work	70%
0320105723	• English for Tourism				Internship	Report	70%
0820105725	• Sanitification in ELT				Lecture, Discussion, Project-based learning	Project Submission	70%
0820105724	• English for Content Writing				Lecture, Discussion, Project-based learning	Project Work	70%
0820100290	• Business English				Internship	Report	70%
0220100060	• American Studies				CS	Report/Project Essay	70%
<b>M8</b>	<b>Semester 8</b>	<b>9</b>	<b>80</b>	<b>192</b>			
0520103021	Thesis	9	80	192	PBL	Thesis Manuscript	70%
...						...	...
	<b>Total Unit of Credits</b>	<b>216</b>	<b>1813</b>	<b>4352</b>			
<b>C</b>	Colloquium				<b>S</b>	Thesis Draft/Seminar	2,1 / 216
BA	Bachelor's Thesis				PBL	Thesis Manuscript	3,15 / 216
<b>total</b>		<b>216</b>	<b>1813</b>	<b>4352</b>		<b>75,6/216</b>	

### 3.1.2 Rationale for degree and programme name (Asterisk Criterion)

The naming system of the study programme and its degree always refers to the national regulation. The latest regulation was stipulated by the Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 57 in 2019 regarding the Study Programme Naming System in Higher Education. The graduate profiles of the three

study programmes refer to the Indonesian Qualification Framework (IQF) Level 6. The rationale for the degree and the programme name of each study programme are explained as follows.

### **Bachelor of Indonesian Language Education (BILE)**

The determination of the name of the study programme, Indonesian Education, is based on the nomenclature of the Directorate of Higher Education (DIKTI) number: BAN-PT No. 3412/SK/BAN-PT/AK-PNB/S/IX/2019. It is stated that the study programme code is 88201 and the academic degree is Bachelor of Education (B.Pd..), or Bachelor of Education degree.

### **Bachelor of English Language Education (BELE)**

BELE was founded on December 24, 1988 under the name of S1 Pendidikan Bahasa Inggris (Bachelor of English Language Education) issued by the Ministry of Education and Culture of the Republic of Indonesia. Since the day it was established, BELE has been under the Faculty of Teacher Training and Education. Then, in 2009, BELE updated its REGISTERED status under the Decree number 2600/D/T/K-VII/2009.

As its name suggests, BELE graduates obtain the Sarjana Pendidikan (S.Pd.) or Bachelor of English Language Education, which represents the Expected Learning Outcomes of the study programme (see chapter 1.1). The learning outcomes of the modules have been designed under the Indonesian Qualification Framework (IQF) or KKNI level 6, particularly assigned for undergraduate programmes in Indonesia.

#### 3.1.3 Integration of theory and practice (Asterisk Criterion)

Integration of theoretical and practical aspects in the curriculum is deemed necessary to equip students with ample workplace as well as entrepreneurship competencies. The integration of theory and practice in each study programme is elaborate as follows.

### **Bachelor of Indonesian Language Education (BILE)**

The BILE curriculum is designed to integrate theory and practice, because this aspect is part of its vision. Theory is studied in regular lectures in class, while practice is applied in the form of learning in laboratories. Courses that involve practitioners as lecturers are Introduction to Editors and Books, Manuscript Design and Preprint, Financial Planning, Book Promotion and Sales, and Journalism. The learning model uses case studies, problem-based learning, and project-based learning.

**Figure 7: Integration of theory and practice in BILE's curriculum**

No.	Graduate profiles	Practical objectives	Sample Courses	
			Theory	Practice

1	Beginner educator of Indonesian language (and literature)	<p>Able to plan, implement learning and evaluate learning with educational principles, as well as make continuous learning improvements in accordance with the scientific development of Indonesian language and literature</p>	<ol style="list-style-type: none"> <li>1. Introduction to Education</li> <li>2. Student Development</li> <li>3. Learning and Learning</li> <li>4. Curriculum Review</li> <li>5. Learning Evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Innovative Learning Design</li> <li>2. School Field Introduction</li> <li>3. Microteaching</li> <li>4. Teaching Assistant</li> </ol>
2	Indonesian language (and literature) researcher	<p>Able to solve problems to produce innovations in the field of Indonesian language and literature education</p>	<ol style="list-style-type: none"> <li>1. Research</li> </ol>	<ol style="list-style-type: none"> <li>1. Multidisciplinary Literary Studies</li> <li>2. Psycholinguistics</li> <li>3. Language Skills Learning</li> </ol>
3	Indonesian Instructor for Native Speakers (BIPA)	<p>Able to plan, implement, evaluate and develop BIPA learning with a global perspective.</p>	<ol style="list-style-type: none"> <li>1. Introduction to BIPA-an</li> <li>2. BIPA network and program me development</li> </ol>	<ol style="list-style-type: none"> <li>1. Methods, Media &amp; Teaching Materials, and BIPA Assessment</li> <li>2. BIPA Research</li> <li>3. BIPA Teaching Practices</li> <li>4. Professional Work Practices BIPA</li> </ol>

4	Editors and textbook writers	Able to do mass media editors and authors book, apply freelance editors and proofreaders of Indonesian writing.	1. Introduction to Editors and Books 2. Substantive and Mechanical Editing	1. Manuscript Design and Preprint 2. Book Promotion and Sales 3. Financial Planning 4. Professional Work Practices
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### Bachelor of English Language Education (BELE)

The integration of theoretical foundations with practical application is considered essential in BELE's curriculum to adequately prepare students for both professional workplace roles and entrepreneurial endeavours. BELE ensures that students develop a comprehensive skill set that encompasses teaching, research, and entrepreneurial competencies by facilitating courses that cover theory and practice, as follows.

**Figure 8: Integration of theory and practice in BELE's curriculum**

No.	Graduate profiles	Practical objectives	Sample Courses
1	English Educator	Students can be creative and innovative educators and/or facilitators who have the competence to plan lessons, implement lessons, and evaluate learning according to educational principles, as well as make continuous learning improvements in accordance with scientific developments in English, the latest learning theories, and the development of science and technology.	Theory: Introduction to Education, Learning and Instruction, Student Development, Curriculum Review, Language Testing, Instructional Strategy, TEFL in Context  Practicum: Micro Teaching, TEFL in Practice and Development, Teacher Profession
2	Beginner Researcher in the field of English language education	Students are able to examine problems in English education at school and outside of school and choose solutions to problems using research principles and procedures.	Research in English Language Teaching, Critical Thinking in Academic Life, Statistics in English language Teaching, Academic Ethics, Thesis

3	Edupreneur	Students are able to be independent entrepreneurs in producing products and services in the fields of education and English by utilising the development of information and technology.	ICT in Language Teaching, Edupreneurship, Internship 1 & 2, Translation & Interpreting, English for Tourism, Gamification in ELT, English for Content Writing, Business English
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### 3.1.4 Interdisciplinary thinking

UMM believes that students should get the opportunity to activate their interdisciplinary thinking by involving them in compulsory activities such as new student orientation, Personality and Leadership Development Training (P2KK), and community services. The community service programme at UMM is entitled Community Service by Students (PMM). It has several schemes that students can take, for instance, Regular PMM, international PMM, and Muhammadiyah-based PMM.

To foster interdisciplinary thinking, UMM offers opportunities , for student involvement in research (since 2007), creative and innovative events alongside curricular activities (since 2017), entrepreneurship-based learning models (since 2017), internships (since 2019), credit transfer of the Industrial Internship programme for the undergraduate and vocational programmes (since 2019), as well as academic regulations containing interdisciplinary courses - across study programmes and faculties at UMM, and across universities (2020). Most of these activities are aligned with the Merdeka Belajar Kampus Merdeka (MBKM) programme.

#### **Bachelor of Indonesian Language Education (BILE)**

BILE is developed through the integration of curricular, co-curricular and academic atmospheres. The curriculum is structured according to academic characteristics that support the strengthening of conceptual, managerial, and technical skills implemented through the learning process in the classroom and practicum.

The curriculum is built on the character of Indonesian Education, which is interdisciplinary and multidisciplinary. As an interdisciplinary science, Indonesian educational competence is obtained from other sciences, such as social sciences, humanities, and even natural sciences. Multidisciplinary competence refers to the ability to apply pedagogical, literary, and communication competencies in other fields of science. There are two forms of interdisciplinary application carried out by BILE, the first is in the form of interdisciplinary courses taught by expert lecturers from relevant study programmes. The second form is a community service project that involves students across study programmes in one team. In this activity, BILE students will take roles according to their expertise, for example, in the field of publication and dissemination of information to targeted audiences and the field of language editing in terms of correspondence. Some courses that integrate the content are (1) journalism, (2) multimedia, (3) forensic linguistics, (4) cognitive linguistics, and (5) language skills development. Meanwhile, the multidisciplinary compatibility taught by BILE is the involvement of BIPA practitioners and instructors in BIPA learning activities as well as editors and textbook writers. In this learning, students get the opportunity to learn about things that are not only theoretical but practical and complex, thus further honing the skills possessed by students.

Other activities have also been designed by BILE to provide more experience to students to strengthen the academic atmosphere through the MBKM. The MBKM activities that can be

followed by students include (1) teaching assistants, (2) certified internships, (3) student exchanges, (4) Pioneer Teaching Campus (KMP). These four activities have provided more opportunities and experience to students to improve their ability to work together and elaborate ideas that students already have. The activities that have been carried out by BILE to strengthen the atmosphere of co-curricular integration are also supported by productive activities that support student skills carried out by student organisations such as Sanggar Aksara (SANGKAR). Currently, the organisation has officially become an intra-organisation at the faculty level (LSO) which is managed and can be followed by students across study programmes with guidance from the Faculty of Teacher Training and Education. This co-curricular activity supports student activities through competitions, awards, and appreciation of student work. Various competitions participated by students also provide interdisciplinary experience in the form of improving teamwork skills and elaborating ideas related to the project to be implemented.

### **Bachelor of English Language Education (BELE)**

BELE has been implementing interdisciplinary learning which encourages students to learn across curricular disciplines when discussing issues or problems related to English language education. It is deemed essential to develop better problem-solving skills, competencies, and self-efficacy among students while providing them with diverse learning exposures, styles, and values. For example, BELE motivates students to learn educational psychology in Student Development and Teaching English for Young Learners. Students are also empowered to learn hospitality and management in many courses like Edu-preneurship and Business English. Further interdisciplinary approaches are implemented in courses, such as Literature in English Language Teaching (literature and history); English for Content Writing (creative writing and media studies); Business English (business and professional communication); and ICT in Language Teaching and Gamification in ELT (technology).

BELE students have the opportunity to select courses in other study programmes in UMM relevant to the BELE curriculum through the MBKM programme which is implemented starting in the 2021 academic year. The subjects that can be selected include Business Law at the Faculty of Law, Management Information Systems at the Informatics Engineering Study Programme, and Consumer behaviour and organisational behaviour in the Faculty of Psychology. All students get the opportunity to join seven MBKM schemes, namely: village empowerment (linked to university community service scheme), certified internship, humanitarian project, entrepreneurship, independent project, independent study, and research assistant. BELE also has a Centre of Excellence (CoE), a professional class named "English for Hospitality". The programme is implemented with collaborations of industries, such as hospitality industries (e.g., hotels), hospitals, and other related industries. The goal is to provide students with the necessary interdisciplinary and multidisciplinary skills and professional competencies that are important for their future workplaces.

#### **3.1.5 Ethical aspects**

The Rector Regulation No. 02/ 2020 regarding Student Discipline governs ethical issues at the university level. They cover students' rights and obligations as well as the consequences of breaking general, academic, professional, and Islamic ethical standards. To assist the learning objectives, ethical considerations are also incorporated into the courses.

**Figure 9: The application of each ethical aspect in learning activities at UMM**

General Ethics	<ol style="list-style-type: none"> <li>1. Respect and appreciate others</li> <li>2. Polite</li> <li>3. Honest</li> <li>4. Responsible</li> </ol>
Academic Ethics	<ol style="list-style-type: none"> <li>1. Appreciate the thoughts of others used in scientific work by strictly using referencing APA Style</li> <li>2. Follow research rules and procedures</li> <li>3. Plagiarism checks for academic works (Turnitin)</li> </ol>
Professional Ethics	<ol style="list-style-type: none"> <li>1. Fulfil professional competence</li> <li>2. Tend to favour the public</li> </ol>
Islamic Values	<ol style="list-style-type: none"> <li>1. Postpone the learning process for a while when the call to prayer is heard</li> <li>2. Habituate to start and end lessons with greetings and prayers.</li> </ol>

### **Bachelor of Indonesian Language Education (BILE)**

BILE UMM is under the auspices of Muhammadiyah Higher Education. Therefore, in addition to applying general ethics, academic ethics, and professional ethics, it also applies Islamic values, which can be described as internalising the values of the Islamic Religion and Muhammadiyah studies, Pancasila, citizenship in individual, community, and professional life (LO1). In addition to the code of ethics regulated by the University, BILE also applies several codes of ethics that specifically regulate student activities such as a practicum. BILE regulates a set of codes of ethics, especially in the implementation of projects in courses. These ethical aspects are disseminated through meetings with academic supervisors, new student orientation weeks, inaugural lectures, parent meetings, P2KK and learning contracts at the beginning of the semester in all courses. The ethical process has also been implemented in the Research, Psycholinguistics, and Literature Nusantara course, which teaches students to make research proposals and research on a small scale. Some important ethics that are routinely taught and applied are related to plagiarism, citations, and the use of reliable reference sources.

The academic code of ethics is emphasised in the assignment process as well. In courses that provide assignments in the form of scientific papers, students must take a plagiarism test using Turnitin software. In addition, in the citation process and selection of reference sources, students are also taught to choose and use reference sources and trusted sites as references. Non-academic forms of ethics are also very important to emphasise to students. The non-academic ethics that have been emphasised to students include (1) how students dress and (2) how to interact with the entire academic community on campus. Students are required to wear neat clothes in the form of shirts and shoes. In addition, students are also equipped with ethics in interacting with lecturers through WhatsApp media. The first thing to emphasise to students is how ethical they are when contacting lecturers via WhatsApp media. What components must be present in the message conveyed to the lecturer, one of which is to introduce yourself first and convey the intention of contacting the lecturer? In addition, students are also given information on the right time frame to contact lecturers. All of these points are disseminated orally through forums between communities and confirmed through print media.

### **Bachelor of English Language Education (BELE)**

Ethical aspects have been integral parts of teaching and learning activities at BELE. The ethical principles that are promoted by BELE include (1) academic ethics and (2) professional ethics. The academic ethic refers to principles on how BELE students and lecturers comply with ethically acceptable research procedures, such as when dealing with research participants, collecting data, research consent, and presenting the research properly. Meanwhile, the professional ethic implies the principles governing upright behaviour that need to be vested in BELE students to prepare them for the professional workforce. Both ethical aspects are by the university ethics guidelines written in the 'Student Discipline Guide' for students and the 'Ethical Code Guide' for lecturers and administrative staff. They also are being informed regularly at the beginning of each semester by BELE and every lecturer.

The representation of both academic and professional ethics in BELE is promoted in three main areas, including (1) Learning Outcomes, (2) Course Learning Outcomes, and (3) Academic ethics courses. In the BELE LOs, the ethics are embodied in the second LO, namely Applying professional values in the field of English and Education in academic and professional contexts, including ethics, responsibility, independence, and hard work. The LO belongs to the element of 'Attitude', in which ethics serves as one of the core values that should be manifested by BELE students and graduates.

The ethical values embodied in LO are implemented in the Learning Outcomes in various courses. Of the 55 courses BELE offers, more than ten courses empower students to uphold ethics in their academic and professional lives. For instance, there are Islam and Muhammadiyah Studies (up to four courses), Pancasila and Civic Education, Teacher Profession, Research in English Language Teaching, Critical Thinking in Academic Life, Academic Ethics, Speaking for Academic Purposes, Thesis Writing and Proposal Seminar, and Thesis.

#### **3.1.6 Methods and scientific practice (Asterisk Criterion)**

Interaction between students and lecturers is encouraged in all academic activities to foster scientific practice. Each study programme at UMM has provided students with facilities to support those activities such as a library with access to printed and digital references, reading rooms, and open spaces with internet access. Bachelor students have to complete their studies in four years as it is stated in the curriculum. A thesis is obligatory for UMM students in completing their bachelor programme as the artifact of academic writing utilising the research methods that they have learned in class. Besides, the students also collect their portfolios from each course assignment that they can publish in media and journals.

### **Bachelor of Indonesian Language Education (BILE)**

The skill of writing and presenting scientific papers is one important skill. The development of students' soft skills is actualised through the following policies.

1. The course Indonesian language is held as a general course for first semester students that focuses on mastering basic material in writing scientific papers. The material in this course includes writing citations and bibliography, paragraph development, sentence structure, vocabulary selection, and spelling application. In this lecture, one of the mandatory tasks for students is to write papers and make scientific presentations.
2. In the fourth semester, students take courses in Innovative Learning Design and Multidisciplinary Literary Studies, with scientific work output. In this course, more emphasis is placed on developing research topics into article frameworks and plagiarism test techniques with the Turnitin application.

3. In the fifth semester, BILE also offers language skills learning courses with scientific work output. In this course, more emphasis is placed on developing research topics into article frameworks and plagiarism test techniques with the Turnitin application.
4. Furthermore, in the same semester, BILE offers research courses to strengthen students' competencies in conducting qualitative, quantitative, and development research. There are activities to analyse journal articles using qualitative, quantitative, and development research methods in lectures. The output of the research course is a research proposal prepared according to the FTTE UMM thesis writing guidelines. The output proposal of this research course is used as a mandatory requirement for conducting a thesis proposal seminar. Through this seminar, students get input from lecturers 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 Indonesian language education (literature) research methodologies, such as forensic linguistics, discourse, psycholinguistics, children's literature, modern literature, archipelago literature, and learning evaluation. In addition to lecture activities, the competence of BILE students' scientific work is also developed through various activities held by the Study Programme Student Association in the form of seminars, workshops, public lectures, scientific work competitions, and book reviews. These activities are carried out regularly once a month, every three or six months, and every year. In addition, students also take part in scientific work competitions, including the Student Creativity Programme (PKM) held by the Directorate General of Higher Education (Dikti).

#### **Bachelor of English Language Education (BELE)**

The way BELE ensures the acquisition of methodological competencies and the ability to do scientific work is to apply a learning approach based on real-life scientific activities and tasks. This activity-based learning is implemented in groups by students to solve problems and produce and/or use the target language, such as activity-based and group learning approaches to create a dynamic and interactive learning environment, student-centred, promoting more exploratory and transformative practice. Through this learning approach, students gain experience by participating in working on projects or solving problems in real-world contexts. Students are required to take courses like Research Methods and Statistics, Critical Thinking in Academic Life, Research in English Language Teaching, Thesis Writing and Proposal Seminar, and Thesis to promote their scientific practices.

BELE improves the scientific practice in the department by conducting workshops and seminars that promote lecturers' and students' collaboration to do research and community service programmes together. Some examples of programmes are the workshop on the use of referencing manager, data analysis, and some technology tools to support students and teachers' academic research. In addition, the University also supports BELE by conducting reference guides and research writing workshops by the campus library, and article publication support in faculty nationally accredited journals by the Internal Research and Community Service Bureau (or DPPM) and Publication Development Unit (LPPI).

##### **3.1.7 Examination and final thesis (Asterisk Criterion)**

Examination and final thesis are regulated in the University Academic Guide. All exams are conducted to assess course learning outcomes that cover attitudes, knowledge, general skills, and specific skills. Midterm exams and Final Term exams are carried out to assess specific course learning outcomes that have been completed during the exam periods. These exams

are scheduled in the University's annual academic calendar and can be easily accessed through the University, Faculty, and study programmes' websites.

### **Bachelor of Indonesian Language Education (BILE)**

The implementation of the quality of the learning process in the Study Programme can be realised through assessment standards that emphasise the learning process and outcomes. Both assessment bases have assessment domains by SKKNI Level six which includes attitudes, knowledge, general skills, and specific skills. The research method used to measure achievement in each domain is as follows.

<b>LO</b>	<b>Methods of Assessment</b>	<b>Example</b>
LO 1 (Attitude)	Attitude and performance	Non-test (attitude) Attitude & performance observation sheet
LO 2 (Attitude)		
LO 3 (Knowledge)	Pre-test, written test, oral test, assignment, and observation	Short answer, multiple choice, true/false, short essay, case study
LO 4 (Knowledge)		
LO 5 (General Skill)	Written and oral tests, assignments, reports, observations, and portfolio	Written reports, observation sheets, presentations, tools/instruments
LO 6 (General Skill)		
LO 7 (Specific Skill)	Portfolio, Product, and oral presentation	Written reports, intervention modules, tools/instruments

Students start the final project preparation process in the first semester and can download the Final Project writing guidelines from the study programme website. On average, students take seven months to complete their thesis. Students are given the freedom to choose and determine the topic of the Final Project independently or join the lecturer's research group. BILE appoints a Final Project supervisor for students by considering the expertise of lecturers and the number of students mentored. After the Final Project is completed and approved by the supervisor, students need to register for a proposal seminar and final project exam, where students must present the findings of the Final Project to four examining lecturers. For more complete information, please see the final project guidebook.

BILE evaluates students' performance on assignments, midterm and final exams, as well as their attainment of learning outcomes, for each course they enrol in. Students' knowledge, abilities, and attitudes are evaluated through their assignments. Furthermore, the major evaluations are conducted on a scheduled and coordinated basis through the midterm and end-of-semester exams. The steps of content evaluation, Indonesian Qualifications Framework (IQF) level compliance, and learning outcomes review the quality of the assessment items tested. The internal quality assurance team of BILE oversees quality control. BILE implements a set of guidelines that address ethical issues such as time management, fairness, transparency, accessibility, and procedures to guarantee the validity of the assessment results. Students will face consequences if they break the rules. After BILE has examined the test findings, they may be contested or invalidated. The University and Faculty set the exam questions, exam regulations, and code of ethics for completing assignments.

### **Bachelor of English Language Education (BELE)**

BELE assesses the achievement of Learning Outcome for each course students take through assessment of assignment results, midterm exams, and end-semester exams. The assignments given to students assess knowledge, skills, and attitudes. In addition, the main assessments are carried out through the midterm and end-of-semester examinations on a scheduled and coordinated basis. The quality of the assessment items tested is reviewed through the stages of content evaluation, conformity with the Indonesian Qualifications Framework (IQF) level, and learning outcomes. Quality control is carried out by BELE's internal quality assurance team. To ensure the reliability of the assessment results, a set of rules are enforced by BELE covering ethical aspects like time management, fairness, transparency, accessibility, and methods. If a student violates the rules, the student is subject to a sanction. The test results can be annulled or disputed after a thorough check by BELE. The exam rules, code of ethics in doing assignments, and exam questions are determined by the University and Faculty.

LO	Assessment	Example
LO 1 (Attitude)	Exam, Presentation	Short answer, group presentation
LO 2 (Knowledge)	Exam, Presentation	Essay, summary, group presentation
LO 3 (General Skill)	Exam, Presentation, Essay, Project	Critical essay, teaching project
LO 4 (Specific Skill)	Exam, Presentation, Essay, Project	Short answer, critical essay, individual project
LO 5 (Specific Skill)	Presentation, Essay, Project	Critical essay, group project
LO 6 (Specific Skill)	Essay, Project	Case study, annotated bibliography, thesis proposal
LO 7 (Specific Skill)	Project, Internship	Video-based project, written reports

BELE also requires students to compile a thesis with the aim that students have the competence to think critically and logically, methodologically and in written communication. Before graduating, in compiling a thesis, students must first, programme, request, and be granted a supervisor from BELE. Students who write a thesis have to meet the requirements set out in the academic regulations. A thesis is prepared by each student with a topic according to the student's interests, following the applicable guidelines. The preparation of the thesis is guided by a supervisor who is determined by the study programme and follows the applicable regulations.

The preparation of a guided thesis begins with submitting a proposal to the supervisor, and then seminars or proposal exams are carried out. The thesis that has been prepared is tested in front of the board of examiners. The thesis exam is intended to measure or assess students' oral communication competence, logical and analytical thinking competency, and being responsible for work results. The thesis exam is scheduled and arranged by BELE. Students are declared graduated or competent, based on the results of several aspects of assessment such as language of thesis, content of thesis, language of thesis defence, ability for defence with a minimum score of 70 (C). In addition, the written thesis has to be free from violations of scientific ethics (Ethical Clearance), not plagiarism, fabrication, and falsification. The detection

of plagiarism levels is done through the Turnitin software, which is provided by the University. The level of plagiarism is regulated in a university policy, a maximum of 25%.

## Appraisal:

The curricula adequately reflect the qualification objectives of both study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation elective courses enable students to acquire additional competences and skills. Therefore, the panel sees the criterion met. However, the experts saw that being a teacher requires the ability to rapidly respond to new changes. Therefore, they urge the two programmes to think about integrating digital platforms into the curriculum, so that students learn how to integrate this effectively for the school context. The students should also learn about how to effectively integrate AI in high schools. In 2024, the Directorate of Higher Education (Dikti) released a guide titled Panduan Penggunaan Generative Artificial Intelligence pada Pembelajaran di Perguruan Tinggi, which provides direction on the use of generative AI in higher education. The panel recommends that academic programmes incorporate this approach into their integrated learning methods, using the guide as a reference for both AI implementation and pedagogical development. Furthermore, the experts would like to stress the fact that more pedagogical content should be integrated into the curricula of both programmes, like English for Specific Purposes (ESP), more specifically English for Teaching Purposes or English for Education Professionals. Therefore, the panel **recommends** integrating the usage of AI and more pedagogical content in the curricula.

For BELE, the experts would like to highlight the importance of increasing students' exposure to new teaching approaches like CLIL<sup>10</sup> and EMI<sup>11</sup> or STEAM<sup>12</sup>. The panel **recommends** teaching the students methods of integrated learning.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. Both programmes showed convincingly that theoretical questions are explained by means of practical examples. They highlighted the theoretical and practical aspects for each of the graduate profiles and showed convincingly, that both need to be combined, to reach the result.

BILE implements interdisciplinary approaches in two keyways. First, through interdisciplinary courses led by expert lecturers from various relevant academic programmes. Second, by organising community service projects that bring together students from different study programmes to collaborate as a single team. BELE students have interdisciplinary content in their courses. Through the MBKM programme, BELE students have the opportunity to take courses from other study programmes at UMM that align with the BELE curriculum. This shows that there is evidence that both programmes qualify for interdisciplinary thinking.

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<sup>10</sup> CLIL (Content and Language Integrated Learning) is a dual-focused educational approach where students learn a subject (like science, history, or geography) through a foreign language, in this case, English. The goal is to develop both subject knowledge and language proficiency at the same time.

<sup>11</sup> English-Medium Instruction (EMI) is the use of English to teach academic subjects in regions where English is not the native language. It focuses on delivering subject content while also helping students improve their academic English skills.

<sup>12</sup> STEAM (Science, Technology, Engineering, Arts, and Mathematics) in English language learning integrates these disciplines into English instruction to promote both language development and 21st-century skills like creativity and critical thinking. Unlike CLIL, which balances language and content learning equally, or EMI, which focuses primarily on teaching content through English without explicit language instruction, STEAM emphasizes creative, interdisciplinary learning where English is both a tool and a skill developed through hands-on, often project-based activities.

Ethical implications are not only appropriately communicated but the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. Both programmes showed convincingly that students acquire methodological competences through which they are enabled to do scientific work on the required level. All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)				X	
3.1.2* Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3* Integration of theory and practice (Asterisk Criterion)				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

### 3.2.1 Modular structure of the study programme (Asterisk Criterion)

The estimated study period in Bachelor study programmes at UMM is 48 months/8 semesters with the number of credits equalling 144 credits/216 ECTS. One SKS or 1.50 ECTS Credits is equivalent to 50 minutes of face-to-face meeting, 60 minutes of self-study, and 60 minutes of structured

#### **Bachelor of Indonesian Language Education (BILE)**

BILE has 54 courses, where students are required to take 42 courses consisting of nine University Compulsory Courses, twelve Faculty Compulsory Courses, 21 Study Programme Compulsory Courses, and twelve Concentration-Based Elective Courses. By the regulations at UMM, lectures are held in as many as 16 meetings, two of which are the Midterm Exam (UTS) and the Semester End Exam (UAS). Every BILE student is required to write a final project, both in the form of a thesis and scientific articles that can be converted into Final Assignments (TA). Thesis/ Final Project equals six SKS credits or nine ECTS Credits.

Projected study time	48 months / eight semester
Number of Credit Points (CP)	144 Credits/ 216 ECTS

Workload per CP	<p>credit load per week as follows:</p> <ul style="list-style-type: none"> <li>• 50 minutes face to face</li> <li>• 60 minutes independent task</li> <li>• 60 minutes structured task</li> </ul> <p>This makes 2,83 hours per week and 45 hours per semester</p>
Number of modules/courses	<ul style="list-style-type: none"> <li>• 9 courses (National and University Compulsory Courses)</li> <li>• 12 courses (Faculty Compulsory Courses)</li> <li>• 21 courses (Study Programme Compulsory Course)</li> <li>• 12 courses (Concentration-Based Elective Course)</li> </ul> <p>Total 54 courses</p>
Time required for processing the final thesis and awarded CP	Final thesis course is carried out for 1 semester with a total of six credits (9 ECTS), programmed at least in semester 7
Number of contact hours	43.200

### **Bachelor of English Language Education (BELE)**

BELE provides a curriculum consisting of 54 courses that necessitate the accumulation of 144 credits (equivalent to 216 ECTS) over the course of eight semesters, spanning four years. Moreover, every course needs 16 in-person class meetings, which encompass activities such as the Mid-Semester Examination (UTS) and the Final Semester Examination (UAS).

Projected study time	48 months / eight semester
Number of Credit Points (CP)	144 Credits/ 216 ECTS
Workload per CP	<p>credit load per week as follows:</p> <ul style="list-style-type: none"> <li>• 50 minutes face to face</li> <li>• 60 minutes independent task</li> <li>• 60 minutes structured task</li> </ul> <p>This makes 2,83 hours per week and 45 hours per semester</p>
Number of modules/courses	<ul style="list-style-type: none"> <li>• 10 courses (National and University Compulsory Courses)</li> <li>• 12 courses (Faculty Compulsory Courses)</li> <li>• 25 courses (Study Programme Compulsory Course)</li> <li>• 7 courses (Concentration-Based Elective Course)</li> </ul> <p>Total 54 courses</p>
Time required for processing the final thesis and awarded CP	Final Thesis is carried out in the 7th or 8th semester and last for approximately 272

	hours per semester (6 credits or nine ECTS)
Number of contact hours	43.200

### 3.2.2 Study and exam regulations (Asterisk Criterion)

#### All study programmes

UMM has set the regulation related to study and exam in Rector's Decree for Academic Regulations No. 31/UMM/VIII/2020. All standards are explained in the Academic Guidebook which regulates general academic provisions, academic programmes, and academic degree, academic administration, academic activities, evaluation of study success, transfer, transfer level, double degree, education cooperation programme and academic violation. All of them should be in accordance with the IQF level 6. They are used as references for the study programme to design curriculum that enables students to achieve their learning objectives and graduate on time.

All related regulations are generally conveyed during student orientation sessions and are also disseminated to academic advisors in every agenda for the early semester meetings held both at faculty and study programme level. Academic supervisors are also asked to periodically remind their students, especially before the mid-semester and end-semester exams. Some information related to regulations and administrative matters was also conveyed through the official social media account. Students can also access information on these regulations in the form of a guidebook that can be downloaded from the website.

According to that regulation, learning is carried out synchronously by the LMS (Learning Management System) platform. Lecturers are required to make a course outline for one semester so that students can access it via the learning management system. The lectures and exams are carried out offline, online and blended learning. Furthermore, the exams are organised in accordance with the University and study programme regulations and their timeline allocation for both midterm and final examinations follow the academic calendar from the University.

In line with the implementation of the MBKM programme at UMM students can take classes in other study programmes with a maximum of 20 SKS credits, and also in other universities with a maximum of 40 SKS credits. The number of credit points will later be converted to courses in the study programme curriculum.

Students who spend a semester abroad or at another national university create Learning Agreements with the International Office to ensure their credit points are recognised.

### 3.2.3 Feasibility of study workload (Asterisk Criterion)

#### All study programmes

Rector's Decree for Academic Regulations No. 31/UMM/VIII/2020 required the study programmes to set their curriculum with an obligation to obtain 144 SKS credits or 216 ECTS credits as a support to UMM's tagline called *UMM Pasti*. *UMM Pasti* is implemented based on the Rector's Regulation No. 07/SK/UMM/IX/2021. *UMM Pasti* is implemented in the curriculum, in which teaching and learning activities are conducted in the study programmes during the first six semesters and students are required to take an internship, community service programme, and thesis from semester 7. Students who take internships are also encouraged to choose thesis topics that are relevant to the problems encountered in their internships as

an effort to accelerate thesis completion. Students may also take part in the MBKM programme outside the study programme and can convert the activities during MBKM up to 20 SKS credits. The maximum credit points from the courses offered in each semester vary between 20 – 24 SKS credits (30-36 ECTS credits). Students can participate in these courses based on grade points with the following rules:

**Table 1 Regulation of maximum credit points per semester**

GPA	Maximum SKS credits	ECTS
≤2.75	18	27
2.76 - 3.49	22	33
≥3.5	24	36

Students with a GPA of more than 3.5 can enrol in upper semester courses.

BILE and BELE have designed the curricula to be completed in four years, and the University system supports accelerated graduation in just 3.5 years for eligible students based on existing Academic Guidelines. Workload eligibility has been designed based on IQF Level 6, National Education Standards (SNPT), and the National Association of English Language Education Study Programmes (APS PBI). Per semester, students take 18 – 24 credits. With this workload, students are given enough time to balance between studying and socialising or vacationing. On the other hand, for students who experience academic problems, BILE facilitates these issues in the form of study counselling which is carried out regularly with active participation from students and lecturers. This activity is carried out in a fun and relaxed way. Students can directly meet with academic supervisors and other lecturers to discuss the most possible problem-solving.

### **Bachelor of Indonesian Language Education (BILE)**

To realise the activities mentioned above, BILE students can establish communication with academic supervisors and final project (TA) supervisors through WhatsApp media (group or private). If there are students who have difficulty meeting the academic supervisor or final project, students can communicate with the head of the study programme or the secretary of the study programme. In addition, BILE regularly monitors students' perceptions of the study workload for each course twice each semester. The focus of the survey is to track student satisfaction with face-to-face meetings, structured assignments, and self-directed learning assigned by lecturers. Survey results are used to monitor student learning progress and supervision by academic advisors. The aim is to mitigate any issues associated with the study workload and ensure students can perfectly manage their study workload based on the projected duration of the study.

### **Bachelor of English Language Education (BELE)**

In addition, BELE regularly monitors students' perception of the study workload for every course twice every semester. The focus of the survey is to track students' satisfaction with the face-to-face meetings, structured assignment, and their independent learning assigned by the lecturers. The result of the survey is used to monitor students' learning progress and supervision by academic advisors. The goal is to mitigate any issue related to study workload and ensure students can manage their study workload perfectly based on the projected study duration of study.

#### **3.2.4 Equality of opportunity**

UMM is an educational institution that provides opportunities for all prospective learners from various countries and nations, regardless of ethnicity, religion, race and gender while still

prioritising the quality of its graduates. UMM welcomes physically disabled persons to join the University. The admission process through new student admission programmes is organised by UPT-PMB. It has determined the same selection procedure and standard criteria for all prospective students. This illustrates no discrimination or difference in treatment towards people who want to become students at UMM. The UPT-PMB (Technical Implementation Unit for New Student Admissions) periodically evaluates the recruitment and selection process for prospective new students, related to the number of students, the composition of students based on the regional origin, and type of school, gender, ratio of prospective students and the number of students accepted. From the evaluation results, the UPT-PMB, faculties, study programmes and University boards will design a selection recruitment programme adjusted to the findings.

Academic support is also given to students with disabilities. The creation of the Counselling Bureau serves as evidence of the affirmative action measures made to assist individuals with impairments. The purpose of this bureau is to assist students who are having academic challenges. Group and individual counselling are the two methods used to create counselling sessions. In these situations, peer counsellors or even licensed counsellors and psychologists will support the students. Furthermore, there are 110 student unions (UKM) available to help and provide resources to help students achieve their future objectives, particularly those who have academic challenges. Every student has the opportunity to study, develop, and become a productive member of society through these student unions.

### **Bachelor of Indonesian Language Education (BILE)**

The BIPA team assists international students with non-academic support by helping them prepare for Bahasa Indonesia. UMM takes seriously its responsibility to support students from all social, religious, and familial backgrounds.

**Figure 10: Equality of opportunity of BILE**

Gender	The New Student Admission Process does not use gender balance indicators but rather abilities demonstrated through entrance test results. Coincidentally, from 2017 to 2021 the percentage of female and male students admitted was almost evenly matched. From 2017 to 2021, BILE accepted around 30% male students and 70% female students. Meanwhile, in 2023, BILE accepted around 15,4% male students and 84,6% female students.
Disability	BILE is very open to accepting students, including those with disabilities and special needs. UMM also provides special facilities, such as parking lots, wheelchair ramps, elevators, and toilets, for people with disabilities and counselling guidance for students with special needs, so that they can follow the teaching and learning process well at UMM.
Geography	UMM students come from various regions but specifically provide more opportunities for students from remote areas through the new student selection route that has been owned by UMM. Although the majority of BILE students come from East Java, BILE also accepts students from Sabang to Merauke. In addition, every year BILE has

	short classes for students who want to learn Indonesian For Foreign Speakers (BIPA).
Religion	BILE accepts students from various religious backgrounds, although it is an Islamic campus that applies Islamic values in the learning process.
Economic background	Students who have poor backgrounds, orphans, and single parents have the same opportunity to be able to receive education at UMM, especially BILE. In addition, students who have economic backgrounds are also assisted through scholarship schemes at the study programme and university levels.

**Figure 11: Equality of opportunity of BELE**

Gender	Students' gender distribution in BELE for 2023 is 75% Female and 25% Male.
Disability	BELE assists disabled students with adequate facilities provided by the University, Faculty, and department. Some disabled students are under the condition of physical disability. In such a situation, BELE provides the students with academic support and facilities like buddies, parking lots, toilets, and other supporting equipment.
Geography	Students of BELE are diverse, they come from different regions in Indonesia from Sabang to Merauke. Also, there are international students from Thailand, Malaysia, Myanmar, and China.
Religion	Students of BELE are from different religious backgrounds. The majority are Muslims, others are Christian, Hindu, and Budha.
Economic background	Students of BELE have diverse social status, ranging from low to upper class. UMM provides external and internal scholarships that are open to all students. However, some are aimed at lower-class students through the Muhammadiyah Scholarship scheme for orphans and other economically disadvantaged individuals. BELE facilitates and supports students to get those scholarships if needed.

### Appraisal:

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

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without

any extension of their overall study time. The final grade is supplied with an ECTS grading table.<sup>13</sup>

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also considers evaluation findings, including student feedback and the programme's success rate.

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

	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 und plausibility of the didactical concept (Asterisk Criterion)

##### **Both programmes:**

To ensure logic and plausibility of the didactic concept, the most appropriate teaching and learning methods are applied. They can be used to improve the students' achievement and the intended LO. Various methods used by the study programme are as follows.

The didactical concept applied in both programmes include theoretical and practical approaches to support the graduate profiles. The theoretical approach is given to students to understand a grand concept of a course. The learning strategies used are problem-based learning, cooperative learning, and some other cognitive-oriented activities. For practical courses, some strategies used are case studies, project-based learning, laboratory-based practicum (drama labs, language labs, and publishing labs), and field-based activities. In the field-based activities, students undertake internships (national and international) as part of school-oriented work, community service, and entrepreneurship courses. Furthermore, students' performance is assessed through presentations, paper-related work, scientific reports, and practical tasks. To accomplish a bachelor's degree, students are required to complete thesis writing and thesis defence. This requirement can also be converted from a series of activities that students achieved such as journal articles, international achievements, and some other activities that meet academic criteria.

<sup>13</sup> Rectors degree Number: E.6.1/523/BPP-UMM/V/2025, see table 3 on page 8 for the ECTS Grading Scale Equivalence.

## **Bachelor of Indonesian Language Education (BILE)**

Several courses at BILE collaborate with several business world, industrial world (DUDI) practitioners and partners. This collaboration is also expected to provide direct experience of participation and internship activities for students. In this activity, practitioners involved can become teachers and field supervisors and be involved in professional work practice activities. The evaluation is carried out to achieve LO by paying attention to three things, namely cognitive, affective, and psychomotor aspects. First, evaluation of cognitive aspects is carried out to measure the knowledge mastered after attending lectures. Cognitive evaluations are conducted in the form of quizzes, examination. Second, evaluation of affective aspects is carried out to measure the attitude shown by students towards attending lectures. Affective evaluation is done through observation, discussion, and presentation. Third, psychomotor evaluations are carried out to measure the practical implementation of knowledge. Psychomotor evaluation is carried out through an assessment of the process and results of course assignments (projects). In addition, students can also take competency certification exams by the suitability of learning materials and certification schemes.

<b>Content</b>	<b>LO</b>	<b>Teaching Methods</b>	<b>Courses</b>
Attitude	1	Lecture, Problem Based Learning, Discussion	Islam and Muhammadiyah Studies, Pancasila, Citizenship
	2	Lecture, Problem Based Learning, Discussion	Research, Student Development, Introduction to Education, Introduction to Education, Introduction to Linguistics, Phonology, Nusantara Literature, Modern Literature
Knowledge	3	Lecture, Problem Based Learning, Discussion	Discourse, Cognitive Linguistics, Language Skills Learning, Forensic Linguistics, Psycholinguistics, Children's Literature, and Multidisciplinary Literary Studies
	4	Lecture, Problem Based Learning, Discussion	Research, Learning Evaluation, Curriculum Review, Learning and Learning, Student Development, Introduction to Education, Innovative Learning Design
General Skill	5	Case study, Problem Based Learning, Discussion	Instructional Evaluation, Multidisciplinary Literary Studies, Psycholinguistics, Book Promotion and Sales, Curriculum Review, Learning and Learning, Student Development, Introduction to Education, Introduction to Linguistics, Phonology, Nusantara Literature, Modern Literature, Substantive and Mechanical Editing, Introduction to Editors and Books Introduction to BIPA-an, Methods, Media & Teaching Materials, and BIPA Assessment

Content	LO	Teaching Methods	Courses
Specific Skill	6	Project based learning, Lecture, Problem Based Learning, Discussion	Literary Reading, Literary Writing, Directing, Language Skills Learning, Forensic Linguistics, Psycholinguistics, Manuscript Design and Preprint, Financial Planning, Book Promotion and Sales, BIPA Research, BIPA Teaching Practices, BIPA Network, and Programme Development
	7	Project based learning, Lecture, Problem Based Learning, Discussion	Innovative Learning Design, PLP 1, Teaching Assistant, Microteaching, and Multimedia

### **Bachelor of English Language Education (BELE)**

To evaluate the learning process, students' assessment is directed to the intended learning outcome of each module. For instance, in practical courses like TEFL in Practice and Development, students are assigned to plan a lesson timeline, develop teaching materials and media, and organise micro teaching practices. These competencies are in line with the module learning outcome which is to equip and prepare students to possess teaching capacity practically so that they are able to have good problem-solving skills towards several teaching challenges that they will face in their future teaching careers. In addition, students are expected to create more innovative teaching approaches, methods, and techniques that match their level of English proficiency and learning maturity.

Content	LO	Teaching Methods	Courses
Attitude	1	Lecture	Islam and Muhammadiyah Studies, Pancasila (Five Pillars of Indonesia) Citizenship
	2	Internship	Entrepreneurship
Knowledge	3	Lecture, discussion, project-based learning,	Listening, Reading, Speaking, Writing, English Linguistics, English Literature, Teaching English as a Foreign Language
	4	Lecture, discussion, Project-based learning Case study	Critical Thinking in Academic Life, ICT in ELT, Media and Learning Sources,
General Skill	5	Internship, Project-based learning	Community Service, Research Method and Statistic in ELT
	6	Project-based learning	Translation and Interpreting, Teaching English to Young Learners, English for Content Writing, English for Tourism, Business English
	7	Cooperative learning, Project-based learning	Pedagogy, Research, Entrepreneurship

### 3.3.2 Course materials (Asterisk Criterion)

#### **Both programmes**

UMM provides printed and online references (which can be accessed digitally) at the UMM Central Library building and online library. UMM students are given easy access to any of those libraries through the Online Publishing Access Catalogue (OPAC). Both programmes are supported by a Learning Management System (LMS). With the help of LMS, students can access the learning materials easily.

#### **Bachelor of Indonesian Language Education (BILE)**

The formation of courses is based on mapping study materials, the presentation of which must pay attention to predetermined learning outcomes. Each study material must contain learning outcomes in attitudes, general skills, specific skills, and knowledge. After the formation of the course, the calculation of the number of credits is carried out based on breadth and depth. BILE uses Anderson's theory (C1-C6) to determine the depth of the material. The form of courses and lecture materials is adjusted to the needs of the study programme graduate profiles and up to date on scientific developments, both theoretical and pragmatic. The preparation of the course outline involves several stakeholders. Course materials can be accessed in the Course Description.

#### **Bachelor of English Language Education (BELE)**

The course materials are designed toward the learning outcomes of each course and graduate profiles of BELE. Students are provided with online and printed sources. Students have language materials and games through some online platforms like Kahoot, Quizzes, Padlet. All learning materials are regularly updated, and BELE can suggest new learning materials procurement to the UMM Central Library for its students. Likewise, the learning materials are structured and selected to invite students to experience real-world problem-solving activities regarding the English language, pedagogy, and other related competencies. Students will get course outlines at the beginning of every semester where they can see the required learning materials. BELE also collaborates with other units at the faculty to provide students with practicum materials, such as for Internships at school.

### 3.3.3 Guest lecturers

#### **Bachelor of Indonesian Language Education (BILE)**

Guest lectures become a medium of interaction between students and practitioners in the fields of Education, Linguistics, Literature, and BIPA. This activity is carried out formally and informally to provide more insight to students related to the common thread between the theory and practice they learn with the needs of the world of work or social society. Some of the experts invited for the Guest Lecture of the Study Programme are listed as follows. From 2028 to 2023, there were 32 guest lecturer from Institution the following institutions: State University of Malang, Brawijaya University, Sebelas Maret University, Author Novels Perempuan Beraklung Surban, Yogyakarta State University, East Java Language Centre, Gadjah Mada University, Zhejiang Yuexiu University of Foreign Languages China, Singapore School in Indonesia, Witayasan School Thailand, Udayana University, State University of Malang, UIN Maulana Malik Ibrahim Malang, Brawijaya University, University Kebangsaan Malaysia, Jilin International Studies University China, Ho Chi Minh City Open University Vietnam, Surabaya State University, Universitas Trunojoyo Madura, University of Leiden, etc.

#### **Bachelor of English Language Education (BELE)**

In BELE, guest lectures are designed in formal and informal ways to make students interact with the experts. Guests' contribution is in the form of a single lecture, workshop, and series of lectures over a specific period (twice in a semester). Through guest lectures, students can draw the lines between the theory they read from textbooks and the real experience shared by the invited guests. Thereby, the connection between theory and practice are clearly seen. Between 2022 and 2023, there were guest lecturers from The University of New South Wales, National Institute of Education, Nanyang Technological University, Singapore, English First Institute and Aston Inn Batu.

### 3.3.4 Lecturing tutors

#### **Bachelor of Indonesian Language Education (BILE)**

In practicum courses, namely the basics of acting and/or directing, BILE collaborates with the management of the Drama Laboratory to recruit students as assistants. Assistants have the task of assisting students to complete projects as course outputs. To become a practicum assistant, students must have taken basic acting and directing courses. In addition, students who have experience in the field of performance are also prioritised as evidenced by the legality of theatre group members. In addition, BIPA practical courses also provide opportunities for students to become BIPA tutors. In this case, tutors for foreign students who are studying Indonesian through cooperation with UPT BIPA.<sup>14</sup> The requirement for students to become tutors is that students have passed the BIPA course in the previous semester.

#### **Bachelor of English Language Education (BELE)**

Lecturing tutor is designed to give students more opportunities to improve their language skill. It functions as discussion time so that students can share ideas with their peers and the learning becomes more engaging for them. Lecture and tutorial sessions are designed in an integrated system. The lecture class comprises 40 students of the maximum. For two credits-courses, the sessions with lecturer will last for the first 40 minutes, whilst the rest of 60 minutes will be handled by student-tutors. The 40 students are divided into eight groups where each group is taught by one student-tutor. The course for lecturing tutor class is Foreign Language for Specific Purposes (FLSP) with two credits.

### Appraisal:

The didactical concept of both study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as problem-based learning, cooperative learning, practical courses, laboratory-based practicum (drama labs, language labs, and publishing labs), field-based activities, like internships (national and international), presentations, paper-related work, scientific reports, and practical tasks. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Even though most of the course materials are up to date, the experts saw room for improvement. They realised that some of the literature in the course descriptions is very old. They **recommend** reviewing and updating the materials and reading lists for the courses of the study

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<sup>14</sup> UTP BIPA stands for language centre unit (UPT = Unit Pelaksana Teknis, or Technical Implementation Unit) that offers BIPA programs.

programmes in the course descriptions. Additionally, for BILE the panel **recommends** using more texts from international reputed journals.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice, scientific work or from culture. However, the panel saw potential for growth. They **recommend** inviting more national and international guest lecturers. Lecturing tutors support the students in the learning process and help them develop competences and skills.

	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

### 3.4.1 International contents and intercultural aspects (Asterisk Criterion)

#### **Bachelor of Indonesian Language Education (BILE)**

BILE has included foreign material in academic and non-academic domains since the beginning of the academic year as a study programme with a concentration in Indonesian education. For example, students will take the Foreign Language for Special Purposes (FLSP) module in their first year, which aims to improve their English language skills and enhance their understanding of global issues (e.g., culture, communication, and the workplace). Most modules, including modules for the teaching of Indonesian skills (such as reading, listening, speaking, writing, and BIPA), pedagogy (such as BIPA teaching curriculum, BIPA learning media, and BIPA learning assessments), have incorporated foreign content in the form of reference learning materials taken from foreign books, journal articles, and other related and reliable sources. Topics include the teaching and use of Indonesian around the world, Indonesia's education system worldwide, and other Indonesian skills related to entrepreneurship. Lessons in linguistic language and proofreading should expose students to different cultures and countries to help them become better Indonesian teachers in today's globalised world.

**Figure 12: International contents of BILE**

Bachelor in Indonesian Language Education	
Language	English

<b>Courses</b>	1) Foreign Language for Specific Purposes (FLSP) I, (2) FLSP II, (3) Methods, Media & Teaching Materials, and BIPA Assessment, (4) BIPA Research, (5) BIPA Teaching Practices, (6) BIPA Network and Programme Development, (7) Discourse, (8) Cognitive Linguistics, (9) Language Skills Learning, (10) Forensic Linguistics
<b>Classes</b>	Credit Conversion - Students Exchanges with Guangxi Normal University, Jilin International Studies University, Ho Chi Minh City Open University
<b>Activities</b>	Regular lectures, Guest Lectures, Conferences, Student Exchange

### **Bachelor of English Language Education (BELE)**

As a study programme focusing on English Education, BELE has integrated international contents in the academic and non-academic since the beginning of academic year. For example, students will get Foreign Language for Specific Purposes (FLSP) modules in the first year, which aims to strengthen English proficiency and broaden students' knowledge about international issues (e.g., cultures, communication, and workplaces). Most of the modules, ranging from English skill (e.g., reading, listening, speaking, and writing) and pedagogy (e.g., Curriculum, Language Assessment, and TEFL in Context) have incorporated international contents in the form of learning material references from international books, journal articles, and other relevant and trusted resources. The contents cover the use of different versions of world English, English pedagogic practices in many countries, and other relevant language skills like translation, education entrepreneurship, and editing-proofreading. Those contents are expected to provide students with international and intercultural experiences to improve their competencies as English teachers in this globalised era.

Moreover, BELE has a good partnership with other units in UMM to provide many self-access centres (SAC) to support the internationalisation and interculturalism among students in non-academic settings. For instance, students can access Australian Banget Corner<sup>15</sup> and American Corner that have direct connection with Australian and USA Embassies. As a result, there are many physical and digital resources available related to Australian and American education, cultures, economics, politics, and other social aspects of life, which are essential for BELE graduates for their current study and later for their international-oriented workplace.

**Figure 13: International contents of BELE**

	<b>Bachelor in English Language Education</b>
Language	English

<sup>15</sup> The word "banget" is an informal Indonesian word that means "very" or "extremely". "Australian Banget Corner" translates to "Very Australian Corner" or "Super Australian Corner" in English.

Courses	American Studies, English for Tourism, Business English, ICT in Language Teaching, Curriculum Review, Language Skill Courses, TEFL, EYL, etc.
Classes	Credit conversion - students exchange with Tongren University China and University of South Wales Malaysia (TBA)
Activities	Regular lectures, Guest Lectures, Conferences

### 3.4.2 Internationality of the student body

#### **Bachelor of Indonesian Language Education (BILE)**

Since 2010, most Asian countries, including Thailand, Vietnam, and China, have sent some foreign students to BILE, which also offers partnership programmes with other overseas universities, such as Ho Chi Minh City Open University and Jilin International Studies University, to carry out student exchange and internship programmes. This is trying to arouse the curiosity of more overseas students. With Jilin International Studies University in China and Ho Chi Minh City Open University in Vietnam, BILE will soon run exchange programmes for incoming and departing students. For a greater opportunity to take part in international exchange programmes, BILE students can enrol in this programme. For overseas students studying BIPA at UMM, BILE also offers short course offerings. Between 2019 and 2020, BILE had one international student, two international exchange students and six short-term international students.<sup>16</sup>

#### **Bachelor of English Language Education**

Since 2010, the Study Programme has attracted many international students from mostly Asian countries like Thailand and China. The Study Programme also has a partnership programme with other international universities like Tongren University, China, to do student exchange programmes, which aim to attract more interest for international students. Soon, BELE is going to conduct exchange programmes for inbound and outbound students with University of South Wales Malaysia. The programme is open for BELE students to get more opportunities in joining international exchange programmes. In addition, BELE is able to promote and provide students with various international academic activities with the support of UMM through Erasmus+ and IISMA among others. Between 2018-2023, BELE had seven international students and two international exchange students.<sup>17</sup>

### 3.4.3 Internationality of Faculty

#### **Bachelor of Indonesian Language Education (BILE)**

The international programme of BILE is centred on mastering the Indonesian language and has gathered a highly qualified Faculty composed of individuals with diverse backgrounds, including academic, professional, and international expertise, as well as representatives from several countries. Currently, the academic staff consists of individuals who have completed post-doctoral studies at leading international institutions, including Monash University, University of South Australia, Adelaide University, and the University of Queensland in Australia. In addition, it should be noted that most BILE full time faculty members have extensive expertise in cultivating their international competence. This is exemplified by their

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<sup>16</sup> See SER, page 42.

<sup>17</sup> See SER, page 43.

participation in international seminars, conferences, research partnerships, and collaborative teaching initiatives. This activity includes various efforts, such as giving guest lectures, publishing publications in international journals, and participating as speakers in international conferences. Lecturers carry out international activities like, Community Service at Indonesian Thai School, Research at Indonesian schools in Singapore and Malaysia, Research at Guangxi Normal University. A Research Collaboration was formed with University of Social Sciences and Humanities. At the Ho Chi Minh City Open University, lecturers carry out community Service and guest Lectures. They are guest Lectures at Thammasat University Thailand. Lecturers were speakers at the Conference at Fatoni University Thailand. Three lecturers published in international journals.<sup>18</sup>

### **Bachelor of English Language Education (BELE)**

As a study programme that focuses on foreign language learning, BELE has established an excellent composition of faculty members who either have international academic and professional experiences or come from different countries. Currently, 60% of the BELE full time lecturers of BELE are graduated from the postgraduate programmes in many distinguished international universities, such as the University of Newcastle and Kingston University in the United Kingdom; Radboud University Nijmegen (The Netherland), and the University of New York (Prague) in Europe; and Curtin University, Monash University, University of South Australia, Adelaide University, and the University of Queensland in Australia. Additionally, most of the full-time faculty members of BELE have many experiences developing their international skills, for example through international seminars, conferences, research collaborations, and collaborative teaching projects. Lastly, many faculty members of BELE have conducted post-doctorates abroad, e.g. at the Ohio State University, U.S.A at New Zealand Massey University, at the Tongren University, China. Some faculty members also participated in community service programmes abroad, especially in Thailand. Since 2019, there were 55 international academic activities conducted by BELE's lecturers, including publishing international journal articles and participating in international conferences as speakers.

Moreover, BELE also hired several part-time faculty members to improve the internationality of the study programme and provide students with more relevant knowledge regarding English Education and language skills. For example, an international lecturer taught a Curriculum Review course by suggesting the issue of culturally responsive teaching. Also, BELE regularly invites a principal lecturer at National Institute of Education - English Language & Literature Department, from Nanyang Technological University Singapore to provide educational workshops and seminars for students and lecturers at BELE. Other part-time lecturers from Indonesia taught English skills-related courses like Speaking such as the Centre Director of English First (English course institution) to give practical teaching on how to teach speaking for informal purposes. Another practitioner who is also involved in BELE teaching activities is a General Manager of Aston Inn to teach Business English courses.

#### **3.4.4 Foreign language contents**

##### **All study programmes**

UMM designs a foreign language programme, termed as Foreign Language for Specific Purposes (FLSP), conducted by the Language Centre. Students in their first and second semesters are enrolled in FLSP courses to help them adapt to international languages, such as English, Chinese, and Japanese, used in their academic and non-academic activities. FLSP

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<sup>18</sup> See SER, page 44.

materials are tailored to each respective study programme, thus familiarising students with using English references.

The FLSP programme is offered over two semesters with the following subjects:

**Semester I:**

- English (for all study programmes) – two SKS credits/three ECTS credits; – one SKS credit/1.50 ECTS credits)

**Semester II:**

- English (for all study programmes)

Students who pass the FLSP programme will receive an FLSP Certificate and Transcript equivalent to a Foreign Language Diploma One degree. They are eligible to join the FLSP Graduation Ceremony with a minimum GPA of 2.00, no grade D or E, and meeting all graduation requirements. The minimum GPA is considered as B1 level or intermediate users of the Common European Framework of Reference (CEFR). The Certificate and Transcript must be shown when students apply for the Thesis Examination.

**Appraisal:**

International contents are an integral part of the curricula of both programmes. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body does not correspond to the programme concept. The panel **recommends** introducing goal-oriented measures to promote an international student body. The international composition of the faculty (like teachers with international academic, and community service experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. However, the panel **recommends** also integrating courses for other languages like German, Italian, Chinese, Korean or Arabic on the Level of A2.

	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)

At the University level, students are equipped with internet application skills through the Information Technology Application Training (PATI).

#### **Bachelor of Indonesian Language Education (BILE)**

BILE has designed the curriculum according to the competency needs of graduate profiles. Competency fulfilment also includes language skills, both written and oral. In addition, each

course is directed at students' critical thinking strategies. BILE provides professional work practice programmes on each graduate profile competency.

BILE integrated courses about microteaching, being a teaching assistant, the basics of acting, or directing courses into the curriculum, in which public speaking skills are an essential part. Furthermore, BILE has a BIPA Teaching Practice course, which teaches how to be a BIPA instructor. This practical training but also course contents leading to become a beginner educator of Indonesian language (and literature) also train leadership skills. The students obtain communication skills through journalism courses and professional work practices. Journalism courses have an output related to mass media. Students need public-speaking skills and work with teams in interviews, presentations, or negotiating with various news sources. During the visitation, it became clear that the students gained communication skills as well as cooperation and conflict handling skills through group assignments and presentations, which were introduced in chapter 3.1.7. The guest lecturers and the possibility to participate in MBKM and community service ensured broad contextual knowledge.

### **Bachelor of English Language Education (BELE)**

BELE's graduate profiles require students to have excellent communication, cooperation, and conflict handling skills. To ensure students will acquire those skills, BELE has developed most of its modules to support the development of one or more of those skills. For example, BELE provides modules like Speaking for Informal Purposes, Speaking for Formal Purposes, and Speaking for Academic Purposes to enhance students' communication and public speaking skills in all contexts relevant to their students until professional lives. The modules provide students with more practical orientation indicated by using learning strategies like problem-based and project-based learning, and assessment methods like presentation, projects, and other practical tasks. For instance, students are tasked to make online podcasts, hold webinars, and create videos, which require active communication and public speaking skills suitable to the current and expected future era. Besides regular modules, BELE regularly invites guest lecturers to improve students' communicative skills, from UNSW Australia, National University of Singapore, and from English First (see also chapter 3.3.3).

Moreover, all modules offered in BELE are designed to promote cooperation as the ability to work, communicate, and adapt in a team in various environments is one of the BELE's Expected Learning Outcomes (ELO) and the core of BELE graduate profiles. For example, in the Language Evaluation and Assessment module, students are regularly given group projects that ask them to develop a set of assessment prototypes for language learning. This task naturally has many parts to finish and validate, which require a team effort and good cooperation to finish. Generally, every module in BELE uses project-based learning, in the form of in-pair tasks up to group/class projects to improve cooperation and conflict handling skills.

In addition, BELE has modules that offer real-life experiences to hone students' conflict management in their future workplaces, such as community service and internship module, for example, students learn and practice how to identify and solve group and cultural conflicts, develop positive values in the workplace, and plan and navigate through academic issues. The combination of theoretical and practical approaches of those modules in conflict management is expected to strengthen students' reasoning and practical skills as BELE graduates face the demands of current and future workplaces.

### **Appraisal:**

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills (e.g. for becoming a teacher) and broad contextual knowledge, is ensured. However, during the visitation, the panel saw a capacity for refinement. It became evident that there is a need for more training opportunities focused on real-world public speaking—beyond just presenting to fellow students or lecturers, but also in contexts outside the university setting. As being asked directly which conflict handling methods lectures teach or students learn, no one was able to give some examples for concrete conflict handling skills like mediation skills, de-escalation techniques or perspective-taking. These aspects seemed to be especially important for the students who aspire to become a teacher. Therefore, the panel **recommends** integrating more public speaking skills and conflict handling skills into the curricula.

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

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

UMM through Vice Rector III for Students Affairs prepares and supports students and graduates' employability through various programmes, such as internship in some government and private enterprises, as well as Job Preparation training.

#### **Bachelor of Indonesian Language Education (BILE)**

In the graduate profile of beginner educators, BILE has cooperation with schools, both nationally and internationally. In the profile of Indonesian language (and literature) researchers, BILE has collaborated with the East Java Language Centre. In the profile of Indonesian Instructor for Foreign Speakers (BIPA), BILE and UPT BIPA have cooperation with international schools, language bodies, and the language centre Kemendikbudristekdikti. In the profile of editors and textbook writers, BILE collaborates with national-level publishers. The collaboration is manifested in the form of practitioner lecture activities and professional work practices for one semester each.

The soft skills support programme is also inseparable from laboratories and student activity units. The laboratories used by BILE include drama laboratory, language laboratory, computer laboratory, microteaching laboratory, and publishing laboratory. In addition, the University through the field of student affairs also provides soft skills supporting agendas, such as Student Activity Units, PKM, career development, training or entrepreneurship. BILE has collaborated with UPT LSP to provide national competency certificates. BILE has developed a curriculum based on the need for competency certification. Certification schemes relevant to the BILE are 1) editor and publishing, 2) master of ceremony, and 3) individual and group theatre.

Through a competency-based curriculum, students shall acquire theoretical knowledge and practical skills that can be implemented in various fields. This curriculum is designed to provide a foundation for students in understanding various aspects related to the Indonesian language, ranging from language teaching and language research to quality writing and editing skills. Thus, students shall be enabled to face the challenges that exist, both in the world of formal and non-formal education. This curriculum is meant to keep up with the times, present applicable content, and involve increasingly rapid technology so that graduates can compete and adapt quickly in various sectors.

As aspiring educators, graduates shall gain understanding of the theory and practice of teaching Indonesian, as well as the skills necessary to manage classes effectively. BILE graduates are also prepared to become reliable language researchers who are able to explore linguistic phenomena and make contributions to the development of linguistics. In addition, competence as a BIPA (Indonesian for Foreign Speakers) instructor is an additional skills, considering the increasing need for Indonesian teaching at the international level. Moreover, skills in editing texts and writing textbooks are also part of the competency specifications of graduates, allowing them to play a role in the world of publishing and journalism. All of these competencies make BILE graduates highly competitive and able to contribute to various sectors, both formal education, research institutions, and creative industries.

### **Bachelor of English Language Education (BELE)**

The University has analysed the job market for graduates and has incorporated the results into the study programme. The qualification objectives of the Bachelor of English Language Education (BELE) of the UMM are mainly directed to equip its graduates to be employable once they enter the local, regional, or international job market. Supported by the University, BELE has analysed the global employment market relevant to the industry of English language education and used the results to formulate the department's qualification objectives, referred to formally as the graduate profiles (see chapter 1.1).

To ensure that graduates can get jobs based on BELE graduates' profiles and fields of study, BELE offers various learning contents and programmes, which can promote better employability among current students by combining essential English knowledge and practical skills like pedagogy, technology, and research. First, BELE offers the integration of theory and practice in the English, Pedagogy, and Research & Humanity modules (see chapter 3.1.3), covering general, specific, and self-development competencies along with relevant work experiences (see chapter 3.1.6). The modules also promote multidisciplinary skills, especially communication, cooperation, and problem-solving skills (see chapter 3.5). The overall curriculum has been adjusted with the suggestion of the industrial partners and English Language Education Study Programme Association (in Bahasa 'APSPBI') to match the students' skills and competences with the industries' needs. Students also need to join internship programmes at schools or selected industries related to hospitality to provide them with real life experiences.

In addition, students can choose one of seven elective modules which suit their projected jobs, as follows: English for Tourism, English for Young Learners, Translation and Interpretation, Gamification in ELT, English for Content Writing, American Studies and Business English.

The modules also offer opportunities to do practicum or fieldwork in the appropriate partner industries. The combination of those academic contents (i.e., theory & practice, practical competencies & work experience, and multidisciplinary skills) are expected to enhance ELED graduates' employability. For example, in the Business English course, students do internship

programmes in several hotels and industries to get hands-on experience on how English is used in the business sector.

In addition, the pedagogy course also equips students with internship opportunities in partner schools in the hope that it will give students practical experience in teaching as well as opportunities to be connected and to showcase their skills to the teaching industry.

A different graduate profile of the department is a research assistant in English language education. Besides skills in English language and its pedagogy, students are also equipped with theories and practices in research related to the teaching of the English language to speakers of other languages. Once all language skills and pedagogy courses are completed, students are introduced to research courses (i.e. Research Methods and Statistics in English Language Teaching (ELT), Academic Ethics, Thesis Writing and Proposal Seminar, and Thesis), amounting to 16 credits. BELE graduates shall be equipped with practical research experience through their final project, namely Thesis (6 credits), which is a compulsory course before they graduate. This is done to prepare them for the job market, especially if they consider a future career as a researcher. Furthermore, the research courses shall also lay the groundwork for more advanced research skills that students can acquire should they choose to pursue a graduate degree. With their degree, BELE graduates can start as assistant researchers, and they can resume their path on being full researchers once they complete their graduate programme(s).

Finally, the third and last graduate profile of BELE is English language education entrepreneur (edupreneur), followed by the elective courses. One of the compulsory courses that students must take after completing the language skills and pedagogy courses is the entrepreneurship (Kewirausahaan) course. This course introduces students to entrepreneurial concepts and skills, especially those related to the English linguistics and language teaching industries. This course is offered in Semester 6, followed by several industry-based elective courses offered in Semester 7, in which students can enrol in based on their interests. The elective modules introduce students to various career opportunities related to the English language and its pedagogy, such as translation and interpreting, English for Tourism, Business English, teaching English for Young Learners, Gamification in ELT, English for Content Writing, and American Studies. These courses equip students with basic theories of entrepreneurship and allow students to conduct practicum/ industrial internships in their chosen field. Offered in the final year of study, this course aims to better support students to be more ready for the job market once they graduate from BELE. In addition, the internship they do as part of this course is also expected to bridge students to the industry, thus increasing their employability.

### **Appraisal:**

BILE and BELE showed convincingly that the promotion of employability runs as a common thread of the study programme through all its courses and is connected to the graduate profiles. The curricula integrate both theoretical foundations and practical applications. In addition, it emphasises multidisciplinary competencies and skills that enhance students' employability. Practical training and internships are embedded within the programmes, offering students valuable exposure to real-world work environments. Through partnerships with professional workplaces, BILE actively supports students in gaining hands-on experience and improving their career prospects. In chapter 4.3.1 "Cooperation with HEIs and other academic institutions or networks", both programmes show that they also have cooperations with high schools in East Java. BELE has even cooperations with Schools in Thailand, Singapore and Malaysia. However, the panel encourages both programmes to further explore international opportunities that could enhance students' employability. They identified untapped potential in

leveraging the global network of Muhammadiyah institutions, such as affiliated high schools around the world. Beyond the Muhammadiyah network, there are also numerous opportunities to build additional international partnerships that could benefit students. Therefore, the panel **recommends** expanding international exchanges and collaborations to better support students in developing skills relevant to the global job market.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)

##### All study programmes

Based on Government Regulation Number 37 of 2009 concerning lecturers, lecturers must have a minimum academic qualification of a master's degree and academic positions of at least an expert assistant.

	Bachelor Programme in Indonesian Language Education	Bachelor Programme in English Language Education
Full-time teaching staff	22	33
Part-time teaching staff incl. visiting/adjunct lecturers	6	5
<b>Total number of teaching staff</b>	<b>28</b>	<b>38</b>
<b>Among them:</b>		
Teaching staff with professional experience	28	38
Teaching staff with international experience	28	38
Number of professors	4	1
Number of associate professors	6	8
Number of assistant professors	8	16
Number of senior lecturers	2	7
Number of lecturers	6	6
PhD holders	12	13
Master's degree holders	16	25
Guest lecturers	36	6

	Bachelor Programme in Indonesia Language Education	Bachelor Programme in English Language Education
Total number of supporting administrative staff	8	8

##### Bachelor of Indonesian Language Education (BILE)

The scientific field of Education in Indonesian includes many cross-sectoral sciences, so lecturers at BILE are a combination of lecturers from Indonesian Education study programmes, faculties, across faculties, practitioners, and university teaching units. Currently, BILE has 22 full-time lecturers with doctoral and master's degrees. BILE is also assisted by six part-time lecturers from practitioners. Lecturers who support courses are adjusted to the type of course

and lecturer qualifications. Qualifications are also demonstrated through academic staff activities in research, community service, and other professional activities.

The qualifications of BILE lecturers are eight doctors, four professorships and ten master's degrees among the full-time teaching staff. Permanent lecturers at BILE consist of lecturers and researchers, devotees with expertise in Language, Indonesian Literature, and Teaching. All permanent lecturers are certified educators. In addition, there are five full time lecturers as professional competency assessors from the National Professional Certification Board (BNSP). Part-time lecturers consist of lecturer practitioners who work based on their respective expertise. Overall, BILE lecturers teach courses according to their respective expertise.

BILE lecturers are competent in using LMS as one of the main learning ecosystems of the study programme. In LMS, lecturers equip students with syllabi, course outlines, course materials, learning videos, quizzes and detailed assignments that students will work on during a semester in the course. LMS is arranged per class and integrated with the assessment system that has been established at UMM. Each lecturer provides a syllabus for each meeting and teaches according to Learning Objectives.

The number of lecturers is evaluated periodically every year in carrying out their duties. Evaluation of teaching staff includes those related to the equitable distribution of the workload of each lecturer, the need for expertise according to academic requirements, and the regeneration of the lecturer's career path. In addition, the number of lecturers is used to balance the ratio between lecturers and students. The evaluation results are formulated as the lecturer recruitment process for operational plans and annual budget plans submitted to the University.

### **Bachelor of English Language Education (BELE)**

Currently, BELE has 33 full time lecturers who are graduates from domestic and foreign universities. BELE's full time lecturers consist of eleven doctoral degrees and 22 master's degrees. BELE lecturers have expertise in various fields, such as Language, Teaching and Literature. Language: ELT, TESOL, SLLT, Bilingual Education, and Linguistics. Teaching; Digital Learning, Education Policy, Education Leadership, Education research and evaluation. Literature; American Studies, Cultural Studies. BELE lecturers are also researchers in their respective fields. All permanent lecturers are certified educators. To support the scientific field of education, BELE also has five part-time lecturers.

#### **4.1.2 Academic qualification of faculty (Asterisk Criterion)**

All faculty members of BILE and BELE have an academic qualification of master's degree or doctoral degree from accredited universities from the Indonesian National Accreditation Body for Higher Education (BAN-PT) or international universities. The policy regarding lecturer qualifications also states that all the lecturers should have expertise in accordance with the qualifications of their field of science.

To ensure the quality of the lecturers, all the study programmes apply centralised recruitment procedures conducted by the University. The selection of lecturer candidates is based on needs analysis from respected departments to fulfil the expertise gap and student-lecturer ratio. Furthermore, an Ad Hoc Team is formed to execute the process of recruitment. The team consists of the study programme, faculty and university managements who select the candidates based on their academic expertise, the Islamic religion and the values, history, and principles of the Muhammadiyah Islamic movement (Kemuhammadiyahan), English proficiency, and psychological aspects. The procedures are listed as follows:

#### **Stage 1:**

Administration Selection: The application files are retrieved from kepegawaian.umm.ac.id/lamaran and their hardcopies were compiled from respected faculties/department or vice rector for human resource's office. All application documents are short-listed if they provide information that the applicants meet the requirements and the study programme's needs. The primary requirement of the applicants is a master's degree obtained from universities or statement of passing the dissertation proposal for the applicants who still complete their Doctoral programme.

**Stage 2:**

Test of Academic English Proficiency (TAEP), Academic Potential Test (APT), and Psychological Test: The standards are predetermined and are informed by the Ad Hoc team to the successful candidates of Stage 1. The candidates have to obtain a 325 score of TAEP Test, 500 score of APT, and at least two rubrics are satisfactory for the Psychological Test.

**Stage 3:**

Micro-teaching test, portfolio evaluation, and Al-Islam Kemuhammadiyah Test. All tests should reach satisfactory results according to the determined rubrics.

**Stage 4:**

Interview with Head of Faculty: The candidates are evaluated qualitatively according to the standards of the faculty. The successful candidates will be recommended to be accepted as lecturers in UMM

The announcement of successful candidates is made before the starting semester, usually in December each year. Finally, the career roadmap of successful candidates will be started from being a contracted lecturer which is evaluated throughout the year before officially registered by the government with Nomor Induk Dosen Nasional (NIDN). BELE also has 23 lecturers who receive educator certification allowances and have fulfilled their workload in education, research and community service.

UMM offers opportunities for all lecturers to further their studies through various training programmes. These include learning methods, digital systems, and co-teaching initiatives where new teachers collaborate with experienced lecturers. Additionally, senior lecturers provide research mentorship, guiding new faculty members on how to develop and submit research proposals.

#### 4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

All study programmes

The University through the Learning Innovative Institution (LIP) requires new lecturers to take part in and pass training in improving basic skills in instructional techniques (PEKERTI) and an applied approach training (AA Training) to improve the abilities of lecturers' pedagogy to make the learning process effective and efficient. The material in training is the basic provision to become a lecturer who has good pedagogical and didactic skills, including the ability to design learning materials, write textbooks, design innovative learning using technology, and create learning evaluations; while the pedagogical qualifications include professional abilities, social skills and intellectual abilities. In UMM, LIP also regularly holds PEKERTI for junior lecturers from all study programmes to equip them with pedagogic competences to teach students from various backgrounds.

In addition, the trainings like PEKERTI and AA are used as a requirement for the Ministry of Education and Higher Education of the Republic of Indonesia for academic positions and lecturer certification. Thus, the study programmes pay attention to every lecturer who has/has

not attended the training. Every semester, the study programmes organise additional workshops and training on learning methods to improve the pedagogic competence of lecturers in their respective fields. The speakers are experts in the field of pedagogy.

#### 4.1.4 Practical business experience of faculty

##### **Bachelor of Indonesian Language Education (BILE)**

One BILE lecturers besides teaching are also Indonesian consultants for Foreign Speakers. He is often a language consultant at the East Java Language Centre and the Language Agency of the Indonesian Ministry of Education and Culture. This experience is taught to students of BILE's BIPA course.

##### **Bachelor of English Language Education (BELE)**

BELE lectures also have lecturers who are active in developing business outside the faculty. The practical business experience includes managing the Business Units at UMM, such as Kapal Garden Hotel and My Dormy Hostel and Cafe. One lecturer from BELE is the manager of those hospitality industries. The experience has been utilised in developing the Centre of Excellence programme in BELE which starting from 2023 has enabled students to do internships in the hospitality industries outside UMM. In addition, BELE also supports lectures who have entrepreneurship experience for entrepreneur-oriented courses like Education Entrepreneurship. One lecturer has an experience in developing her own company, and it has been beneficial to serve as best practices for students.

Another lecturer works in business as a translator at the Masbuhin & Partners Law Firm in an Advocate Office. She is the activity of preparing and designing international contract registration in English and becomes an interpreter for clients from abroad.

Another lecturer played an active role in implementing the English-speaking skills assessment for the joint recruitment programme with PTPN III (Persero) in 2020. Additionally, he was also involved in the recruitment programme for Echelon I officials at the Ministry of Agrarian Affairs and Spatial Planning/ National Land Agency (ATR/BPN) in 2021 to evaluate the speaking skills of candidates in English. His involvement highlights his contribution towards enhancing the English language proficiency of recruitment participants in the industry and government.

#### 4.1.5 Internal cooperation (Asterisk Criterion)

##### All study programmes

The teaching and learning process is carried out systematically referring to the Chancellor's Regulations regarding education standard documents at UMM. At the beginning of every semester, the Head of the Study Programme (Kaprodi) holds a coordination meeting with lecturers regarding the scheduling and socialisation of courses available in the semester programme. Some courses are taught by the teaching teams, and each has a coordinator. Teaching coordination activities by lecturers are carried out periodically offline and online. Coordination activities start with the lecture preparation meeting at the beginning of the semester. In this activity, schedule distribution, checking RPS, teaching materials, learning media, and evaluation were carried out by lecturers in one science cluster to provide suggestions and input. Further coordination activities continued online through the lecturer WhatsApp group to share about the teaching activities carried out. In addition, certain courses are taught in teams. Further coordination activity is also carried out after the lecture is over like the evaluation process of learning implementation and evaluation of student learning outcomes. Several courses are taught by two lecturers. Each teaching team has freedom in determining the implementation of learning while still referring to the existing RPS.

To ensure the implementation of learning, course coordinators facilitate discussions related to the design and implementation of learning in their teams. The course team coordinator distributes teaching roles for each meeting based on the expertise of the lecturer team. In addition, the coordinating lecturer also divides tasks for each lecturer in compiling material and assignments so that work becomes lighter. With this model, communication between lecturers in the teaching team remains well established and a learning plan designed together can be carried out as well.

#### 4.1.6 Student support by the faculty (Asterisk Criterion)

##### All study programmes

To ensure the success of student learning, there is an academic and non-academic consultation agenda, which is carried out three times a semester. Students consult with the academic supervisor about the courses to be taken and the problems faced but also about non-academic problems. In the middle of the semester, a lecturer meeting is carried out to evaluate and identify various difficulties of students during lectures to find solutions together. In addition to consulting with guardian lecturers, students also consult personally related to course activities with course lecturers. Academic guidance activities are also carried out incidentally according to student's needs, usually in counselling guidance. All consultation activities are face-to-face and online via WhatsApp, LMS, email, phone or via KRS<sup>19</sup>.

**Figure 14: The academic supervision process for the students**

No	Academic Guidance aspects	Description
1.	Topics discussed in supervision	<p>(1) Topics related to student academic activities include lecture plans, academic performance programming, learning difficulties, and academic achievement</p> <p>(2) Topics outside of students' academic activities, including students' non-academic problems (such as off-campus activities or personal problems) which they feel might hinder students' learning activities.</p>
2.	The purpose of supervision	<p>(1) Assist students in programming courses and final assignments</p> <p>(2) Provide direction and supervision to students for the smooth running of their studies</p> <p>(3) Helping students overcome obstacles when completing their studies.</p>

<sup>19</sup> KRS online is a system or platform used by students to register for courses, plan their academic schedule, and consult with academic advisor.

3.	Implementation of guidance (place, time, mode, method, etc.)	<p>(1) Academic guidance is carried out at least three times in one semester (beginning of lectures, before Mid-Test, and before Final Test)</p> <p>(2) Academic guidance activities are conducted offline in the campus environment, such as classes and study programme offices, and online.</p>
4.	Problems that arise in supervision and efforts to overcome them	<p>(1) Students who are less active or participate less in academic guidance. An effort to overcome this problem is the academic guidance integration with sdm.umm.ac.id. That is a requirement for students in programming courses so that they become active in carrying out academic guidance.</p> <p>(2) Some students are not open enough to convey their problems to their academic supervisor. Efforts to overcome this problem by involving the student's classmates/closest friends and parents in helping identify and resolve it so that it does not interfere with the student's development.</p>
5.	Benefits that students get from mentoring	<p>(1) Academic guidance helps students obtain information about the curriculum, courses, and graduation requirements so that students can determine what subjects to take to graduate on time.</p> <p>(2) Academic guidance can help students in programming their final assignments and selecting prospective thesis supervisors so that they make it easier for them to complete their final assignments</p> <p>(3) Academic guidance can facilitate students in solving non-academic and administrative problems.</p>

To ensure the continuity of the students' education, UMM offers several scholarships for its students from all study programmes, such as:

1. Djarum Foundation Scholarship is a competitive scholarship from one of the biggest companies in Indonesia and is given to students who have academic achievements and sports.
2. Scholarships in the form of tuition fee waivers given by UMM because student achievements bring the good name of the University at national and international levels.

3. Education fee cuts of up to 50% for students who come from economically disadvantaged families but have good academic achievements. Education fee is discounted up to 25% for students whose siblings are also students at UMM.
4. Education fee cuts of 100 % in semester one for new BELE students through the achievement pathway with the Rector's decision.
5. Non-academic scholarships are given to BELE students for achievements or champions in sports, arts, scientific work, organisational management, and religion, Hafidz of at least ten (10) juz at the city or district level as proven by an award certificate or certificate, YouTube influencers (content creators) with a minimum of 5k subscribers and Instagram celebrities with a minimum of 10k followers (creative, educative, and good content criteria).
6. Scholarships through the orphan programme for BELE students who are accepted will receive free scholarships, educational development funds and educational provision donations for eight semesters.

### Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The academic qualification of the faculty corresponds to the requirements and objectives of both study programmes. UMM verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of both study programmes. UMM verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)

#### All study programmes

Based on the Rector Regulation No 17, 2020, the programme director organises, manages and evaluates the learning outcome qualities of the study programme. In UMM, the Programme Director or the Head of the Study Programme is termed as Ketua Program Studi (Kaprodi). The Kaprodi serves as an operational leader who organises the Bachelor, Master and Doctoral programmes and occupies coordinative functions with other study programmes in the faculty.

The Kaprodi is responsible for budgeting all activities such as curriculum development, quality assurance, curriculum evaluation and improvement, as well as admission based on the Faculty Strategic Plans. Those activities are vital for the study programme because they are conducted to strengthen the study programme's quality in providing for the students' as well as stakeholders' needs.

In terms of professional development, the Kaprodi monitors the lecturers' professionalism and students' personality growth, and leadership skill based on Islamic values and Muhammadiyah teachings. All lecturers and students are assisted by the Kaprodi to improve their academic and non-academic achievements. They are also encouraged to participate in regional, national and international competitions. To achieve the goals, the Kaprodi is assigned to initiate cooperation with the other HEIs and find scholarship opportunities.

The report regarding the organisational functions of the Kaprodi is reported to the Dean with the approval of Vice Dean I for academic and Al Islam and Kemuhammadiyan affairs.

### 4.2.2 Process organisation and administrative support for students and faculty

#### All study programmes

UMM offers several scholarships for its students from all study programmes, such as:

1. Djarum Foundation Scholarship is a competitive scholarship from one of the biggest companies in Indonesia and is given to students who have academic achievements and sports.
2. Scholarships in the form of tuition fee waivers given by UMM because student achievements support the reputation of the University at national and international level.
3. Education fee cuts of up to 50% for students who come from economically disadvantaged families but have good academic achievements. Education fee is discounted up to 25% for students whose siblings are also students at UMM.

The University offers a polyclinic for student health services, various sports facilities (including football, volleyball, basketball, tennis, martial arts, futsal, and swimming), a multipurpose building (DOME UMM), student canteens, and student dormitories.

The following websites give information about UMM wide support systems:

- Informasi Mahasiswa:<sup>20</sup> Student-specific online administration support system for course programmes, student attendance, study outcome evaluation, learning outcome cards, and online student consultations.
- New Student Recruitment 2025:<sup>21</sup> for New Student Candidates, which contains registration procedures and requirements, schedules, fees, scholarships, and booklets,
- Student Affairs Bureau of the University of Muhammadiyah Malang<sup>22</sup>
- a lecturer and student learning activity facility<sup>23</sup>
- information on academic administration services at the Bureau of Academic Administration & Al-Islam and Muhammadiyah Development Affairs<sup>24</sup>
- Support system for lecturer service for research and service activities through the Community Service Management Information System<sup>25</sup>
- When it comes to staffing, lecturers and employees can use the Human Resources System<sup>26</sup> and the Integrated Resource Information System<sup>27</sup>
- Information about the address and profile of the lecturer<sup>28</sup>
- Lecturer publication journal services<sup>29</sup>

### **Bachelor of Indonesian Language Education (BILE)**

BILE provides services to students and lecturers, both academically and non-academically. To achieve these efforts, the Head and the Secretary of the Study Programme carry out the role of structural officials at the Study Programme level as assigned by the University. In addition, BILE has utilised 13 administrative staff divided into four categories, namely administrative staff (seven individuals), laboratory staff (four individuals), librarian staff (one individual), and information technology staff (one individual). Part-time interns recruited by applicable regulations assist the thirteen staff members in providing technical services. Administrative personnel must carry out tasks according to the established Standard Operating Procedures (SOP). Competency development as staff is carried out through workshops and training:

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<sup>20</sup> See [infokhs.umm.ac.id](http://infokhs.umm.ac.id), last access on May 15, 2025.

<sup>21</sup> See [pmb.umm.ac.id](http://pmb.umm.ac.id), last access on May 15, 2025.

<sup>22</sup> See [simawa.umm.ac.id](http://simawa.umm.ac.id), last access on May 15, 2025.

<sup>23</sup> See [lms.umm.ac.id](http://lms.umm.ac.id), last access on May 15, 2025.

<sup>24</sup> See [infobaa.umm.ac.id](http://infobaa.umm.ac.id), last access on May 15, 2025.

<sup>25</sup> See [simppm.umm.ac.id](http://simppm.umm.ac.id), last access on May 15, 2025.

<sup>26</sup> See [sdm.umm.ac.id](http://sdm.umm.ac.id), last access on May 15, 2025.

<sup>27</sup> See [sister.umm.ac.id](http://sister.umm.ac.id), last access on May 15, 2025.

<sup>28</sup> See [staff-site.umm.ac.id](http://staff-site.umm.ac.id), last access on May 15, 2025.

<sup>29</sup> See [eprints.umm.ac.id](http://eprints.umm.ac.id), last access on May 15, 2025.

7. public relations training and management of faculty and study programme websites,
8. training on managing international conferences of index proceedings;
9. synergy workshops for study programmes, faculties, and laboratories,
10. BILE also provides databases and digital offers.<sup>30</sup>

### **Bachelor of English Language Education (BELE)**

In carrying out the services of the study programme, the Head of the BELE and the two secretaries are assisted by administrative staff, laboratory assistants/technicians/operators who are relevant to study programme's needs and good at operating computers. The main task of the teaching staff is to assist the study programme in providing administrative services to lecturers and students, for example, distributing study plan cards and student study result cards to advisors, distributing teaching schedules, documenting various activities such as study programme meetings, archiving and making invitation letters, collaborating both offline and online. Besides that, the staff also get involved in determining course lecturers and making lecture schedules, as well as making thesis exam schedules.

To improve skills and professionalism as educational staff, workshops, and training are carried out offline and online:

1. management of study programme websites,
2. training in writing scientific papers including plagiarism,
3. service training for students and lecturers
  - a. for course programming, student attendance, evaluation of study results, study results cards, and support systems for online student consultation services.
  - b. and English language study programme services and profiles<sup>31</sup>

### **Appraisal:**

The programme directors of both programmes coordinate the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UMM offers the administrative staff opportunities for continuous professional development.

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

<sup>30</sup> See [bind.umm.ac.id](http://bind.umm.ac.id), last access on May 15, 2025.

<sup>31</sup> See [english.umm.ac.id](http://english.umm.ac.id), last access on May 15, 2025.

## 4.3 Cooperation and partnerships

### 4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

#### **Bachelor of Indonesian Language Education (BILE)**

BILE has built collaborations with various public and private universities and educational institutions at the junior and senior high school levels to improve students' competencies and bring them closer to their best workplace in the future. This collaboration is part of the curriculum and is organised based on the needs of the study programme. It is noted that the study programme has collaborated with 40 educational institutions at the local, national, and international levels. For example, BILE has partnerships with many institutions, including various public and private universities and educational institutions at the junior and senior high school levels that work for students to carry out student exchange programmes and professional work practices. This programme is compulsory for seventh and eighth-semester students, and students will be sent to various universities to carry out student exchange activities and professional work practices. Through these activities, it is hoped that students will be equipped with professional work experience according to scientific competence in the field of Indonesian education. In the long run, through this activity, students can also pioneer their interest in final project or thesis research to start networking where they are. The educational institutions that have collaborated with BILE are as follows:

- University of Social Sciences and Humanities Vietnam,
- Ho Chi Minh City Open University, Vietnam,
- Jilin International Studies University, China,
- Musah-Asia Foundation, Cambodia,
- Darul Uloom School Khuan Don Satun, Thailand,
- Songserm Sasana School Songkhla, Thailand,
- Sekolah Indonesia Singapura,
- Universitas Muhammadiyah, Jakarta,
- Universitas Muhammadiyah Sukabumi,
- Universitas Muhammadiyah Makassar,
- Universitas Muhammadiyah Surakarta,
- Universitas Ahmad Dahlan,
- Universitas Muhammadiyah Surabaya,

the following Private Islamic Junior High School in East Java

- MTs Al Burhan Watulimo Trenggalek,
- SMA Muhammadiyah 1 Sumenep,
- MTs Muhammadiyah 1 Malang,
- SMAN<sup>32</sup> 1 Srengat Blitar,
- SMPN<sup>33</sup> 3 Kepanjen,
- SMPN 1 Merakkurak Tuban,
- SMPN 34 Maluku Tengah,

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<sup>32</sup> SMPN stands for "Sekolah Menengah Pertama Negeri" in Indonesian, which translates to Public Junior High School in English.

<sup>33</sup> SMPN stands for "Sekolah Menengah Pertama Negeri", which means Public Junior High School in English.

- SMKN<sup>34</sup> 1 Lumajang

### **Bachelor of English Language Education (BELE)**

To support the curriculum and academic activities for students and lecturers, BELE has continuously collaborated with many international and national academic institutions. BELE has collaborations with 53 different institutions for academic purposes, twelve institutions for research purposes, 14 institutions for community service programmes, and eleven institutions for the institution development. Some of the institutions which have been in relation with BELE are:

- Singapore Polytechnic, Singapore
- Jilin International Studie University (JISU), China
- Musa-Asiah Foundation, Cambodia
- Open University of Ho Chi Minh City, Vietnam
- The Mind Research Foundation (TMRF), India
- Universidad De Murcia, Spain, (Erasmus)
- Tongren University, China
- Guangxi Normal University, China
- Universidade do Minho, Portugal
- Universitas Airlangga, Indonesia
- Universitas Darussalam (UNIDA) Gontor, Indonesia
- Universitas Ahmad Dahlan, Indonesia
- Universitas Muhammadiyah Gresik, Indonesia
- Universitas Negeri Surabaya, Indonesia
- Universitas Muhammadiyah Yogyakarta, Indonesia
- Universitas Muhammadiyah Surakarta, Indonesia

### Private Islamic Junior High Schools:

- Tarbiyah Islamic School Phang-nga, Thailand
- Sekolah Indonesia Bangkok (SIB), Thailand
- Sekolah Indonesia Singapura (SIS), Singapore
- Sekolah Indonesia Kuala Lumpur (SIKL), Malaysia
- SMA Muhammadiyah 1 Sumenep
- SMA Negeri 1 Srengat Blitar
- SMK Negeri 1 Lumajang
- MTS Negeri Batu
- SMP Negeri 34 Maluku Tengah

The first goal of the collaboration is to provide students with supportive institutions for internships and student exchange programmes. For example, BELE has collaborated with Singapore Polytechnic, Universidad De Murcia Erasmus, and Guangxi Normal University China to do student exchange programmes. The programmes are expected to expand students' knowledge and their learning and teaching experience in foreign cultures in the form of credit transfers. The collaboration also includes the MBKM programme which enables students exchange and visiting lectures between Indonesian universities, such as with

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<sup>34</sup> SMKN stands for "Sekolah Menengah Kejuruan Negeri", which translates to Public Vocational High School.

Universitas Muhammadiyah Yogyakarta and Universitas Muhammadiyah Gresik. Furthermore, research and community service collaborations are also implemented with many educational institutions like Tarbiyah Islamic School Phang-nga (Thailand) and Sekolah Indonesia Singapura (SIS) (Singapore). The goal is to provide solutions regarding problems in teaching and learning activities that later can be suggested for national context, especially to improve BELE students' pedagogical knowledge and competencies in the international contexts.

#### 4.3.2 Cooperation with business enterprises and other organisations

##### **Bachelor of Indonesian Language Education (BILE)**

BILE has built collaborations with various educational and non-educational institutions to improve students' competencies and bring them closer to their best workplace in the future. This collaboration is part of the curriculum and is organised based on the needs of the study programme. It is noted that BILE has collaborated with eight non-educational institutions. Broadly speaking, this partnership contributes to internship activities, as for the implementation of internship activities, BILE has collaborated with

1. The News Media Company named Malang Posco Media,
2. the Educational Publishing and Services Company "PT. Intan Pariwara"
3. Multi-business Educational and IT Services Company "CV. Sanggar Indonesia"
4. the company "PT. Mata Kata Inspiration"
5. the company "PT. Citra Intrans Selaras"
6. the Book Publisher "Bentang Pustaka"
7. Indonesia's largest bookstore and publishing chain "Gramedia", and
8. Indonesian Publishers Association IKAPI (Ikatan Penerbit Indonesia).

Through the internship, it is hoped that students will be equipped with professional work experience according to scientific competence in the field of Indonesian Education. In the long run, through this activity, students can also pioneer their interest in final project/thesis research, as well as a means to start networking in the workplaces they are involved in.

##### **Bachelor of English Language Education (BELE)**

BELE's prepares its graduates' profile, BELE has made some agreements and cooperations with other business enterprises and organisations. The cooperation is deemed necessary so as to contribute to the curriculum design and development, programme implementation, programme evaluation and potential hiring parties. In other words, the significance of the agreements or cooperation is to ensure the design, implementation and evaluation run by BELE in line with the needs of industries or organisations that are likely to employ the graduates of BELE in the future.

BELE has cooperation with some elementary schools, junior high schools and senior high schools in Malang and Batu areas. The cooperation covers the teaching internship and places for the students to carry out their research. The internship and research places are intended to prepare the graduate profile as teachers and research assistants. Currently, there are more than 30 schools, both overseas and domestic, that have agreements to facilitate BELE's internships in the scope of teaching and research assistants.

Further, in terms of the third graduate profile as Edupreneurs or entrepreneurs, BELE has also made some cooperation with business enterprises. twelve hotel industries in Malang, Surabaya, Yogyakarta and Bali have provided opportunities for BELE students, who take

Hospitality as their minor, to do professional internships. In the internships, students learn and directly apply their knowledge and skill in hotel operations and business. In addition, there are other companies other than hospitality that also provide opportunities for the students to learn and apply

### Appraisal:

The scope and nature of cooperation with HEI's, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperations are actively pursued and they have a clear impact on the conception and implementation of both study programmes. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperations are actively pursued and have a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

	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				X	

### 4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

#### All study programmes

UMM has three campuses situated in Malang (Indonesia). BILE and BELE are located in UMM Campus III, which currently has 167 classrooms. The classrooms are mainly situated in four main buildings, GKB<sup>35</sup> 1, 2, 3, and 4. Lecture and meeting building facilities at UMM are used for all faculties and study programmes. UMM provides Wi-Fi and internet hotspots in all areas of GKBs. It supports lecture activities, student discussions, research and any other academic or even student club activities. Each GKB is facilitated with two elevators, which is also equipped with a wheelchair ramp for students with special needs. UMM provides a prayer room, a quiet room, a nursing room and toilets in each building.

In addition, UMM provides students with facilities to support academic activities, such as a main library, ICT labs, a health centre, a counselling centre, sport facilities and student dormitories. The University has provided eight Buggy Club Cars, which operate free of charge for the entire academic community, including students with disabilities. The Buggy Club Cars

<sup>35</sup> At UMM, the classroom building is called the Joint Lecture Building (GKB).

make it easier for students with disabilities to access from the main gate of campus to the elevators at GKB one and four. The Faculty of Social and Political Science facilitates the students with multifunctional rooms, lecturers' rooms, lactation room, multimedia classroom, prayer's rooms, smoking room, cafe, public printer, sedekah corner, lounge, and safety equipment.

The University provides a polyclinic for student health services, sports facilities (football, volleyball, basketball, tennis, martial arts, futsal, swimming), a multipurpose building (DOME UMM), student canteens, and student dormitories, all of which are accessible to students.

### **Bachelor of Indonesian Language Education (BILE)**

BILE has adequate facilities. The BILE administration office and lecturer room are located on GKB one on the fifth floor. The lecturer room has an area that is by the number of lecturers and is designed as comfortable as possible to carry out tasks, both administrative tasks and services to students. Furthermore, lecture activities were carried out in GKB one classrooms (third and sixth floors) with a total of 38 rooms. Each class has a capacity of 40-55 students equipped with multimedia facilities and air conditioning that works properly. Classroom activities start from 07.00 – 20.00 WIB on Monday-Friday, while on Saturday classroom activities start from 07.00 – 12.00.

BILE also has various laboratories to support study programme activities. The following is a list of laboratories for BILE:

1. Drama Laboratory which is a room to carry out practical activities in the Basics of Actor and Directing courses
2. Microteaching Laboratory which is a room to carry out the practice of teaching activities.
3. Publishing Lab which is a space for the implementation of journalistic and editors and textbook writers.

In addition, students can take advantage of various university facilities that can be used as activity spaces. These facilities include health facilities, sports facilities, worship facilities, and library facilities. In general, BILE facilities can be seen in the following table.

**Figure 15: BILE's facilities**

No	Kind	Number of Units	Width	Quality		Use (hour/week)
				Good	Not Good	
1	Study Programme Office	1	128	✓	-	48
2	Classroom	2	1.200	✓	-	51
3	Drama Laboratory	1	55	✓	-	72
4	Publishing Laboratory	1	25	-	✓	48
5	Language Laboratory	3	44	✓	-	24
6	Computer Laboratory	5	25	✓	-	24

### **Bachelor of English Language Education (BELE)**

The facilities provided by UMM are sufficient in terms of quality, quantity, and renewability. In order for the teaching and learning process to run smoothly, BELE also provides good and sufficient learning facilities, such as classrooms, learning equipment and tools.

Lecture rooms are used together with other study programmes. BELE occupies GKB I which has nine classrooms consisting of small classrooms and large rooms located on floors three to five which are functional for the learning process starting at 07.00-21.00 WIB. Each small class has a capacity of 20 students, while large classes are occupied by 40 students. Whiteboards, Wi-Fi and LCDs are available in every classroom as a teaching and learning tool. The available classes are quite extensive, so they can be freely arranged and changed as needed during the teaching and learning process. Physical resources in the form of offices, seminar/discussion rooms, laboratories, computer rooms and reading rooms are available for all students and staff. BELE has three language laboratories for student learning. All of these facilities are available for the development of learning and research activities.

BELE has three Language Laboratories. Each language laboratory is a complete digital laboratory for all online seminars, workshops or talk shows. There are ten kinds of practicum held here to support the application of the theory that students get in regular lectures. The laboratory space can also be used for various academic and research activities. Existing facilities include multimedia room, Wi-Fi hotspot, LCD projector, and others. The Management Laboratory also provides a student thesis and research data bank in softcopy form that can be used as a reference for previous studies.

BELE utilises the Language Centre, Language Laboratory, and American Corner to support the implementation of learning and research for students. The students also conduct research in small, medium or large companies. To support this, UMM has several business units, including: Rayz UMM, UMM General Hospital, UMM Gas Station, UMM Kapal Garden Hotel, UMM Dormitory, UMM Sengkaling Recreation Park, Farms Plaza, Edu Park Laboratory, Rinjani Motor Workshop, Workshop Yamaha Dau Motor, UMM Press, UMM Medical Centre, and University Agriculture.

The English Department occupies GKB one floor six in the room, while lecture activities are carried out in GKB one floors three and 5, totalling eight rooms, each class capacity is for 50 students equipped with multimedia facilities and equipped with WIFI. Apart from the classroom, BELE lecture activities are also held in the Language Laboratory for Listening courses, the Micro Teaching Laboratory for teaching practice and the Computer Laboratory for statistics courses. Each classroom is equipped with WIFI facilities to support learning activities, as well as all GKB areas are facilitated with Wi-Fi and internet hotspots. Lecture schedules start at 07.00-20.00 WIB every Monday and Friday. Saturday lectures start at 07.00-12.00. Attendant list is carried out twice, both offline and online via infokhs.com.

Educational facilities that can be accessed and used by BELE to carry out educational activities (lectures, guidance, exams, seminars, workshops, etc.) are 88 Monitors, 38 LCD, 38 Whiteboards, 38 LCD Projector and 38 Projector LCD Screen.

#### **4.4.2 Access to literature (Asterisk Criterion)**

##### **All study programmes**

Literature access can be done at the facilities provided by the study programme or University, including the following:

1. UMM Central Library<sup>36</sup>: It is located next to the UMM Helipad, with operating hours starting from 7:00 a.m. – 5:00 p.m. It has a collection of literature in the form of books, journals, paid electronic journals and databases that students can borrow or freely access. In total, it has more than 75,000 titles. In addition, it is equipped with facilities such as photocopiers, canteens, prayer rooms, air conditioning, toilets and free Wi-Fi throughout the Central Library area. UMM Central Library periodically holds introductory sessions for new students and workshops (e.g., academic writing and reference management) to improve students' academic literacy. The library has nine qualified librarians to help students accessing, locating and obtaining physical and digital resources for their study and research. There are a number of services provided by the library. Among them are administration, information services, processing, circulation and digital libraries.
2. AR Fachrudin Mosque Library: It is located on the second floor. This library provides Islamic and Muhammadiyah literature, which students can access offline from 8:00 a.m. – 5:00 p.m. on weekdays.
3. Online Access: The UMM Central Library offers an easy online access for all students and lecturers and is connected to the Indonesian Digital Library Network (IDLN), making it easier to access journals from various universities throughout Indonesia. UMM Central Library has Laser technology (The Library Automatic Services) which helps students access the Online Public Access Catalogue (OPAC)<sup>37</sup>, which can be accessed anywhere and free of charge. The Laser system can be accessed online, and it provides students and lecturers with an online application called MyUMM Library. The application enables users to check collection availability, loan status and renewing loans. It also provides user with a suggestion box feature to help users give feedback and suggestions on the improvements of the application and the item collection. The digital resources include the following databases and journal subscriptions:
  - a. ProQuest<sup>38</sup>
  - b. GALE<sup>39</sup>
  - c. Indonesian National Library<sup>40</sup>

Furthermore, UMM has an academic resources procurement procedure. First, a study programme every semester provides a list of new books needed to the Academic Administration Bureau (BAAIK). Then, BAAIK asks the UMM Central Library to check the availability of the books, including the number of copies needed in the study programme. Next, the requested books are procured by the library and BAAIK. Moreover, a study programme can improve the library collection by collaborating with UMM Press (the University press) to publish books or other academic resources as teaching and learning materials.

Besides what was mentioned above, the two programmes provide the following databases:

#### **Bachelor Programme in Indonesian Language Education**

1. SCOPUS<sup>41</sup>
2. IGPublishing iGroup<sup>42</sup>

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<sup>36</sup> <https://lib.umm.ac.id/en>, last access on May 15, 2025.

<sup>37</sup> <https://eprints.umm.ac.id/>, last access on May 15, 2025.

<sup>38</sup> <http://search.proquest.com>, last access on May 15, 2025.

<sup>39</sup> <https://link.gale.com/apps/SPJ.SP01?u=idfpptij>, last access on April 24, 2025.

<sup>40</sup> <https://e-resources.perpusnas.go.id/>, last access on April 24, 2025.

<sup>41</sup> <https://www.scopus.com/>, last access on April 24, 2025.

<sup>42</sup> <https://portal.igpublish.com/iglibrary/>, last access on May 15, 2025.

3. SINTA<sup>43</sup>:

4. DOAJ<sup>44</sup>

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even considering the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

	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

### 4.5.1 Career counselling and placement service

#### All study programmes

In the first year, the academic advisor provides counselling services. The academic advisor coordinates at the beginning of the semester for new students in their classes. Students will also receive training in readiness to face work through KWU (career and entrepreneurship programme). The University also provides UMM career development services through PKMA (Career Development for Students and Alumni), which all students can access. For career development, PKMA (Career Development for Students and Alumni) has a Job Training Centre programme that holds the UMM Job Fair. In PKMA (Career Development for Students and Alumni), there is a special unit that oversees the areas of student interest, talents and welfare.

UMM Student Affairs Department also has a counselling unit that serves student counselling. In addition, UMM also has Course and Training Institute, which is an official training institution with a certificate from Disnaker (Department of Labour). At the LPK (Course and Training Institute), students can practice and add skills to prepare themselves to work as workers and entrepreneurs. The training is useful to equip and improve the competence of participants in various fields of expertise.

<sup>43</sup> <https://sinta.kemdikbud.go.id/journals>, last access on April 24, 2025.

<sup>44</sup> <https://doaj.org/>, last access on April 24, 2025.

The study programmes carried out potential mapping for the PMMB (Certified Student Internship Programme). A special functionary handles this internship activity (under the Head of PKMA/ Career Development for Students and Alumni). In addition, assistance was also carried out in the implementation of competency tests by LSP UMM (Bureau of Professional Certification Institute) as a support for student certification to add to the competency portfolio of graduates. The study programmes also provide services related to the completion of the final project.

Students have access to information about job opportunities through job fair info provided either through PKMA (Career Development for Students and Alumni) website, as well as through the study programme's website and official social media accounts.

#### 4.5.2 Alumni Activities

##### **All study programmes**

UMM provides alumni with an alumni association managed by several distinguished alumni as the official organiser. The alumni association is called Ikatan Alumni (IKA) UMM and is supported by university and faculty leaders. IKA UMM hold formal and informal gatherings to initiate regular interactions among UMM alumni, obtain feedback for the improvements of academic activities and connect current students with alumni with business experience and opportunities.

IKA and the International Relations Alumni Association of UMM (IKAHI UMM) strengthen ties between alumni and the University. They organise events, gather feedback, and conduct interviews for testimonials about the learning experience and career development.

##### **Bachelor of Indonesian Language Education (BILE)**

The BAHTERA (Indonesian Language and Literature) Alumni Association was formed on February 17, 2006, and is recognised as part of the UMM alumni association. Every three years, BAHTERA holds an alumni meeting in Malang, and every five years it holds a grand reunion at the university level. In addition, BILE often invites BAHTERA during New Student Orientation Week, Curriculum Workshop, and BAN-PT Accreditation Field Assessment. In addition, every year there are always BAHTERA representatives who are asked to share activities, experiences, and tips for success in facing the world of work. Furthermore, BAHTERA's participation in supporting the academic development of study programmes includes donations of funds, donations of facilities, involvement in academic activities, network development, and provision of facilities. Facility donations include several practical support equipment such as whiteboards, reference books, and other learning needs.

BILE alumni support the improvement of the quality of education through Curriculum Workshops, the development of practical modules and learning processes both in the classroom and in the laboratory as practitioners. In addition, BILE alumni also support non-academic activities such as mentoring skills as mentors or coaches in assisting students in sports, arts and creative work competitions.

##### **Bachelor of English Language Education (BELE)**

BELE organises an alumni association, namely Himpunan Alumni Bahasa Inggris Universitas Muhammadiyah Malang (HIMABIUMM). This association was established on July 5th, 2009, and currently has 2,327 members. HIMABIUMM influences the development of BELE's academic and non-academic activities consistently. One of the contributions is conducting some activities related to the development of student and alumni careers. Seminars and

workshops related to developing both soft-skills and hard-skills for today's careers are conducted by the association regularly. Regular gatherings among alumni, BELE and BELE's students are also held regularly to maintain and expand the social and possibly professional relations among those parties. As some of the alumni are business owners or management of particular companies or institutions, they are also committed to provide internship opportunities to the BELE's students in their company or institutions. In this case, this association attempts to ensure that the BELE's students will be relevant and absorbed to the industries as the graduate profiles stated by BELE. It covers the discussion during curriculum design or evaluation, implementations, additional workshops or training, internships and information about job vacancies.

Furthermore, HIMABIUMM also contributes to giving donations in terms of funds and supporting facilities to BELE to support both academic and non-academic activities. Some realisations of the donations are procurements of LCD and LCD projectors, books for the library, sound system, etc. The donations are reported to the association to maintain the sustainability of the supports and also evaluate the effectiveness of the procurements.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. The panel applauds BILE and BELE for their alumni organisation, which has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

	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)

#### All study programmes

All study programmes are part of the centralised administrative system, including financial administration of UMM. The funding comes from payments by students, profits from business units owned by UMM and other legally obtained funding sources (such as research competition grants and community service from the Ministry of Education and Culture).

##### 1. Students' tuition fees include:

- Basic Education Fund (paid once during the study and paid in the first year)
- Tuition Fee, which must be paid at the beginning of each semester
- Cost of Student Community Service (PMM)
- Cost of Thesis Programming

2. Profits of business units is received from business units owned by UMM (Rayz Hotel, Sengkaling Park, Hospital, Pharmacy, General Fuel Filling Station, Rinjani Auto Repair Service, UMM Dome).
3. External sources include grant funding, such as research and community service programmes from the Ministry of Education and Culture.

### Appraisal:

The study programmes are funded for the entire accreditation period so that students will definitely 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

### 5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

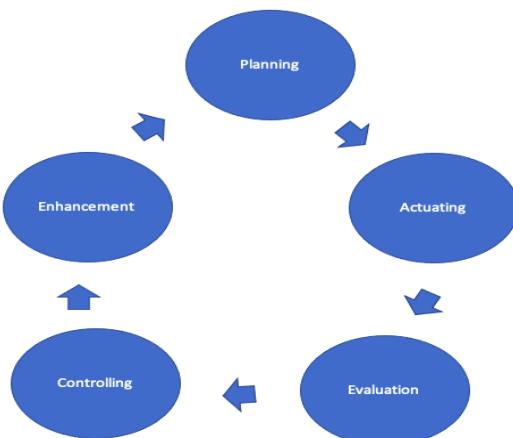
#### All study programmes

The quality assurance system in higher education is regulated by the Regulation of the Minister of Research and Technology of the Directorate of Higher Education Number 62 Year 2016. Based on the regulation, the quality control system of all the study programmes in UMM is carried out in several stages starting from quality assurance at university level, which mainly covers quality assurance at faculty level and study programme level.

At University level, quality assurance is managed by the BPMI (Internal Quality Assurance Agency). It is determined by Rector's Decree Number 03 of 2019 concerning the establishment of the UMM BPMI and Rector's Decree Number 40 of 2019 regarding the establishment of BPI (Internal Control Agency).

The quality assurance process is carried out by applying the cycle of PPEPP (Planning, Implementation, Evaluation/monitoring, Control and Improvement) consisting of nine criteria (Vision and Mission Goals Target (VMTS), Governance, Human Resources, Infrastructure, Finance, Students, Education and Teaching, Research, and Community Service and Identity). Appointment related to monitoring work implementation plans at UMM, including implementation time, planning standards and SOPs (Standard Operating Procedures), work targets, work results, coordination and work synchronisation with other units. UMM leaders make plans, which include strategic plans based on five-year milestones, and RENOP (operational plans) annually.

**Figure 16: PPEPP Cycle of UMM Quality Assurance**



At study programme level, the heads of study programme and supporting staff appointed as quality implementers conduct self-evaluations based on input from various parties using survey tools and documentation managed by BPMI. Various surveys are developed to measure the evaluation from students, lecturers, educators, education staff, alumni, other users and stakeholders through an online form. The survey content for students involves evaluation of

the learning process, including planning, implementation and evaluation of learning. Students can provide an evaluation of the learning content, including the material's suitability with learning outcomes, learning methods used and assessment methods. In addition, students also provide evaluations related to the arrangement of lecture hours, practicum and the credit load for each semester.

The Internal Quality Assurance System developed by UMM is documented in the form of a UMM Internal Quality Assurance System Document Book (covering Quality Policy and Quality Manual) and UMM Internal Quality Assurance Quality Standards. The book is given to each Head of the study programmes at UMM so that they can cooperate with BPMI in carrying out the internal quality control cycle.

Besides the internal quality assurance, the study programmes are also examined by the BAN-PT of the Ministry of Education and Culture of the Republic of Indonesia. There are eight criteria to be assessed by BAN-PT, namely 1) graduate competency standards; 2) learning content standards; 3) standard learning process; 4) learning education assessment standards; 5) lecturer and education personnel standards; 6) standards of learning facilities and infrastructure; 7) learning management standards; and 8) learning financial standards. The accreditation is to be renewed every five years.

## 5.2 Instruments of quality assurance

### 5.2.1 Evaluation by students

#### **All study programmes**

Every year, students evaluate the study programmes through a satisfaction survey which includes satisfaction with (1) implementation of the vision and mission, (2) governance, governance and cooperation services, (3) financial services & infrastructure, (4) educational services and (5) student welfare services. All student evaluations are carried out through the internal quality assurance system (SPMI). The survey contains several questions ranging from (1) the level of understanding of institutional vision from university, faculty, and study programme, (2) the level of satisfaction with institutional, human resource and educational services management, (3) the level of satisfaction with research and community service policies, and (4) the level of satisfaction with implementation of Al-Islam and Muhammadiyah values. Survey data results can be accessed online by BPMI reviewers and study programme officials. The evaluation results are analysed in the form of a report that can be accessed through the website, including all the actions responding to the student's feedback.

The student's workload is assessed by several questions, such as "What is your total time spent in one week for a face-to-face meeting in class? (in hours)" and "What is your total time spent in one week for self-study activity for this course? (in hours)".

The second evaluation method is an evaluation through annual academic dialogue attended by faculty leaders, study programme leaders, lecturer representatives, administrative staff representatives and student representatives consisting of elements of the student executive body, student senate and semi-autonomous institutions (LSO) in UMM that are related to the study programmes. The follow-ups of the evaluation are conveyed to students through two methods, published on the study programmes' websites and delivered directly during

academic dialogues once a year according to the regeneration in the management of the Student Executive Board (BEM) and the faculty-Student Senate.

### 5.2.2 Evaluation by faculty

#### **All study programmes**

As part of the internal quality audit, the faculty members conduct an internal audit of the study programmes by using an online survey aimed at all lecturers and educational staff. The survey procedure is started in the UMM internal quality assurance system (SPMI) which has been provided by the Internal Quality Assurance Agency (BPMI). The points evaluated by the lecturers relate to (1) implementation of the vision and mission criteria, (2) governance and cooperation (3) finance and infrastructure, and (4) education and learning activities. Regarding the evaluation of the learning progress, lecturers are also required to focus on evaluating (1) student academic performance and burden, (2) curriculum design development, (3) teaching-learning process and final exams by study programmes and faculties, (4) academic and supporting staff, (5) academic facilities. The results of the evaluation of the lecturers through the lecturer satisfaction survey are used by the study programme to control and improve the study programmes and disseminated through the study programmes' websites.

### 5.2.3 External evaluation by alumni, employers and third parties

#### **All study programmes**

External evaluation by alumni, users and partners is carried out openly through the evaluation form prepared by Internal Quality Assurance Board (BPMI). External evaluation measures the satisfaction level of UMM services, including administrative services, academic services, student development services and social services in the corridor as an educational institution. The evaluation of external satisfaction results is used as material for improvements and adjustments to the next strategic and operational plans. See chapter 4.5.2, Alumni Activities, for more information on how alumni help shape the study programme.

## 5.3 Programme documentation

### 5.3.1 Programme description (Asterisk Criterion)

#### **All study programmes**

All student academic activities are recorded in the administrative system online centred in BAA-AIK (Academic Administration Al Islam and *Kemuhammadiyah Bureau*) of UMM. UMM reports academic activities to the Indonesian Ministry of Education through an online higher education database every semester. With this system, most academic documents and activities are automatically recorded in the system, for example, academic regulations, curriculum, lecture and consultation processes, exams (thesis) and assignments. Students can also access information such as academic records, ongoing semester activities and finances through the UMM student application. Meanwhile, parents can access the same information through the "My UMM for Parent" application. The information about the application is explained by the information team to the parents in the meeting with the new students' parents.

The contents of courses, lectures, examinations, graduations, codes of ethics and academic sanctions are listed in the Academic Guidelines, which are updated and published at the beginning of each academic year. All activities of the study programmes are documented and regularly updated on BAA-AIK website<sup>45</sup>.

Furthermore, students or prospective students can check the study programmes' websites to get a more detailed information like specific activities and curriculum information.<sup>46</sup>

### 5.3.2 Information on activities during the academic year

#### **Bachelor of Indonesian Language Education (BILE)**

BILE provides academic information through its website and social media. It aims to keep the information provided always up to date. The BILE website provides information covering academic activities, new student recruitment, student and alumni activities, research and publications, as well as information related to accessible facilities. In addition to the website, BILE also provides information through social media in the form of WhatsApp (WA), Instagram,<sup>47</sup> YouTube,<sup>48</sup> and TikTok.<sup>49</sup> The use of social media is intended in addition to providing information as well as providing easy access according to the needs of prospective students, students, and alumni, as an effort to improve the quality of academic services.

#### **Bachelor of English Language Education (BELE)**

UMM provides detailed academic information in the academic guidebook and academic calendar, which can be accessed openly through the website of the academic administration bureau. BELE information related to academics is not only easily accessed by students but also by parents of students. Parents can access their children's academic and administrative progress directly through the myUMM application for parents.

BELE consistently updates information related to academic activities during the academic year through regular meetings managed by the study programme and academic advisors with students and through BELE's official media, such as its website, YouTube channel, and social media. These official media are managed by BELE public relations staff that are directly responsible to the head of the study programme. BELE website provides the study programme profile, curriculum, academics, achievements, facilities, announcements and news. BELE's official YouTube channel<sup>50</sup> contains; BELE's video profile, a CommTalk series with experts, communication practitioners, students and alumni, guest lectures videos, seminars' videos. BELE also posts academic activities, achievements, announcements, tutorials and greetings on the official social media, such as Instagram<sup>51</sup> and TikTok<sup>52</sup>.

### Appraisal:

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<sup>45</sup> See <https://infobaa.umm.ac.id/id/pages/panduan-akademik.html>, last access May 15, 2025.

<sup>46</sup> See 1. BILE's website: <https://bind.umm.ac.id/> and 2. BELE's website: <https://english.umm.ac.id/>, last access on May 15, 2025.

<sup>47</sup> See <https://www.instagram.com/bahasaindonesiaumm/?igsh=MTcybW9waDI0NTZi>, last access May 15, 2025.

<sup>48</sup> See <https://www.youtube.com/@bahasastrauumm6590>, last access May 15, 2025.

<sup>49</sup> See [https://www.tiktok.com/@bahasaindonesiaumm?\\_t=8gbDym5AvyM&\\_r=1](https://www.tiktok.com/@bahasaindonesiaumm?_t=8gbDym5AvyM&_r=1), last access May 15, 2025.

<sup>50</sup> See: <https://www.youtube.com/@eledumm3371>, last access May 15, 2025.

<sup>51</sup> See <https://www.instagram.com/eledumm/?hl=en>, last access May 15, 2025.

<sup>52</sup> See [https://www.tiktok.com/@eled\\_umm](https://www.tiktok.com/@eled_umm), last access May 15, 2025.

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, has been set up. It considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The study programmes' content, curricula and examination schemes have been suitably documented and published (e.g. course plan and exam regulations). BILE and BELE regularly publish current news and information – both quantitative and qualitative – about the respective study programme.

	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)				X	
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 Muhammadiyah Malang (UMM), Malang, Indonesia**

**Bachelor programme:**

- **Bachelor Programme in Indonesian Language Education (BILE)**
- **Bachelor Programme in English Language Education (BELE)**

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)				X	
1.2*	International orientation of the study programme design (Asterisk Criterion)				X	
1.3	Positioning of the study programmes					
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	
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)				X	
2.2	Counselling for prospective students				X	
2.3*	Selection procedure (if relevant)				X	
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				X	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)				X	
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)				X	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3*	Integration of theory and practice (Asterisk Criterion)				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					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				X	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
(Asterisk Criterion for cooperation programmes)						
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	
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				X	
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	