

# Decision of the FIBAA Accreditation and Certification Committee



9<sup>th</sup> Meeting on March 22, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/114, Cluster 2
<b>Higher Education Institution:</b>	Universitas Negeri Yogyakarta
<b>Location:</b>	Yogyakarta, Indonesia
<b>Study Programmes:</b>	Bachelor of Special Education (S.Pd.) Bachelor of Guidance and Counselling (S.Pd.) Bachelor of Elementary School Teacher Education (S.Pd.)
<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 with two conditions.

Period of Accreditation: March 22, 2023 to March 21, 2028

The FIBAA Quality Seal is awarded.

### Conditions:

**Condition 1:** The University completes the information in the Diploma Supplement regarding

- a) the national credit system (SKS)
- b) the conversion from SKS to the European ECTS system
- c) a relative grade or an ECTS grading table (see chapter 3.2).

**Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 3.2).

Proof of meeting these conditions is to be supplied by December 21, 2023.

**All conditions are fulfilled.**

**The decision was made by the FIBAA Accreditation and Certification Committee on September 20, 2023**



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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## Assessment Report

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**Higher Education Institution:**

Universitas Negeri Yogyakarta, Indonesia

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**Bachelor programmes:**

Bachelor of Special Education

Bachelor of Guidance and Counselling

Bachelor of Elementary School Teacher Education

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**Qualification awarded on completion:**

Bachelor of Education (S.Pd, Sarjana Pendidikan)

# General information on the study programmes

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## Brief description of the study programmes:

### **Bachelor of Special Education (BSE)**

BSE has been operating since December 1965. BSE focuses on preparing graduates who are able to conduct students' need assessment, plan and deliver effective teaching, learning, and evaluation for students with special needs both in segregation and inclusive settings. BSE's education programme emphasises collaboration and the utilisation of technology.

### **Bachelor of Guidance and Counselling (BGC)**

BGC prepares graduates with academic ability and high soft skills for giving guidance and counselling services in the scope of formal education or psycho-pedagogical service in the society. Guidance and Counselling may be provided in the fields of family and marriage, community counselling, or practitioners of human resources development in work and social institution. BGC has obtained a mandate from the General Directorate of Higher Education, Ministry of Culture and Education to administer a bachelor's programme integrative to professional education based on the decree No 4248/D/T/K-N/2010. To create high-quality and competitive graduates' profiles, BGC has a commitment to develop an open academic climate based on structured, independent, and student-centred learning models.

### **Bachelor of Elementary School Teacher Education (BESTE)**

BESTE was founded in February 2006 according to the Decree of the Minister of National Education No. 10/D/O/2006. The existence of BESTE began when the Teacher Education School (Sekolah Pendidikan Guru/SPG) was integrated into a diploma programme in the Faculty of Education. As the new regulation issued that primary to secondary school must hold a minimum of a bachelor degree, then in 2006 BESTE was established. The learning programme in BESTE is based on the principles and practices of learning pedagogy, andragogy, and heutagogy as the actualisation of lifelong learning that promotes personal and cultural development.

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## Type of study programmes:

Bachelor programmes

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

Projected study time: four years/eight semesters

Bachelor of Special Education (BSE): 151 SKS / 244.48 ECTS

Bachelor of Guidance and Counselling (BGC): 146 SKS / 236.38 ECTS

Bachelor of Elementary School Teacher Education (BESTE): 146 SKS<sup>1</sup> / 236.35 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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<sup>1</sup> SKS: Satuan Kredit Semester (Indonesian Credits)

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**Double/Joint Degree programme:**

no

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

BESTE: 6 parallel classes and 240 enrolment capacity

BSE: 3 parallel classes and 120 enrolment capacity

BGC: 2 parallel classes and 80 enrolment capacity

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**Programme cycles start in:**

August

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**Initial start of the programme:**

BESTE: February 2006

BSE: December 1965

BGC: May 1964

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**Type of accreditation:**

initial accreditation

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# Procedure

A contract for the initial accreditation of the **Bachelor of Special Education**, the **Bachelor of Guidance and Counselling** and the **Bachelor of Elementary School Teacher Education** was made between FIBAA and Universitas Negeri Yogyakarta on September 29, 2021. On September 7, 2022, 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>2</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Prof. Dr. Dagmar Bergs-Winkels**

Alice Salomon University of Applied Sciences Berlin, Germany  
Professor of Educational Science with a focus on empirical educational research  
(Pedagogy, Childhood Pedagogy, Gifted Education, Educational Sciences, Practical Support, Empirical Research Methods)

## **Ali Formen, PhD**

Universitas Negeri Semarang, Indonesia  
Associate Professor at the Department of Early Childhood Education  
Deputy Head, Department of Early Childhood Teacher Education Faculty of Educational Sciences, Semarang State University, Indonesia (2008 – 2011)  
(Early Childhood Education, Education Policy, Teacher Education/Professional Development, Comparative Education, Muslim/Islamic Education)

## **Prof. Dr. Peter Roedler**

University of Koblenz-Landau, Germany  
Professor of General Didactics with a focus on Heterogeneity/Differentiation (formerly General Special Education), (Remedial and Special Education, Inclusion, School Education, General Didactics, Autism - basics of working with non-speaking people)

## **Claudia Singenstreu-Goldbach**

Brothers of Mercy Algasung - Communal Living, Unterschleissheim, Germany  
Head of Residential Offers (Social Education, Social Work, Curative Education, Inclusion, Integration, Childhood Education)

## **Anja Twardokus**

University of Applied Sciences Ravensburg-Weingarten, Germany  
Student of Social Work (B.A.)

## **Prof. Dr. Daniela Ulber**

The Hamburg University of Applied Sciences, Germany  
Professor for Institutional Development and Management  
(Psychology, (childhood) Pedagogy/Teaching Degree, Social sciences, Social work)

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<sup>2</sup> The panel is presented in alphabetical order.

FIBAA project manager:  
Michael Stephan

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 29 to December 1, 2022 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 8, 2023. The statement on the report was given up on February 17, 2023. It has been taken into account in the report at hand.

## Summary

The **Bachelor of Special Education (BSE)**, the **Bachelor of Guidance and Counselling (BGC)**, and the **Bachelor of Elementary School Teacher Education (BESTE)**, offered by Universitas Negeri Yogyakarta, fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 22, 2023 and finishing on March 21, 2028, under two conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>3</sup>: Study and Exam Regulations, Feasibility of Study Workload. They recommend the accreditation on condition of meeting the following requirements:

**Condition 1:** The University completes the information in the Diploma Supplements regarding

- a. the national credit system (SKS)
- b. the conversion from SKS to the European ECTS system
- c. a relative grade or an ECTS grading table (see chapter 3.2).

**Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 3.2).

Proof of meeting these conditions is to be submitted by December 21, 2023.

The panel members identified several areas where the programmes could be further developed. The panel recommends

- offering more international student exchange possibilities (see chapter 1.2),
- developing communication strategies and activities to diversify the student bodies, integrating student representatives and alumni into the conception of the communication strategies and activities, and implementing the communication activities right into the university's offerings for counselling prospective students (see chapter 1.3),
- improving the admission and enrolment information in English for prospective students from abroad (see chapter 2),
- organising an event at the end of the community service where students can share their experiences and improve mutual commitment (see chapter 3.1),
- providing written and binding regulations about affirmative actions concerning time and formal standards/requirements (e.g. extension of deadlines) throughout the programmes and examinations for students with disabilities (see chapter 3.2),
- prominently indicating the Disability Service Study Centre on the website (see chapter 3.2),

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

- integrating contents into the curricula that are specifically interesting for international students (see chapter 3.4),
- integrating more practical teaching components within the courses or within the curricula (see chapter 3.1),
- being more flexible in weighting the assessment aspects and reviewing the assessment weighting for each course (see chapter 3.1),
- implementing more oral examinations into the assessment catalogue (see chapter 3.1),
- stipulating the recognition of periods of study at other HEIs and the transfer of obtained credits (see chapter 3.2),
- actively striving for co-operations outside Java to offer internships (see chapter 4.3),
- increasing the international literature available specifically for the study programmes (see chapter 4.4),
- creating networking formats for alumni to reflect their experiences and discuss challenges in their job (see chapter 4.5),

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

There are several criteria in which the programmes exceed the quality requirements:

- Positioning of the study programmes on the job market for graduates (see chapter 1.3)
- Positioning of the study programmes within the University's overall strategic concept (see chapter 1.3)
- Logic and conceptual coherence (see chapter 3.1)
- Integration of theory and practice (see chapter 3.1)
- Logic and plausibility of the didactical concept (see chapter 3.3)
- Guest lecturers (see chapter 3.3)
- Academic qualification of faculty (BSE, see chapter 4.1)
- Internal Cooperation (see chapter 4.1)
- Programme Director (see chapter 4.2)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5),
- External evaluation by alumni, employers and third parties (see chapter 5)

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



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# Information

## Information on the Institution

Previously known as Yogyakarta Teaching and Education Institute (IKIP Yogyakarta), Universitas Negeri Yogyakarta (UNY) is, according to the self-evaluation report (page 8), one of the leading Indonesian universities in the field of education and training. Established in May 1964 as a teaching institute, UNY was given a wider mandate in 1999 to hold non-teaching study programmes.

UNY is run by a rector who is assisted by four vice-rectors. These vice-rectors are in charge of academic affairs; general and financial affairs; student and alumni affairs; planning and cooperation affairs.

UNY has seven faculties and one post-graduate school, which altogether deliver 25 diploma programmes, 60 bachelor programmes (S1), 33 master programmes (S2), and 9 doctoral programmes (S3). In addition, there are two professional programmes (*Programme Profesi*) offered for professional teacher and architect candidates. There are 1,211 lecturers and 831 administration staff. The number of students is 23,672. The ratio between lecturers and students is approximately 1:26 in the Science and Technology field and 1:28 in the Social Humanities field.

To sustain the Three Principles of Higher Education, (*Tridharma Perguruan Tinggi*: education, research, community service) mandated to Indonesian universities, UNY runs the Institute of Research and Community Service (IRCS) and the Institute of Educational Development and Quality Assurance (IEDQA). IRCS is accountable for support related to research, publication, and community services. IEDQA is responsible for auditing, monitoring, and evaluating teaching and learning quality in the study programmes and assisting study programmes for national and international accreditation. Additionally, IRCS and IEDQA assist study programmes in managing teaching internships and community services for students.

Each faculty is administered by a dean who is assisted by three vice deans. The vice deans are in charge of Academic and Cooperation affairs; General and Finance affairs; Student and Alumni affairs. The post-graduate school is managed by a director who is assisted by two vice directors, one in charge of Academic and Student affairs, and the other in charge of General, Finance, and Cooperation affairs.

All study programmes at UNY are accredited by BAN-PT (the National Accreditation Bureau of Higher Education/NABHE). UNY gained the “A” category (excellent) as stated in decree No. 3127/SK/BAN-PT/Akred/PT/XII/2016. The distribution of the national accreditation category of all study programmes is presented in Table 1. UNY supports all the study programmes to be internationally accredited. Currently, there are 47 certificates obtained from international accreditation institutes, such as AUN-QA, ASIIN, AQAS and ASIC.

**Table 1: Distribution of National Accreditation Results**

No.	BAN-PT's Status	Professiona l	Diplom a	Bachelo r	Magiste r	Doctorat e	Total
1	Excellent ( <i>Unggul</i> )	-	-	45	21	4	<b>70</b>
2	A	-	6	8	4	1	<b>19</b>
3	B	-	4	2	4	1	<b>11</b>
4	Good ( <i>Baik</i> )	1	11	5	3	-	<b>20</b>
5	Very Good ( <i>Baik Sekali</i> )	-	1	-	1	1	<b>3</b>
6	New Programme	1	3	-	-	6	<b>10</b>
<b>Total</b>							<b>133</b>

Strategic planning is developed by the university by considering

- The University's vision to be a world-class university<sup>4</sup>
- The University's mission to become a leading, creative, and innovative educational university based on piety, independence and intelligence by 2025.
- Indonesian government regulations.

The University Strategic Plan explains the direction of policies, strategic objectives, strategic programmes, and Key Performance Indicators (KPI) consisting of the Tridharma of Higher Education. The University's strategic planning and KPI provide direction for strategic planning development in the faculty, institute, and units. The study programmes play an important role in achieving the KPI as stated in the at the faculty and university levels. Strategies to achieve the vision include:

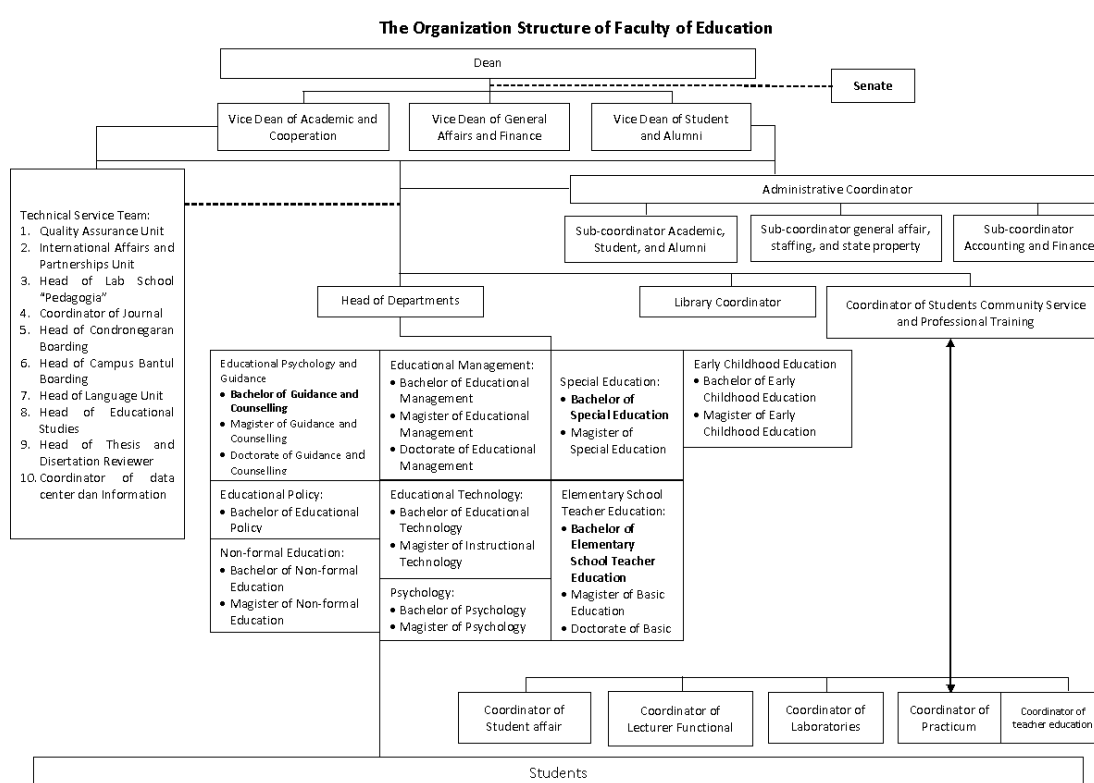
- alignment of quality and relevance of academic and educational programmes with the characteristics of Indonesian and international demands,
- contribution of research and development to enhance theories and practices for improving quality of life on local, national and international level,
- dissemination of research in local, national, regional, and international level,
- preservation, development and international dissemination of local and national culture,
- increasing regional and international competitiveness through international university rankings,
- integrating global demands of technology, economy, education and supra-national organisations (WTO, UN, APEC, ASEAN) into the university's strategic plan,
- rearrangement of the university systems, institutions, and resources consistent to local, national, regional, and international development,

<sup>4</sup> <http://english.uny.ac.id/about-ysu/vision-mission-and-goals-2025>, last call January 20, 2023

- application of quality assurance, quality control, quality culture, strategic management, strategic planning, transformational leadership, and good university governance that match international standards,
- improving international graduates' employability skills.

The three programmes Bachelor of Special Education (BSE), Bachelor of Guidance and Counselling (BGC) and Bachelor of Elementary School Teacher Education (BESTE) are offered by the Faculty of Education (from 2023: Faculty of Education and Psychology). Currently, there are 20 study programmes (nine bachelor, eight master and three doctoral programmes), 209 lecturers and 5,986 students in the Faculty of Education. Details of the faculty structure and the positioning of the three study programmes covered by this accreditation procedure can be seen in the following table:

**Table 2: Structure of the Faculty of Education**



## Statistical Data

The University has observed common issues in all the study programmes such as female-majority and decreasing graduate rates, particularly in the years 2020 and 2021. The female majority in teaching study programmes such as BSE, BGC, and BESTE are common in Indonesia and the University believe it has a connection to cultural beliefs. With regard to graduating rates, one of the major causes for the decreasing graduate rate is the Covid-19 pandemic. It has affected a lot of students in many ways, may it be that they experienced Covid-19 themselves, lost family members, or experienced financial difficulties as their parents lost their jobs. As a result, many of the students applied for a waiver, loan, or study leave to take care of their families. Some of them also had to apply for casual jobs to earn money for their family. Furthermore, many of the students in the final year, who are working on their research projects postponed their data collection because their

research sites, such as schools, were closed down or not in service. In addition, the physical and social distancing policies to anticipate the spread of Covid-19 virus were applied. Although the Faculty and the University introduced several programmes including providing scholarships, tuition fee waivers, students' loan, and material support to students suffering from the virus, the decrease of graduate rates in the year 2020 and 2021 are inevitable.

Table 3: Statistical Data Bachelor of Special Education (BSE)

		1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)	6. Cohort (2021)
# Study Places		80	80	80	120	120	120
# Applicants	∑	1084	1085	1275	1060	1288	955
	f	899	908	1083	923	1037	848
	m	185	177	192	137	251	107
Application rate		1355,00%	1356,25%	1593,75%	883,33%	1073,33%	795,83%
# First-Year Student	∑	81	84	83	126	124	115
	f	70	72	69	109	110	106
	m	11	12	14	17	14	9
Rate of female students		0,864197531	0,857142857	0,831325301	0,865079365	0,887096774	0,92173913
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		101,25%	105,00%	103,75%	105,00%	103,33%	95,83%
# Graduates	∑	66	55	30	0	0	0
	f	62	52	25	0	0	0
	m	4	3	5	0	0	0
Success rate		81,48%	65,48%	36,14%	0,00%	0,00%	0,00%
Dropout rate		2,46%	7,14%	0%	0%	0%	0%
Average duration of study		4,48	4,55	4,58			
Average grade of final degree		3,41	3,45	3,57			

**Table 4: Statistical Data Bachelor of Guidance and Counselling (BGC)**

		1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)	6. Cohort (2021)
# Study Places		80	80	80	80	80	80
# Applicants	∑	1583	1466	1839	1404	2180	3106
	f	1192	1108	1396	1069	1629	1710
	m	391	358	443	335	551	413
Application rate		1978,75%	1832,50%	2298,75%	1755,00%	2725,00%	3882,50%
# First-Year Student	∑	84	82	87	87	97	122
	f	69	61	67	76	82	101
	m	15	21	20	11	15	21
Rate of female students		0,821428571	0,743902439	0,770114943	0,873563218	0,845360825	0,827868852
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		105,00%	102,50%	108,75%	108,75%	121,25%	152,50%
# Graduates	∑	79	67	28	0	0	0
	f	64	60	21	0	0	0
	m	15	7	7	0	0	0
Success rate		94,05%	81,71%	32,18%	0,00%	0,00%	0,00%
Dropout rate		3,5%	4,8%	3,4%	2,2%	6,1%	4%
Average duration of study		4,38	4,73	4,93	4,66	3,68	4,52
Average grade of final degree		3,55	3,53	3,54			

Table 5: Statistical Data Bachelor of Elementary School Teaching Education (BESTE)

		1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)	6. Cohort (2021)
# Study Places		240	240	240	240	240	240
# Applicants	∑	5211	4557	4523	3632	5077	6105
	f	4265	3790	3776	3035	4055	4413
	m	946	767	747	597	1022	824
Application rate		2171,25%	1898,75%	1884,58%	1513,33%	2115,42%	2543,75%
# First-Year Student	∑	247	246	265	303	253	289
	f	204	198	213	246	212	235
	m	43	48	52	57	41	54
Rate of female students		0,825910931	0,804878049	0,803773585	0,811881188	0,837944664	0,813148789
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		102,92%	102,50%	110,42%	126,25%	105,42%	120,42%
# Graduates	∑	212	180	106			
	f	172	147	70			
	m	40	33	36			
Success rate		85,83%	73,17%	40,00%			
Dropout rate		3,63%	2,85%	5,28%			
Average duration of study		4,23	4,24	4,05			
Average grade of final degree		3,49	3,49	3,64			



## Appraisal

**All three programmes** show very high application rates which far exceed the number of study places. There are no foreign students in all three programmes, attributed to the fact that the programmes are positioned as educational or guidance programmes for Indonesia.

There is a high rate of female students in all programmes, usually between 70 and 90 per cent in recent cohorts. During the assessment conference, the panel discussed the female-majority in different rounds and collected ideas how to address this issue (see recommendations in chapter 1.3).

The average duration of study is regularly between four and five years. In the panel's opinion, derived from the written material and the discussions during the online assessment conference, all variations in the number of applicants and the duration of studies are thoroughly monitored and evaluated by the University.

# Programme Description and Appraisal in Detail

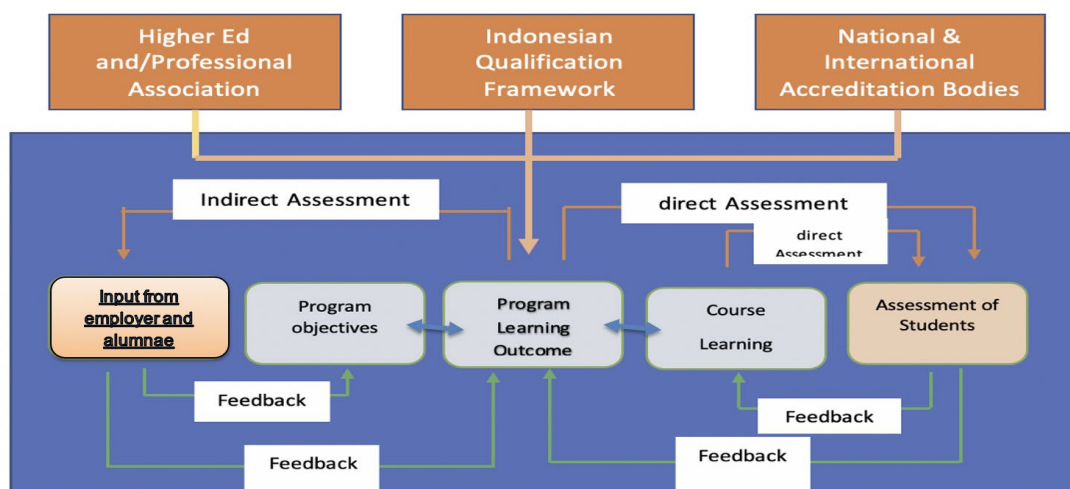
## 1. Objectives

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

The three study programmes' (BSE, BGC, and BESTE) objectives are standardised using the guidelines of National Standard of Higher Education issued by Indonesian Ministry of Education and Culture No 3/2020, Indonesian Qualification Framework, Indonesian Professional Associations and national and international accreditation bodies. They are also reflected in the development of knowledge and practices based on discussions in the national and international professional education associations. The objectives are aligned to the University's vision to be a world-class university and the University's mission that is "by 2025 Universitas Negeri Yogyakarta will become a leading, creative, and innovative educational university based on piety, independence and intelligence".

The Programme Objectives (PO) and the Programme Learning Outcome (PLO) in the study programmes are systematically and regularly reviewed based on a cyclical process of indirect and direct assessment (see Table 6). The Programme Objectives are reviewed systematically every five years based on cumulative feedback from employers (indirect assessment) in order to improve link and match between market demands and PO. The information of indirect assessment is gathered through tracer alumni and employers' satisfaction surveys (e.g. school principals, school supervisors, and local educational authorities) about alumni job performances and followed by focus group discussion for narrowing specific concerns (if any) to make PO or PLOs adjustment. Direct assessment is conducted four times in a year (during the first week and before the last week for each semester) and reviewed by lecturers with related fields of study. The cumulative results of direct assessment for three years are reviewed to determine whether the PLOs are met by candidates and to develop follow up actions to enhance the quality of courses to achieve PLOs. The curriculum revision of all study programmes is also conducted in response to national policies. Recently, the Indonesian Education Ministry mandated the implementation of "Independent Campus-Freedom to Learn" as regulated in the Regulation of Indonesian Minister of Education and Culture no 3, 2020.

**Table 6: Educational Objectives and Learning Outcomes Assessment System**



### Bachelor of Special Education (BSE)

The study objectives for BSE study programme are as follows:

1. To translate concepts and knowledge of special education in educational practice, (includes conducting students' need assessment, planning and implementing effective teaching and learning, and conducting students' assessment and evaluation).
2. To advocate for promoting inclusive practices in educational settings and broader contexts.
3. To utilise technology for augmenting effective services to students with special needs.
4. To collaborate with various stakeholders in providing services for students with special needs.

The process of development of the current PLO was conducted in August 2021. One key point was revealed based on employers' surveys in the special education programme that candidates need to learn all types of disabilities as they will have various special needs students in their workplace. This is also confirmed by annual meeting of the special education association on national level named Association of Indonesian Profession in Special Education (APPKhI/Asosiasi Profesi Pendidikan Khusus Indonesia), which concluded it necessary to master a broad range of disabilities for the bachelor degree. Furthermore, current programme educational objectives comprise four skills namely attitudes, content knowledge, professional/specific skills, and general skills for all disabled conditions. The details of the eight programme educational objectives (PLOs) of the special education study programme are as follows:

1. Apply values of religion and nationality, and adhere to professional ethics in carrying out the duties.
2. Understand the theories and principles of teaching, learning, and related services for students with special needs.
3. Hold competences in assessment-based teaching and learning planning, implement teaching and learning process and conduct evaluation for teaching and learning improvement.
4. Demonstrate evidence-based practice services to improve the quality of educational services for individuals with special needs.

5. Able to collaborate with various parties in developing special education programmes.
6. Conduct education advocacy to support services that suit the needs of individuals with special needs.
7. Able to solve problems related to the latest issues in special education and communicate them verbally and in writing.
8. Maintain developments in information technology and utilise assistive technology for effective special education services.

### Bachelor of Guidance and Counselling (BGC)

The study objectives for BGC study programme are:

1. Graduates are able to work as a guidance and counselling teacher/counsellor and collaborate with colleagues and/or other professions in facilitating the development of counselees.
2. Graduates are able to carry out assessments to deeply understand the counselee, manage guidance and counselling services, master the theory and practice of guidance and counselling.
3. Graduates are able to demonstrate an honest, confident, responsible and progressive leadership spirit; communication skills, social skills, multicultural awareness; cooperate with various parties from various fields; and have openness to national and global perspectives.
4. Graduates are able to uphold professional ethics in accordance with the code of ethics and counselling, accompanied by social responsibility as members of professional associations and comply with regulations and ethical issues in the field of guidance and counselling.

Scientific developments in the field of Guidance and Counselling are discussed in the Indonesian Counselling Guidance Association (ICGA) forum held once a year to contribute in the PLO formulation. In addition, user input in the tracer study in the guidance and counselling study programme is the basis for changing the 2019 curriculum. One of the results of the search for graduate competency needs is the result of the need for improving counselling technique skills based on various techniques (e.g., psychodynamics, behaviour, cognitive, humanistic, post-modern). This input is integrated in the latest PLO as follows:

1. Demonstrate an attitude as a good citizen of Indonesia and the world, have a tradition of religious and cultural attitudes; understand themselves as part of a social community; respect equality and diversity; have social sensitivity and are responsive to social changes in society in general and the world of education in particular.
2. Have professional ethics in the field of guidance and counselling by showing responsible, independent, integrity, critical behaviour, open to technological developments and innovations accompanied by continuous self-development efforts.
3. Communicate ideas, opinions, thoughts, findings and/or results of scientific studies orally or in writing through print/electronic media as well as in scientific, professional, academic and non-academic forums.
4. Demonstrate the ability to design and implement guidance and counselling service programmes with methods/techniques and media that are in accordance with the needs and characteristics of students, and evaluate them.

5. Able to think critically about the theory and practice of guidance and counselling, master the principles, concepts, procedures and techniques of guidance and counselling in the personal-social, learning and career fields.
6. Able to understand the theoretical basis and application of guidance and counselling in the scope of marriage and family, human resource development, or community development.
7. Able to carry out basic services, responsive services, individual planning and specialisation, and system support by using relevant approaches, settings, methods, techniques, and multimedia as well as paying attention to the needs of service targets originating from socio-cultural diversity in types, lines and levels of units' education.
8. Able to display expertise in the implementation of guidance and counselling services.

### Bachelor of Elementary School Teacher Education (BESTE)

The study objectives for BESTE study programme are:

1. To master the scientific field, and act reflectively according to the needs and developments of information technology.
2. To design, conduct, and evaluate learning outcomes with methods that are suitable for the character of students, and to use various interactive and innovative learning media/displays.
3. To have a personality according to social and legal norms based on information and data, such as being wise, authoritative, have noble character, and being a good role model for students through character education.
4. To communicate effectively, act objectively, and be adaptive in various social and cultural diversity.

The results of the regular meeting of the BESTE at the national level in the Indonesian BESTE Lecturer Association/BESTE forum in 2019 formulated the need for the study programme graduates to be skilled at using active learning methods. Therefore, the 2019 curriculum has changed in terms of learning methods that use active learning applied in all lectures. The PLO of this study programme also reflect current issues on local, national and international levels in teaching and learning to meet the needs of diverse students. The main goal of the graduate competencies is conducting teaching and learning for diverse learners. This is embedded in the eight programme educational objectives (PEOs) as follows:

1. Demonstrate religious practice, nationality, humanity, tolerance, and morality.
2. Apply the teacher ethical codes
3. Apply knowledge of subject matter, pedagogy, technology based on diversity and literacy oriented at primary school.
4. Apply knowledge of child development based on diversity at primary school.
5. Apply theory and research methodology in the field of primary education.
6. Apply logical, critical, systematic, and innovative thinking in the context of research and scientific development by utilising information technology.
7. Apply effective and efficient communicative competence in social interpersonal, professional as well as academic contexts relate on research result.
8. Maintain and developing cooperation networks at the national, regional, and international levels based on relevant research result.

## 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 take into account the requirements of the national qualification framework.

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

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

The University is committed to develop collaboration, increase competitive and comparative advantages at local, national, regional, and international levels in the fields of education, culture, research, and community services while maintaining the Indonesian local and national identity.

Guidelines to implement international collaborations for the study programmes are in accordance with the strategic plan for the years 2020-2025 regarding internationalisation and conveyed into the operational plans of faculties and departments. The study programmes are supported to collaborate with various lecturers, students and education staff from foreign universities. Implementation of cooperation covers joint research, education (for example visiting professors and joint teaching), and community services. Evidence of activities in the form of visiting professors, credit transfers, student exchanges, and joint research result in joint publications. Each study programme has become a member of an international association.

Towards internationalisation of academic field, the University also provided modern infrastructure needed for the access to the latest issues in education (journals, e-books, and various online sources) through a digital library. English language support for students and lecturers is provided by the university language centre to improve the use of English in the teaching and learning process.

### Bachelor of Special Education (BSE)

Supporting these international orientation goals, the BSE has developed a curriculum that is consistent with international development in the field of special education to strengthen academic collaboration with international faculties from different countries. There are four universities that work closely with the special education programme, namely The University of Sydney Australia, Universiti Pendidikan Sultan Idris Malaysia, Universiti Kebangsaan, Malaysia, and Chiang Mai University, Thailand. The results of visiting professors (see chapter 3.3) from abroad contribute to the addition of material and student skills such as techniques for conducting academic assessments

and the use of learning strategies. Insights related to international issues are conveyed through case discussions during lessons to be adapted to the national context. The teaching materials prepared by the lecturers are an integration of international literature. Issues related to collaboration in special education and communication skills to parents are considered as one of the training topics for students as laboratory volunteers.

Members of academic in Special Education Programme are also members of international professional organisations such as active members of Council of Exceptional Children (CEC), Association on Higher Education and Disability (AHEAD), American Educational Research Association (AERA), American Association on Intellectual and Developmental Disability (AAID), and International Society on Early Intervention (ISEI). These memberships support the study programme's international orientation. They not only build international networking and collaboration, but also promote the understanding of up-to-date international issues and trends both in policies and practices, and their related services and programmes that contribute to advanced and positive teaching and learning practices in the study programme and ultimately improve graduates' employability skills.

#### Bachelor of Guidance and Counselling (BGC)

Faculty members in the Guidance and Counselling Department are members of the American Psychological Association (APA), the Society for the Study of Social Problems (SSSP), and the American Counselling Association (ACA). Being part of the international organisations gives the study programme a chance to be up to date with the development of guidance and counselling sciences globally. The study programme also regularly holds international seminars organised by lecturers and students. This activity provides opportunities for students to practice both language and networking skills. The Guidance Counselling Study Programme often holds discussions with Ohio University (OU), University of Malaya Malaysia, Management and Science University (MSU), UPSI, Malaysia, to compare programme objectives. The decision on determining the theme for visiting professors is based on the consideration of recent debates in international issues such as guidance and counselling for children with special needs. The result of visiting professors is adapted to measure students' competences taken from the course. The adaptation of counselling techniques is done in the counselling technique approaches course. International issues regarding counsellor as a profession becomes the factor of consideration in adapting one of practice indicators in counselling in the internship courses. The construction of the teaching materials is an integration from the international literature and articles. Students' competence of being aware with international issues is done through the teaching and learning process discussing international cases.

The study programme is also active in sending exchange students and credit transfers to other universities abroad. Only one per cent of students have participated in international activities. To increase the number of students involved in international activities, BGC is actively establishing cooperation with more foreign universities, especially in student exchange activities.

#### Bachelor of Elementary School Teacher Education (BESTE)

Similar to BSE and BGC, BESTE also hosts visiting professor programmes in various academic activities (e.g., lecturing, workshops, joint research). For example, in collaboration with Universiti Pendidikan Sultan Idris Malaysia in 2020 and Chulalongkorn University in 2019, BESTE regularly improves the quality of instruction with current issues in the international level by adjusting

international competencies in the curriculum through learning English and choosing English subject areas for students to support the foreign language skills of BESTE undergraduate candidates. Improvement of English language skills is also a targeted goal for both students and lecturers through TOEFL/ProTelf training services.

Current and updated international references through a digital library are provided and widely available for students and lecturers to support academic activities. Students' competence of updating international issues is achieved by introducing parts of the cases discussed before the course starts. International insight is provided by foreign visiting professors. The decision on determining the theme for visiting professors is done in accordance to the needs to support students' competence from the field of the teaching and learning of strategy and technology application. The result of visiting professors becomes the consideration in assessing students' teaching practice competence.

### Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The panel was impressed that although the programmes are targeted at specific needs of the Indonesian education system, the international outlook of the programmes in terms of staff qualification, overall English language integration and the study programmes' vivid international contacts and perspective is remarkable. As the panel is convinced that the programmes reveal qualities that are also competitive outside Indonesia and in order to enhance the international perspective of students, the panel recommends offering more international student exchange possibilities.

		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

As a top two QS ranking in education and training in Indonesia<sup>5</sup>, UNY has strengthened its position in national and global competitiveness. All study programmes commit to the universities strategic planning in regard to achieve UNESCO Sustainable Development Goals (SDGs) within higher education by providing quality education (SDGs No 4) and reducing inequalities (SDGs No 10) that is stated in university strategic planning. Students also contribute to various events in regional and national levels for their academic achievements in developing alternative solutions as part of their contribution to current issues.

#### Bachelor of Special Education (BSE)

The BSE programme is facing an increasing number of inclusive teachers demands within Indonesia to support inclusive education. Therefore, the programme increased the intake capacity in 2019 by

<sup>5</sup> [Rank 301-350 QS WUR by subject](#), last call January 9, 2023



50 per cent. In terms of quality, the study programme is increasing the link and match between current issues on a global and national level with the courses by real cases from various areas in Indonesia. The cases are developed based on various collaborations with local and national government institutions to support education quality improvement for students with disabilities. Almost 95 per cent of the faculty members are currently actively involved in the local and national ministry of education to develop and support regulations and programmes in enhancing students with disabilities' participation in education from pre-kindergarten to higher education. This opportunity enhances the capability as a study programme to improve link and match between the curriculum with local and national agendas to support students with disabilities.

Despite the needs of special education teachers both in special and regular school, BSE is the fewest among all study programmes in Indonesian universities, according to the self-evaluation report (page 17). Based on figures by the Ministry of Higher Education, the report states that out of appr. 4,600 HEIs in Indonesia only 19 HEIs offer BSE.

With regards to curriculum, BSE differs from other universities by not only focusing the curriculum on a variety of types of special needs students and their specific educational needs and programme, but also emphasising on the course to enhance special needs students post school outcomes (see self-evaluation report, page 17).

WHO (2011) estimates that up to twelve per cent of the population experience disability. The percentage of school age children in Indonesia is 38.82 per cent of the total population, which is more than 105 million children (BPS, 2020). In accordance with WHO estimation, it is expected that the total number of disabilities students is more than twelve million children. From twelve million children expected as students with special needs, today only few have been identified, about 144,102 (MoEC, 2020) due to lack of identification procedures and limited diagnosis tools. This situation demands graduates who are able to not only teach but also identify and diagnose students with special needs in Indonesia in co-operation with other professionals.

Indonesian government policies and regulations related to improving access for children with special needs reassure high job availability for the graduates of the special education department. Low competition in the field generates a short waiting period for the study programme's graduates to be involved in employment. Currently, the graduates' waiting period is three months and 99 per cent of the students are already in the job or have work experience related to special education areas. The recent meeting in October 2020 with stakeholders such as special education school leaders and inclusive school principals conclude five issues in regards to alumni job performance that need to be improved, these include: a) assessment skill competencies, b) teaching skills competencies, c) collaborative skills competencies, d) work etiquette, and e) contribution to the working context. Those are taken into account into the curriculum development such as adding courses content and assessment related to collaboration integrated in courses for the first and second year, and also schedule employability soft skills training and workshop.

In a wider context in national, regional and global perspectives, BSE is committed to ensure its contribution to improve quality of teaching and learning and improve access in education for all. Faculty members are actively involved in developing and implementing support for students with disabilities in local, regional, and national levels as part of policy makers, collaborators with the Ministry of education and culture in various events.

## Bachelor of Guidance and Counselling (BGC)

According to the self-evaluation report (page 17), BGC at UNY is one of the twelve Guidance and Counselling study programmes from a total of 136 study programmes in Indonesia which have received excellent accreditation by NABHE<sup>6</sup>. This study programme is also part of the selected 16 Guidance and Counselling study programmes that conduct professional education of guidance and counsellors. This privileged position allows the study programme to create an alignment between professional counsellor skills and the curriculum. The study programme collects and assesses current issues regarding the challenges faced by counsellor teachers who are involved in the professional education of guidance and counselling and then adjusts course materials for students.

Similar to previous years, the divorce rate in Indonesia increased by 6.4 per cent in 2020. This has become one of the reasons for BGC to improve students' preventive skills and provide elective courses in the family sector. Furthermore, this study programme has a unique focus in facilitating students with competence in providing guidance and counselling services in family, community, and organisational settings compared to other similar study programmes in Indonesia. These competencies are developed through elective courses offered in the curriculum. Based on the results of a tracer study, many of the graduates work in the family sector, community, and in industrial/private organisations. More than 40 per cent of the BGC graduates work in these fields (see self-evaluation report page 18). Future plans that will be carried out to maintain the excellence of the study programme are to provide opportunities for students to practice field work in organisations and in the community that focus on families such as the National Population and Family Planning Agency (NPFA) and religious affairs offices, as well as in private industry.

According to the self-evaluation report (page 18), BGC graduates compared to graduates from other universities have advantages in the aspects of communication skills, multicultural awareness, social skills and literacy, and technology competencies. These findings are results of discussions that the University regularly conducts with employers (schools and organisations).

An estimated 13 per cent of adolescents aged ten to 19 is estimated to live with a diagnosed mental disorder (Unicef, 2021). The situation requires the school's counsellor roles in the educational setting. Mental health problems are also experienced by students in Indonesia. Based on Indonesian regulations, ideally the ratio of the number of GC teachers to the number of students is 1:150 (the Regulation of Minister of Education and Culture no 11 of 2014), but in reality, this ratio is far from being achieved so far. To ensure that the BGC graduates can be accepted into appropriate and decent work fields, BGC pays attention to the needs of schools in developing the curriculum and ensures that the curriculum delivery method to students uses the right method in order to assist BGC graduates to be able to help solve mental health problems, especially those experienced by students at school. The results of the tracer study show that the longest waiting time for BGC graduates is three months<sup>7</sup>. This data shows that the community's need for Guidance and Counselling teachers, especially UNY graduates, is high. In addition, the percentage of graduates who work in the family sector and in industry/private organisations is more than 40 per cent. This shows that the uniqueness of BGC UNY responds to the needs of the community.

BGC is involved in activities that alleviate problems in the community, for example, periodically organising group counselling for teenagers involved in legal cases as well as for victims of the

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<sup>6</sup> BAN-PT (the National Accreditation Bureau of Higher Education, NABHE)

<sup>7</sup> self-evaluation report, page 19

eruption of Mount Merapi. Lecturers are also active in developing books, courses, and other works that can be used by the community. Lecturers' works in the form of learning videos, learning media, microblogs are uploaded on social media such as YouTube and Instagram so that they can be easily accessed not only by students but also by the wider community. Several BGC lecturers are also assessors of BAN-PT at the national level. According to the self-evaluation report (page 21) this helps the University to constantly make sure that the programme's quality meets the national standard for HEI.

Products developed by students also contribute to society, for example an anti-bullying application developed by students. This product received a gold medal in the National competition called PIMNAS. Another product developed by the students is educational videos that schools' counsellors can use and share with the public.

### Bachelor of Elementary School Teacher Education (BESTE)

BESTE is positioned in the national market as a primary teacher education programme. In 2020, the Ministry of Education and Culture predicts that schools in Indonesia will lack one million teachers every year during the 2020-2024 period<sup>8</sup>. BESTE aims at providing education and training with various scientific skills and soft-skills based on the requirements of the labour market. The steps taken by BESTE to meet the education market in Indonesia are through improvement of the quality of education and research in the field of elementary schools involving students.

There are numerous BESTE programmes in Indonesia with a large number of prospective teachers, providing similar objectives to this programme. However, BESTE is one of the 31 study programmes in Indonesia accredited "A" (the best) by NABHE out of 25,529 study programmes in Indonesia. BESTE currently received Excellent accreditation status by NABHE, in accordance to the government's most recent policy. Furthermore, there are only few BESTE programmes in Indonesia that focus on diversity learners in their objectives like BESTE at UNY does<sup>9</sup>. Part of the diverse learners are students with special needs who are rarely supported by competent teachers. In the last twenty years, inclusive education has been piloted and implemented in elementary schools that require teachers' competencies in teaching diverse students. According to the Basic Education Data of 2020, there are more than 17,000 inclusive elementary schools in Indonesia. Lack of teachers' competencies in dealing with diverse students are reported in various research (CITE). Furthermore, the programme allows students to access teaching strategies for diverse learners' courses (six credits) from the special education department. A collaboration among study programmes provides richness and expandable knowledge and experiences for students to strengthen their teaching skills for diverse learners.

BESTE's tracer study shows that the waiting period for its graduates in getting a job is less than one year, and 80 per cent of graduates get jobs that match the targeted competencies. 90 per cent of graduate users stated that BESTE graduates showed good competence and performance.<sup>10</sup>

Another support to prepare graduates for the job market is to provide students with opportunities to learn and gain work experience to support the competencies required in the job market. Learning experiences are obtained through various courses that apply subject knowledge, pedagogy, learning technology, and children's growth and development. Work experience is obtained from

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<sup>8</sup> self-evaluation report, page 19

<sup>9</sup> self-evaluation report, page 18

<sup>10</sup> self-evaluation report, page 20

fieldwork practices provided through the student teaching programme, comparative studies, and internships in elementary schools spread across various regions in Indonesia.

In terms of student achievement and academic staff achievement, the elementary school teacher education department is the faculty's flagship department. BESTE has consistently won several recognitions in recent years, including winning the most prestigious tournament in Indonesia, National Student Science Week.<sup>11</sup>

## Appraisal:

The reasons given for the positioning in the educational market of these study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Moreover, the University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. The panel members were impressed by the scope of qualifications the programmes are intended to provide and the quality of the curricula. The panel acknowledges that the education programmes are focused towards the Indonesian education market. Without rating, the panel states that the Indonesian idea of education is more meaning-oriented than education in the Western hemisphere, where students have learned to focus on output-oriented cognitive function. As the Indonesian education system in the future may gradually increase the exchange with other education systems, UNY's education programmes may also be prepared to deal with balancing different cultural education approaches. Therefore, the panel suggests that a survey of the experiences of former students from Yogyakarta working abroad could provide useful information for the University and future students. This could also include a review of the recognition of degrees in countries that are attractive to graduates.

During the online assessment conference, the panel discussed the female-majority in different rounds and collected ideas how to address this issue. The panel would like to emphasise that it does not recommend attracting more male students instead of female students, but developing communication strategies and activities to diversify the student bodies, thus increasing the number of male applicants for the programmes and maybe even increasing the intake capacities. Part of these activities could be to highlight male role models and to lift the social prestige of educational professions by demonstrating the importance of education, and to emphasise the need for diversity in society. The panel also recommends integrating student representatives and alumni into the conception of the communication strategies and activities, as students during the online assessment conference developed insights and ideas about positioning the study programmes beyond the traditional "female" perspective and emphasised the potential of social media to address potential students. The panel recommends also implementing the communication activities right into the University's offerings for counselling prospective students (see chapter 2).

The study programmes are convincingly integrated into the University's overall strategic concept. The study programme's qualification goals are in line with the University's mission and strategic planning. Moreover, in the opinion of the panel the study programmes' qualification goals

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<sup>11</sup> self-evaluation report, page 21

ambitiously cover scientific, social, ethical, competence-based and quality-driven aspects, thus constituting the core of the HEI's strategy and being sustainably implemented.

		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

Students' admission in BSE, BGC, and BESTE is managed by the UNY admission committee at university level. The requirements for students admitted as new undergraduates in this department are developed based on the national policy, namely:

1. Indonesian Minister of Education and Culture Regulation No. 6/2020 regarding students' admission in the undergraduate programme in-state university.
2. Indonesian Minister of Research, Technology, and Higher Education Regulation No. 126/2016 regarding students' admission to the state university level.
3. UNY Rector Regulation No. 17/2021 regarding the academic regulation of UNY.

Universitas Negeri Yogyakarta (UNY) is a state University, so there are three admission schemes for Bachelor programmes that are in accordance with national standards and regulations.

1. SNMPTN (Seleksi Nasional Masuk Perguruan Tinggi Negeri, National Entrance Selection of State University) is the first batch of the University's undergraduate admission process. SNMPTN is a portfolio analysis admission scheme for students from all over Indonesia based on the applicants' academic and non-academic achievements during their high school study and their school's national accreditation status. It is organised by a committee appointed by the government (LTMPT/Lembaga Tes Masuk Perguruan Tinggi - University Entrance Test Institute). SNMPTN does not require applicants to sit for an exam. The selection process weights applicants' eligibility from their performance reports of the last five semesters in high school, their portfolios and the accreditation of the high school from which they come from. The portfolio consists of:
  - a) Letter of personal statement (which includes information on education, experience, and achievement during high school)
  - b) Letter of motivation and study commitment (information on students' motivation in choosing the programme and financial support).
2. SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri, Joint Entrance Selection of State University). SBMPTN is a computer based written test. It is the second batch of University admission process for undergraduates managed by LTMPT. SBMPTN exams include academic aptitude test and specific subject-based test. The academic aptitude test measures verbal, numerical and reasoning skills and potentials. Meanwhile, the specific subject-based test examines applicants' understanding of several high-school subjects such as Mathematics, Physics, Biology, and Chemistry, Sociology, Economics, Geography, History and English. All test materials are prepared by a national committee.
3. Independent Selection by UNY.

Students' admission in the BSE, BGC and BESTE department follows the regulation of students' composition according to Minister of Research, Technology, and Higher Education Regulation of Indonesia No. 6/2020:

1. The quota for students accepted via the National Entrance Test for State Universities is a minimum of 20% of the total students accepted.
2. The quota for students accepted via the Joint Entrance Test for State Universities is a minimum of 30% of the total students accepted.

3. The quota for students accepted via the Independent Selection is a minimum of 50% of the total students accepted.
4. If the number of students accepted via the Joint Entrance Test for State Universities does not fulfil the quota, the slot available is given to the Joint Entrance Test for State Universities quota.
5. If the number of students accepted via the Joint Entrance Test for State Universities does not fulfil the quota, then the slot available is given to Independent Selection with 10% of the quota requirement.

In the situation whereby a student withdraws after passing the selection, UNY will not replace the students with other prospective students whose score is below the student who withdrew. This step is done to ensure the quality of students is accepted, which supports the goal of every department.

All information and admission procedures for SNMPTN and SBMPTN are also available on LTMPT's official website<sup>12</sup>. The selection results are also announced on the website. LTMPT informs the public when the announcement will be made via its official Twitter account @ltmptofficia and conducts press conferences through its official YouTube channel. The students who passed the national admission requirements (SNMPTN and SBMPTN) are able to get the information from the website through the given account from the LTMPT.

At UNY level, the provision regarding the requirements which have to be fulfilled by the prospective students can be accessed via the New Students Admission website<sup>13</sup>. The independent selection is developed and conducted by UNY. The independent selection is based on the following schemes:

1. Academic achievement independent selection for S1 is a selection of prospective students based on the report card scores and academic achievement.
2. Excellent achievement independence selection for Bachelor degree, which selects prospective students based on excellence, such as academic and non-academic championships.
3. Talent Scouting independence selection for Bachelor degree, which selects prospective students based on their academic and non-academic achievement at level.
4. Excellent Sports Achievement independence selection requires passing the written test and sports test.
5. Computer Based Test (CBT) independent selection, which requires passing Computer-Based Tests (CBT) with the addition of portfolio tests for arts and sports departments.
6. Computerised Written Test Score-Based independent selection for Bachelor degree whereby prospective students participates in a written test such as Academic Potential Test, Indonesian, English, and a test according to the field chosen.
7. Cooperation Independence Selection for Bachelor degree.

International students' acceptance is made by cooperation with scholarship providers such as Darmasiswa (a scholarship given by Indonesian Minister of Education and Culture) and KNB/ Developing Country Cooperation (a scholarship given by Indonesian Minister of Foreign Affairs). UNY also provides scholarship for international students under its YSU-DISS (Yogyakarta State

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<sup>12</sup> <https://halo.ltmpt.ac.id>, last call October 17, 2022

<sup>13</sup> <http://pmb.uny.ac.id/> and <http://pmb.uny.ac.id/international-students/home> , last call January 19, 2023

University-Distinguished International Student Scholarship) scheme. The requirements for international students are:

1. A copy of passport biographical page or other equivalent verification of nationality.
2. Completed application form (through the online application system and attach a recent photo).
3. A copy of the graduation certificate and transcript of academic records.
4. Two scanned recommendation letters (one from the applicant's previous teacher or employer and one from Indonesian Embassy where the applicant lives).
5. A study plan or letter of motivation in English or Indonesian for studying in Indonesia.
6. A copy of the English Proficiency Certificate from TOEFL/ITP/IBT/IELTS/ TOEIC.
7. A scanned Medical Certificate from Government Hospital.
8. Financial proof (above USD 4,000) must be submitted using one of the following documents:
  - a. The proof of scholarship.
  - b. A copy of the financial statement issued by a financial institution within the past three months.

UNY does not require Indonesian skills for prospective international students because UNY facilitates these students with Indonesian language workshops for one semester. UNY also facilitates teaching and learning activities using English, and provides a student buddy for each international student.

According to the self-evaluation report (page 25) all three selection procedures (SNMPTN, SBMPTN and Independent Selection by UNY) are evaluated periodically. The central government oversees the entire selection process for the SNMPTN and SBMPTN. The test results of SNMPTN and SBMPTN are available via the respective national websites.

Every year, the departments are involved in the admission process, especially within the criteria determination and portfolio evaluation process for prospective students. The departments determine the courses and evaluation for the grade report, assess and verify certificates and portfolios in the prospective students' selection type excellence achievement and submit scores of the prospective students. Besides that, within the independent selection, every department has its speciality in determining the achievement priority of prospective students. The departments also determine the subjects and quality considered for evaluation report cards, assess and verify charter and portfolio information as part of the selection process for new students from the excel achievement study programme, and submit potential new students' grades. The BSE study programme places a premium on the academic achievements of prospective new students in the field of science subjects. The BGC study programme prioritises prospective new students' achievements in the social sciences field. In contrast, the BESTE study programme prioritises students' achievement in the Basic Proficient Courses and National Science Olympiad.

Prospective new students create an online account which they use to upload all required documents. Additionally, prospective new students can obtain detailed information about the results of each selection stage on the website [pmb.uny.ac.id](http://pmb.uny.ac.id), as well as additional information on their accounts.

Various parties monitor the new student admission procedures at each stage of the admission process. It entails academic and study programme leaders and ranks establishing the new student quota. The university's quality assurance team monitors the selection process at the



implementation stage. At the time of the final selection results announcement, leaders and ranks in the academic field monitor the process down to the study programme level. In addition, monitoring activities are also carried out simultaneously with the acceptance process. UNY carries out all selection processes and reports to the Minister through the Director-General of Learning and Student Affairs.

All procedures are conducted electronically and are publicly accessible at the admission website. All information updates about prospective student applications is sent by email.

In the self-evaluation report (pages 23-24), the University points out that very high average of Grade Point Average (GPA) obtained by the graduates in the three departments and the results of the tracer studies on employability (see chapter 1.3.) proves that the admission procedure is effective.

The University provides information about the admission procedure via the Student Admission website. The website provides information about hotline services that give direct counselling services 24 hours to prospective students. In addition, face-to-face counselling is also provided during office hours. Important information regarding the admission process is as follows:

- Information on the types of departments in UNY and the requirements to enrol in the department
- Information on prospective students' enrolment process
- Information on prospective students' requirements
- Information on prospective students' selection procedures.
- Information on the tuition fee
- Information about scholarship
- Prospective students' registration schedule
- Prospective student's registration guide
- Prospective students' registration booklet
- Information on registration payment
- Contact person and hotline services

Through the respective department websites<sup>14</sup>, BSE, BGC, and BESTE also provide telephone and email contact details for counselling services to prospective students. Within the departments' websites, prospective students can access specific information such as:

- Programme objectives
- Curriculum
- Lecturer/faculty member and specifications
- Facilities
- Future careers
- Extracurricular activities
- Other activities are supporting academic activities
- Contact person and hotline services

Information about the admission can be accessed on UNY's social media channels Instagram @unyofficial, Twitter @unyofficial, and Facebook @unyofficial. Information on the selection of prospective students is also provided by webinars and talk shows, including information about the

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<sup>14</sup> Links to be included: [BSE department's website](#), [BGC department website](#), and [BESTE department website](#)

selection itself such as the department, the enrolment requirements, enrolment procedures, and so on. UNY has a programme called “Bincang UNY wae” to facilitate the public interested in interacting directly with UNY. This programme is broadcast live via YouTube @unyofficial. Through this programme, the public is able to find information on admission and directly ask a question to UNY staff. Besides that, UNY also cooperates with local radio and television to socialize prospective students’ admission. In this activity, a question-and-answer session is available publicly. If in any case prospective students facing any difficulties regarding admission that cannot be solved by phone or email services, they will be directed to see the admission office to obtain direct assistance.

Counselling services is also provided through the orientation week activities after the students are accepted. Activities in the orientation week focus on introducing the campus environment as well as developing students’ soft skills. Students obtain various information about the courses and other activities supporting the teaching and learning process. Orientation week is held on university, faculty, and department level.

Professional experience is not relevant for undergraduate programmes.

The entrance test includes a written test on English language proficiency to ensure prospective new students’ foreign language skills (Computer-based Exam and Joint Entrance Test for State Universities). Also the Performance-based State University Entrance Selection scheme considers the importance of English in prospective students’ academic reports when making admissions decisions. The assessment team pays special attention if prospective new students who possess a certificate of English proficiency obtain different grades or scores during the self-selection process. International students must have a TOEFL/ITP/IBT/IELTS/TOEIC certificate to demonstrate their foreign language proficiency.

After being accepted, students can participate in English language development activities in semesters one to four, provided by Language Service Unit. After participating in English language development training activities, students will take the Pro-TEFL test organised by Language Service Unit.

UNY also determines that students must obtain the minimum TOEFL score (425) before graduated. Students who do not fulfil this score cannot take the thesis exam.

## 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 on university as well as study programme level, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail. Furthermore, the panel noted that the information for prospective students is not sufficient in English language. In order to support attracting foreign students the panel recommends improving the admission and enrolment information in English for prospective students from abroad. This could include a specific welcome-page on the University’s website that describes the essential aspects of Indonesian culture in their context of study in Yogyakarta, a short

description of the curricula and objectives of the study programmes, but also an oral guidance and counselling service offer.

The selection procedure is transparent and ensures that qualified students are admitted. Professional experience is not required from applicants. The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities). Although English proficiency was expected from those students and graduates participating in the assessment conference, the panel was impressed by the level of English skills the students and graduates revealed.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

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

#### 3.1 Contents

##### Logic and conceptual coherence, all study programmes

To improve legibility, the curricular structures of each study programme are shown in the Annex of this report.

For all study programmes, the curriculum comprises national-level compulsory subjects (eight credits) taught in the first two semesters: Religious Education; Pancasila (the five Principles of Indonesia), Indonesian Language; Civic education.

The University has started to implement the extra-curricular “Freedom to Learn-Independent Campus” Programme (MBKM) based on Permendikbud Number 3/2020 on National Standards of Higher Education. This programme allows students to take courses following their own interests outside their study programme or even outside the University, thus improving e.g. multidisciplinary, practical or scientific competences or learning different perspectives on their study topic. Within MBKM, UNY allows ten credits in the BSE programme, 18 credits in the BGC programme, and up to 16 credits in BESTE, but students need to discuss with their academic advisor the courses they take, thus allowing to draw maximum benefit from the option. The three study programmes adjust the policies of the Ministry of Education and Culture by arranging the curriculum to allow students to participate in the programmes offered. The curricula overviews (see Annex) show these options as Freedom Learning-Independent Campus (BSE); Outside study programme in UNY/Outside UNY (BGC) and Studying out of Study Programme/Studying out of University (BESTE).

##### Logic and conceptual coherence, Bachelor of Special Education (BSE)

The BSE module (courses in BSE are grouped into modules) sequence is designed to prepare students to teach children with special needs in a variety of settings, with a particular emphasis on the following stages:

- Year 1: Students become acquainted and interact with disabled students. Courses expose candidates to educational and special educational content and concepts in general. In terms of study related contents this covers the modules Understanding of Students with Special needs (two courses, five credits); Foundation of Education Part 1 (four courses, eight credits); Foundation of Education Part 2 (two courses, four credits); Foundation of Special Services for Students with Special Needs Part 1 (one course, two credits); Foundation of Special Services for Students with Special Needs Part 2 (one course, two credits); Identification and assessment Part 1 (one course, two credits); Identification and assessment Part 2 (one course, two credits); Teaching in Special Education Part 1 (two courses, five credits)
- Year 2: Students will be able to conduct group assessments and provide instruction to a single student. Courses target candidates’ cognitive level to describe content and concept in special education as they begin to be familiar with special education fields of study. In terms of study related contents this covers the modules Foundation of Education Part 3

(four courses, eight credits); Foundation of Education Part 4 (one course, two credits); Teaching in Special Education Part 2 (four courses, eight credits); Teaching in Special Education Part 3 (three courses, eight credits); Identification and assessment Part 3 (one course, two credits); Foundation of Special Services for Students with Special Needs Part 2 (three courses, six credits); Foundation of Special Services for Students with Special Needs Part 3 (three courses, six credits)

- Year 3: Students will be able to conduct assessments and provide instruction to a single student. Courses in the third year have the objectives that candidates will have the interpretation skills and teaching competencies in subject matters and special services. In terms of study related contents this covers the modules Foundation of Education Part 5 (two courses, four credits); Foundation of Education Part 6 (three courses, six credits); Teaching in Special Education Part 4 (four courses, eleven credits); Teaching in Special Education Part 5 (three courses, six credits); Foundation of Special Services for Students with Special Needs Part 4 (one course, two credits); Foundation of Special Services for Students with Special Needs Part 5 (three elective courses, six credits). Elective courses are Assistive technology; Orientation and Mobility; Academic Braille; Development of Communication, Perception of Sound & Rhythm; Articulation Development; Learning for Self Development; Functional Academic Learning; Motor Physical Development; Personal and Social Development; Divisional Sociology; Creativity Development; Metacognitive Learning
- Year 4: Students will be able to provide special service to all members of the class as well as create a continuous improvement plan using the scientific method. Courses in the fourth year train students' cognitive skill levels to be able to analyse and synthesise after they conduct teaching practices in the area of special services. At the end of these major enrichment courses, students will be ready to write their final thesis as part of their teaching journey with the scientific method. In terms of study related contents this covers the courses Work Practice; Educational Practice; Community Service (six credits each) and Bachelor Thesis (eight credits)

### Logic and conceptual coherence, Bachelor of Guidance and Counseling (BGC)

The BGC course sequence is designed to prepare graduates who are capable of providing guidance and counselling services both in and out of school, with a particular emphasis on the following stages:

- Year 1: Students spend their first year studying courses that lead to educational competence. In terms of study related contents this covers the courses Digital Transformation; Educational Science; Educational Psychology; Mental Health; General Psychology; Developmental Psychology; Personality Psychology; Educational Philosophy; Educational Sociology and Anthropology; Personal-Social Guidance and Counseling; Academic Guidance and Counseling; Career Guidance and Counseling; Social Psychology; Psycho-dynamic Counseling Approach; Media in Guidance and Counseling (two credits each); Introduction to Guidance and Counseling (three credits)
- Year 2: Students spend their second year studying courses that introduce them to the fundamental concepts of guidance and counselling services. In terms of study related contents this covers the courses Statistics; Information Technology in Guidance and Counseling; Abnormal and Clinical Psychology; Behavior Counseling Approach; Cognitive Counseling Approach; Multicultural Counseling; Test-based Individual Assessment

Technique; Management of Guidance and Counseling; Guidance Technique; Educational Management; Educational Innovation; Group Guidance and Counseling; Humanistic Counseling Approach; Postmodern Counseling Approach; Non Test-based Individual Assessment Technique; Practicum on Individual Test-based Assessment; Practicum on Learning Difficulty Diagnosis (two credits each)

- Year 3: Students in the third year attend lectures that focus on developing practical competencies in the field of guidance and counselling. In terms of study related contents this covers the courses Comparative Education; Guidance and Counseling Profession; Qualitative Research; Evaluation in Guidance and Counseling; Practicum on Individual Non Test-based Assessment; Micro-Counseling; Psychology of Family OR Family Problems and Intervention; Community Counseling OR Social Rehabilitation; Organisational Behavior OR Human Resource Management; Classical Guidance Practicum; Group Counseling Practicum; Guidance and Counseling Research Methodology; Individual Counseling Practicum; Child Care OR Community Development OR Adult Learning (two credits each)
- Year 4: Students focus their fourth year on developing research-based problem-solving abilities in the areas of guidance and counselling in schools and communities. Students will be able to conduct group assessments and provide instruction to a single student. This covers the Educational Practicum; Community Service (six credits each) and the Bachelor Thesis (eight credits)

#### Logic and conceptual coherence, Bachelor of Elementary School Teacher Education (BESTE)

The BESTE course sequence is designed to educate graduates who are capable of teaching elementary school children by the following stages:

- Year 1: Students acquire content knowledge (CK) or basic concepts of knowledge taught at elementary schools, teaching theories and religiosity education. In terms of study related contents this covers the courses Basic Concepts of Indonesian Language and Literature for Elementary School; Basic Concepts of Mathematics for Primary School; Basic Concepts of Social Sciences for Primary School; Basic Concepts of Civic Education for Primary School (three credits each); Basic Concepts of Natural Sciences for Primary School (four credits); Educational Science; Socio Anthropology of Education; Educational Management; Philosophy of Education; Primary School Curriculum and Learning; Development of Primary School Student; Education Foundation of Primary School; Art and Crafts Education For Primary School; Physical education, sports and health (two credits each)
- Year 2: Students acquire pedagogical knowledge on learning and curriculum used in elementary schools as well as students' characteristics. This covers the courses Digital Transformation; Inclusive Education; Creativity, Innovation, and Entrepreneurship; Educational Psychology; Statistics; Innovation and National Education; Learning Media For Primary School; Learning Strategy for Primary School; Learning Assessment of Primary School; Javanese Language Learning for Primary School; Guidance and Counseling for Primary School; Thematic Learning; Comparative Education; Dance and Drama Education for Primary School (two credits each); Indonesian Language and Literature for Primary School; Natural Sciences for Primary School; Civic Education for Primary School; Educational Research Methodology; Social Science Education for Primary School (three credits each); Math education for Primary School (four credits)

- Year 3: Students will be able to develop lesson plans for subjects in elementary schools, conduct research, recognise students' special needs, and conduct ICT-based lessons. This covers the courses Advanced Indonesian Language and Literature for Primary School; Advanced Mathematics for Primary School; Advanced Natural Sciences for Primary School; Advanced Social Sciences for Primary School; Advanced Civic Education for Primary School; Music Education for Primary School; Research Seminar; Advanced Thematic Learning; Micro Teaching (two credits each); In the sixth semester students may combine elective courses Track-Based Learning; Inclusive learning (four credits each); Local culture-based learning; School management and administration; Literacy learning; Journal/Scientific Article Writing (two credits each) and the option to study out of the study programme and out of the university (MBKM)
- Year 4: Students will be able to design, conduct, and evaluate learning in elementary schools. This covers the Educational Practice; Community Service (six credits each) and the Bachelor Thesis (eight credits)

### Rationale for degree and programme

According to the self-evaluation report (page 30), the degree and programme names are consistent with the Minister of Research, Technology, and Higher Education's Decree No. 57/ 2019 on the Naming of Study Programmes in Higher Education as well as the curriculum content and programme objectives.

### Integration of theory and practice

Integration between theoretical and practicum courses is stipulated in the UNY academic regulation year 2019 and ensured by the use of reflective discussion questions, case studies, and in the writing of papers/assignments. Students are frequently asked to reflect on what they have learned and are learning, through contemplating past work experience or current work in the light of the presented theories, conceptual models, and professional teaching approaches.

In all study programmes, the proportion of practicum courses increases as students move to a higher semester. Students take introductory and foundation courses in the first year and major core courses during their second and third years. Within these years, practicum courses are also part of the curricula. Finally, in the fourth year students focus on Community Service, Internship, and thesis writing.

### Interdisciplinary Thinking

The **BSE** curriculum emphasises the involvement of experts and knowledge from a variety of disciplines in four ways:

1. Educational, medical, and psychological experts who deliver lectures.
2. Final semester assignments are assigned in accordance with themed courses, such as Math Instructions and Language Instructions for Disabled Students
3. Placement in schools in a variety of core and enrichment courses.
4. Special Education Fieldwork programme as a stepping stone course.

The curriculum of the **BGC** prepares students to work in interdisciplinary fields. Educational experts and psychologists deliver lectures. The curriculum structure includes subjects related to Guidance and Counselling such as Media, Information Technology, and Creativity, Innovation, and

Entrepreneurship. Additionally, BGC students also work in the field of media development, including short films, podcasts, posters, and educational videos.

Students in **BESTE** learn a variety of ideas and concepts from an interdisciplinary perspective. There are specific courses to help students master the concept of five integrated disciplines in elementary school (Indonesian Language and Literature for Elementary School; Mathematics for Primary School; Natural Sciences for Primary School; Social Sciences for Primary School; Civic Education for Primary School).

Additionally, one of the courses teaches interdisciplinary thinking skills, specifically a course on thematic learning development. This course examines the principles of thematic learning design and the practice of developing them, which includes determining main competencies, fundamental competencies, and indicators, as well as developing materials, strategies, media, and evaluation tools for thematic learning in elementary school teaching practice with the goal of equipping students with integrated learning simulation practices.

### Ethical Aspects

Throughout the courses, ethics is included. In general, students are introduced to academic ethics (e.g. citations in writing assignments and articles) and to professional ethics for teachers, educators and counsellors. Ethics in academic citations is ensured in every course contract listed in the Module Handbook. In addition, UNY issues UNY Rector Regulation No. 03/2019 concerning ethics and student association rules on campus.

One of the **BSE's** graduate profiles is having the required professional ethics for teachers (Decree of the XXI Congress of the Indonesian Teacher Association, No. VI/2013) to provide services to individuals with special needs. Numerous courses, including Orthodidactic (various specialities), Education Management, and Inclusive Education, support ethics development in personal and collaborative interactions with children with special needs, parents, teachers, and experts.

In **BGC**, students enrol in courses such as religious education and professional guidance and counselling exposed to ethical stimulation. The guidance and counselling profession course discusses the concept of counselling as a profession, counsellor competencies, fundamental attitudes and abilities of counsellors, orientation and scope of guidance and counselling work, counsellor education, graduate performance, counsellor professional organisations, counsellor code of ethics, misunderstandings, problems, and challenges in implementing guidance and counselling.

One of the **BESTE's** graduate profiles is that they possess professional, pedagogical, personal, and social competencies. Several courses, including Student Development, Guidance, and Counselling in Elementary Schools, Education Management, Inclusive Education, and Entrepreneurship, support the development of ethics in personal and collaborative interactions with elementary school students, parents, classroom teachers, and tutors.

Students who violate ethics are given guidance and counselling services as well as penalties. Evaluation of academic ethics is carried out by following university-level policies. If there is a policy change, the study programme will follow up and adjust to the change.

### Methods and Scientific Practice

An approach for understanding methods and scientific practice is devised for the Thesis (final project), encompassing, for example, lectures on research methodologies, academic skills training,



development of a problem-solving skills, development of the research plan, literature review, fieldwork, data collection, analysis of results using either quantitative or qualitative approach, and writing the final project itself.

In **BSE** especially, scientific methods and practices are introduced to all students in three ways.

1. Through a specific course, namely Research Method (PKH 6345), which is a compulsory course.
2. Through major core courses, which introduce students to evidence-based studies from journal articles in the special education area.
3. Through the final project at the end of each study year. Within the project, students conduct a small-scale study and practice their research skills.

The **BGC** curriculum supports the mastery of competency regarding research ability by courses like Guidance and Counselling Research Methodology, Non-Parametric Data Analysis, and Qualitative Research.

**BESTE** curriculum supports the achievement of methodological competencies and the ability to carry out scientific activities stated in PLO 5-8 (see chapter 1.1). This competency is targeted in several ways, including:

1. Research methodology and statistics courses. These courses provide students with experience related to basic concepts, methods, research procedures, and their implementation in learning in elementary schools.
2. Several courses in BESTE integrate research-based lecture activities, like paper preparation activities, journal analysis, and so on.
3. The final project is a scientific work resulting from research or scientific studies as one of the requirements for completing studies.

The achievement of methodological competence and scientific students' ability is expressed in the study programme journal (Didaktika) and other scientific journals outside the programme. BESTE follows-up on enhancing methodological competencies and student abilities by regularly holding scientific writing training activities once a year.

### Examination and Final Thesis

All courses in the three programmes have an examination or assessment defined in the syllabus, based on the generic assessment information provided in the academic regulation year 2019.

The students will have the opportunity to find out the progress of the learning process based on formative tests in the form of quizzes, peer reviews, and oral or written direct feedback from lecturers during the lecture process in one semester. The Final Exam is carried out once at the end of the semester according to the academic calendar and is scheduled by the faculty after fulfilling the 16 meetings. Students with above 75 per cent attendance are permitted to take the final exam in various formats according to subject competence (e.g., individual projects, group projects, articles, essays, multiple-choice tests, and portfolios of the lesson plan and assessment results).

The final thesis refers to the final project guideline issued by the University in 2016, referring to the Rector's Regulation no 9/2016 regarding the final project guideline. Students are able to access

the guidelines on the study programmes' websites<sup>15</sup>. This guide regulates the form of final student assignments, administrative and academic requirements, procedures for administering final assignments, systematics and writing (referring to the latest edition of APA style), and administering exams. The thesis contains research reports conducted by students with the guidance of supervisors. In the research process students apply scientific knowledge and skills that they have learned in previous semesters, starting from finding research problems, formulating research objectives, compiling literature reviews, determining research designs, and reporting analysis results/research results systematically and comprehensively.

## Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the modules and courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory or optional electives) enable students to acquire additional competences and skills. Furthermore, the contents of the courses consistently reflect the strategic orientation of the study programmes. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

The degree and programme names correspond to the contents of the curricula and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The panel recommends organising an event at the end of the community service where students can share their experiences and improve mutual commitment. This event could for instance, focus on highlighting the integration of students' multiple skills (academic, communication, networking/team-building) as well as collaboration of students of diverse academic backgrounds. This event could also be utilised in the communication activities to attract a more diverse student body (see recommendation chapter 1.3).

There is evidence that the programmes qualify for interdisciplinary thinking. The study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Ethical implications are appropriately communicated. During the assessment conference, the panel noted a high level of internalised ethical thinking among the students and graduates.

Students acquire methodological competences and are enabled to do scientific work on the required level. During the assessment conference, in discussions with lecturers as well as students and graduates the panel became convinced that teachers regularly integrate current research results in classes.

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 previously published and coherently applied criteria, rules, and procedures. The students

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<sup>15</sup> <http://plb.fipp.uny.ac.id/en> (BSE), <http://bk.fipp.uny.ac.id/en> (BGC), <http://pgsd.fipp.uny.ac.id/en> (BESTE); last call January 20, 2023

prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' 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

The student's learning progress in all study programmes is measured using the Indonesian credit system (satuan kredit semester (SKS) or semester credit unit). One SKS credit equals 170 minutes of activities per week. The following conditions apply to the study load for one credit.

1. The learning process in the form of lectures, responses, or tutorials consists of
  - a. Learning process activities of 50 minutes per week per semester;
  - b. Structured assignment activities of 60 minutes per week per semester, and
  - c. Allocating time for 60 minutes of independent activities per week per semester.
2. The learning process in the form of seminars or other similar forms consists of
  - a. Learning process activities of 100 minutes per week per semester; and
  - b. Allocating time for 70 minutes of independent activities per week per semester.
3. The learning process in the form of practicum, studio practice, workshop practice, field practice, work practice, research, design, or development, military training, student exchange, internship, entrepreneurship, and Community Service consists of learning activities of 170 minutes per week per semester.

One SKS credit equals roughly 1.6 ECTS credits. In this calculation one ECTS credit equals 1,680 minutes/28 hours; The programmes require students to acquire a minimum of 244.48 ECTS credits (151 SKS credits, BSE) respectively 236.4 ECTS credits (146 SKS credits, BGC and BESTE) to complete the programmes. With the maximum study load of 35 ECTS credits (22 SKS credits) for each semester, students are expected to finish the programme within eight semesters. All courses are weighted 3.2 - 6.4 ECTS credits (2-4 SKS credits).

	Bachelor of Special Education (BSE)	Bachelor of Guidance and Counseling (BGC)	Bachelor of Elementary School Teacher Education (BESTE)
Projected study time	4 years/8 semesters		
Number of Credit Points (CP)	151 SKS equals to 248.48 ECTS <sup>16</sup>	146 SKS equals to 236.4 ECTS	
Workload per CP	1 SKS = 45 hours 1 ECTS = 28 hours		
Number of courses	49 Compulsory Courses in 26 modules 3 Elective Courses	49 Compulsory Courses 4 Elective Courses	48 Compulsory courses Up to 6 Elective Courses
Time required for processing the final thesis and awarded CP	1 Semester (8 SKS)		
Number of contact hours	6,650 hours <sup>17</sup>	6,618 hours	6,619 hours

Rector Regulation No. 1/2019 regarding Academic Regulations at UNY serves as a guide for the three study programmes to conduct lectures and exams. Lecture regulations include the Semester Credit System, the requirement for 16 face-to-face meetings per course, and e-learning/blended learning lecture models via a variety of platforms (e.g. the University Learning Management System “Be-Smart”). The exam rules cover five areas: (1) assessment of learning progress; (2) completion and submission of assignments; (3) assessment and determination method of final score; (4) achievement index; and (5) study load for remedial programmes. Requirements that a student must meet to sit for the exam is if one’s attendance is at least 75 %.

The university "UNY Final Project Handbook 2016" contains the details of the stages of student thesis supervision and the process for submitting the final thesis registration.

Independent Campus – Freedom to Learn for Undergraduate Programmes in UNY (MBKM, see also chapter 3.1) enables students to take courses of interest outside of their study programme or outside of UNY and complete internships at other institutions without extending their study time. UNY recognises student learning outcomes through an equivalence mechanism governed by Rector's Regulation No. 5/2020. The programme's implementation is according to the cooperation agreement between UNY and other related universities or institutions. The implementation procedure is as follows:

1. Students register or choose a course package available outside the study programme through the academic administration information system.
2. Students follow the administrative and academic selection process according to the rules of studying outside the study programme.

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<sup>16</sup> See appraisal

<sup>17</sup> See Appraisal

3. Students attend lectures outside the study programme until they complete the course, according to the time set by the lectures, both from UNY and the targeted places outside the study programme.
4. The assessment is carried out by a supervisor from UNY and a supervisor from the targeted places outside the study programme (Industrial Supervisor/Lecturer from the Recipient College/Supervisor from the institution).
5. Students obtain grades from learning outside the study programme.
6. UNY, through the academic information system (*SIKAD*), converts and recognises the grades and credits contained in the Study Results Card (*KHS*).

Students complete their studies if they pass all prescribed courses and earn 151 credits for the BSE Study Programme and 146 credits for the BGC and BESTE Study Programs, with a minimum GPA of 2.50 and without any E grades.

The programmes' schemes consist of courses and credit points assigned based on the student's required workload. Students must pass the courses to get the credit points according to the provisions in each study programme. The workload of each study programme is between eight and 22 SKS credits (13 and 35 ECTS credits) per semester. The calculation of credits involves the allocation of course time, mid-term exam, final exam, and other aspects according to the assessment components of each course, including structured assignments and independent study. Each semester lasts sixteen weeks (one meeting per week), with one week dedicated to the midterm exam.

Every semester a survey is distributed to the students to collect information whether their study workload is manageable. The results of the surveys show that the workload in the three study programmes is proportional to achieve the course competencies.

The availability of the study and exam regulations is communicated to stakeholders through various print and digital media, such as WhatsApp group of lecturers and leaders, WhatsApp group of students, as well as through various forums, including lecturer council meetings, new student orientation, and student gatherings. The following pages provide information on policies and regulations and administrative requirements related to thesis final assignments, exams, and other assignments needed for study completion.

- Information about the thesis is documented at this [link](#) (Indonesian)
- Information and final project supervision data are documented in [UNY's website](#) (Indonesian)
- E-services in the form of permit applications and certificates documented in [UNY's eservice website](#) (Indonesian)
- Information related to study leave in this [link](#) (Indonesian)

Review and updating of the service system and various related regulations are carried out regularly every year by the authorised unit/division to ensure that the policies are relevant and appropriate to the latest development of the quality assurance system of universities, faculties, and study programmes. The documents are also reviewed regularly during the department meetings in terms of necessary updates and completeness. Furthermore, the study programme management collaborates with the student affairs task force to socialise the programme.

UNY ensures gender equality and non-discriminative environment, as stated in the Rector's Regulation on academic guidelines and new student admissions; from the admissions process to the provision of non-discrimination educational services. UNY does not discriminate among lecturers, students and staff regarding their ethnicity, religion, race, gender, or disability. UNY has a Disability Service Study Centre, established in 2017, which functions to implement academic support programmes related to disability services. Support for prospective students with disabilities is available since the entrance selection process. For example, prospective students with visual impairments are supported by assistants who read the questions. There is also an extension of the time allotted for the particular students in the entrance selection exam. They are also facilitated with a special room and assisted according to their needs. Students with disabilities receive physical accessibility support during the lecturing process in utilising digital libraries, classrooms, and meeting rooms in multi-storey buildings. All of the digital teaching materials have also been designed in a special format so that they are easily accessible and used for learning for students with special needs.

BSE has the highest number of students with disabilities compared to other study programmes. These students get the various facilities needed as described in the following table.

**Table 7: Examples of Disability Services (BSE)**

Academic year	Number of students with special needs	Type of disabling condition	Provided accommodation
2019	1	Student with hearing difficulties	Peer tutor, sign language interpreter
2020	1	Student with visual impairment	Lecturing session record, accessible materials, captioning
2021	3	Students with visual impairment (2)	Lecturing session record, accessible materials, captioning
		Students with hearing difficulties (1)	Peer tutor, sign language interpreter

The provision of services to students with special needs are monitored periodically through observations by the study programme coordinator. At the end of each semester, the evaluation results are submitted in the study programme meetings to determine potential for more effective support in the following semester.

## Appraisal:

The programme structures support the smooth implementation of the curricula and help students to reach the defined learning outcomes. The programmes consist of modules and courses (BSE) respectively courses (BGC and BESTE) and assign Credit-Points (CP) per course on the basis of the

necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

The panel points out that the University's self-documentation showed inconsistencies as to the calculation on workload and credits in the **BSE** programme. The curriculum overview for BSE shows a cumulative workload of as few as 6.117 hours<sup>18</sup>, however the tables in the self-evaluation report show 6,242 (page 34/35) respectively 6,515 hours (page 33). And although most courses assign 45 hours per SKS, workloads within the courses in the curriculum overview very often do not equal the same number of working hours assigned per SKS (e.g. Orthopedagogic 117 hours assigned to 3 SKS (39 hours per SKS credit); Orthodidactic of Multiple Disabilities (58 hours assigned to 2 SKS credits (29 hours per SKS credit)).

In its statement, UNY provided a revised SKS to ECTS conversion and calculation of working hours which clarifies the assignment of 151 SKS, 244.48 ECTS and 6,650 working hours<sup>19</sup>.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are 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 Republic of Indonesia has not ratified the Lisbon Recognition Convention.<sup>20</sup> The panel therefore recommends the University stipulating the recognition of periods of study at other HEIs and the transfer of obtained credits.

The University handed in Diploma Supplements for the study programmes which show the national education system. However, the diploma supplements do not provide information about the national credit system (SKS) nor its conversion to the European ECTS system. Moreover, a relative grade or an ECTS grading table is missing.

Therefore, the panel recommends the following **condition for all programmes**:

The University completes the information in the Diploma Supplement regarding

- a. the national credit system (SKS)
- b. the conversion from SKS to the European ECTS system
- c. a relative grade or an ECTS grading table.

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 University also takes into account evaluation findings, including student feedback and the programme's success rate. During the assessment conference, students and graduates mentioned that they get along very well with the workload and find time for extracurricular activities, student jobs or activities in student organisations. Nevertheless, the panel acknowledges that this may not necessarily also apply for the average student.

However, there is no student survey at the course level in the programme, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds

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<sup>18</sup> See Annex, Table 21

<sup>19</sup> See Annex, Table 24

<sup>20</sup> <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treaty-num=165>

with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

Therefore, the panel recommends the following **condition**:

The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programmes 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. During the assessment conference, the panel was impressed by the University's deliberations and examples about their offerings for students with special needs. However, the panel recommends providing written and binding regulations about affirmative actions concerning time and formal standards/requirements (e.g. extension of deadlines) throughout the programmes and examinations for students with disabilities. These regulations should also include the University's offerings how students are assisted in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds. Furthermore, the panel recommends prominently indicating the Disability Service Study Centre on the website.

		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)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)				Condition	
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

Implementation learning process follows national and University standards and regulations<sup>21</sup>. The learning philosophy applied is student-centred learning, directing high-order, participatory, and collaborative thinking skills. The learning methods applied can vary according to the student's learning needs, but the case method or project-based learning is preferred. Theoretical and practical lectures are also held online through various platforms such as Zoom or Google Meeting.

<sup>21</sup> the standard of learning content in the Regulation of Minister of Education and Culture No. 3 in 2020 concerning National Standard of Higher Education; the Guidebook for the Main Performance Indicators of Higher Education; the Rector's Regulation No. 7 in 2020 concerning Guidelines for the Implementation of the Independent Campus-Freedom to Learn Curriculum; and the Rector's Regulation on UNY's Internal Quality Assurance Standards



Teaching and learning methods are listed in the respective course descriptions and often comprise a variety of methods. In **BSE**, teaching and learning methods include lectures; discussions; assignments; communication practices between friends; project-based learning; inquiry learning; asynchronous learning; cooperative learning; problem-based learning; think talk write; practice learning. In **BGC**, teaching and learning methods include lectures; discussions; presentations; project-based learning; problem-based learning; simulations; practice learning. In **BESTE**, teaching and learning methods include lectures; discussions; presentations; cooperative learning; mind mapping; brainstorming; workshops; problem-based learning; project-based learning; field observation, simulation (product trial); transactional learning; discovery learning; contextual learning.

Lecture material includes main material and enrichment material. The main material can be in the form of textbooks, handouts, power points, or articles taken from reputable journals. Enrichment material is generally generated from research articles. Both types of materials are available in print and digital form. Printed materials are available and accessible in university libraries and the Faculty of Education. Digital material can be accessed through the Learning Management System “Be-smart”, google classroom, or class social media groups. The material can be in the form of pdf files or freely accessible journal links. Students also have access to the collection of electronic journals subscribed by UNY and to the Internal Repository via UNY’s library website as part of the lecture enrichment materials. The repository contains documents of scientific works, theses, dissertations, research and journals originating from the UNY academic community.

All lecture materials are always updated to be relevant to the lecture topics. The update and development of lecture materials are oriented to support the achievement of learning objectives and are adjusted to the undergraduate level. Lecture material updates are carried out on an ongoing basis and by a team of lecturers based on their field of expertise. The updating of this material is carried out in an integrative manner by combining the results of lecturer research and community service every year. For example, the addition of case studies to inclusive education courses in the BSE study programme is customised according to the findings during Research and Community Service activities. Lecture material updates are also carried out based on the latest literature review conducted by the lecturer team as outlined in the syllabus. This activity is implemented every year before the semester starts. Coordination of the lecturer team is carried out informally through social media groups and limited meetings.

UNY facilitates the presence of guest lecturers in study programmes through the annual programme of guest lecturers, practitioners teaching at campus, and visiting scholars. They are academics and practitioners from various professions that are considered relevant to the needs of study programmes in terms of educational qualifications, work experience, expertise, and reputation in the world of work.

Lecturing with visiting professors takes place at least in eight face-to-face meetings both offline and online in one semester (16 weeks) and in collaboration with the course lecturers. Lecturing with practitioners is held in at least one face-to-face meeting offline or online. The lecturing is carried out following the lesson plan for the subjects being taught. However, the content of the material is wider according to the background of the guest lecturer.

At the end of each lecture with guest lecturers, the study programme evaluates the meaning of the lecture process for students by asking them to reflect on their lectures orally or in writing. The evaluation aims at knowing the level of achievement of learning targets involved.

The following is a list of guest in the three study programmes. The University also provided information on the lecturers' contributions to the process and student learning outcomes.

**Table 8: List of Guest Lecturers in Bachelor of Special Education (BSE)**

Count	Institution	Course Title	Period	Description
1	University of Northern Iowa	Math Education for students with special needs	2021	Visiting Professor
1	The University of Sydney	Inclusive Education	2020	Visiting Professor
1	The University of Sydney	Behaviour Modification	2020	Visiting Professor
1	National University of Malaysia	Assessment for students with special needs	2019	Visiting Professor
1	Chiang Mai University, Thailand	Teaching students with learning disabilities	2018	Visiting Professor
2	Special school Pembina Yogyakarta	Learning strategies	2019	Practitioner Lecturer
1	Nanggulan Special School	Transition program	2021	Practitioner Lecturer
2	Balikpapan special school Muhammadiyah Leaning Chess Elementary School	Instructional strategy	2020	Practitioner Lecturer
2	Bachelor of Wiyata University Sungiliat Special School	Creativity, Innovation, and Entrepreneurship	2020	Practitioner Lecturer
3	Bantul Special School Parents of students with autism Individual with Autism with bachelor's degree	Educational Innovation	2021	Practitioner Lecturer

**Table 9: List of Guest Lecturers in Bachelor of Guidance and Counseling (BGC)**

Count	Institution	Course Title	Period	Description
1	Patton College of Education, Ohio University, USA	Personal-Social Guidance and Counselling	2019	Visiting Professor

1	Professional trainer and Lecturer in Industrial Psychology at Employment Polytechnic	Career Guidance and Counselling	2020	Practitioner Lecturer
1	Psychotherapy in Jungian Therapist	Psychodynamic Counselling Approach	2019, 2021	Practitioner Lecturer
1	Founder of Pure Consciousness Indonesia and Mentor in Accelerating the Evolution of Consciousness	Mental Health	2021	Practitioner Lecturer
1	Entrepreneur with the Trademark Mina Tayu Yogyakarta.	Career Guidance and Counselling	2021	Practitioner Lecturer
1	Practitioner in Field of Human Resource Management	Human Resource Management	2021	Practitioner Lecturer
1	Counsellor at the Office of Women's Empowerment and Child Protection, Population Control and Family Planning, Sleman Regency.	Family Problems and Intervention	2021	Practitioner Lecturer

**Table 10: List of Guest Lecturers in Bachelor of Elementary School Teacher Education (BESTE)**

Count	Institution	Course Title	Period	Description
1	Chulalongkorn University, Thailand	Thematic learning	2019	Visiting Professor
1	Sultan Idris Education University Malaysia	Elementary learning strategy	2020	Visiting Professor
1	Universitas Islam Negeri Walisongo Semarang	Elementary literacy learning	2020	Practitioner

Tutoring in the three study programmes is carried out in the form of peer tutors. Students deemed to have competence above average are asked to act as tutors or teaching assistants to help other students in the lecture process. Peer tutors provide academic and non-academic support with the ultimate goal to help improve student competencies and skills in specific courses. Academic support includes assisting in understanding teaching materials, explanations of methods and strategies in completing lecture assignments, and advice in accessing and obtaining additional up-to-date references. Non-academic support can be consultation or counselling related to learning

difficulties or learning motivation in order to increase the productivity of student learning activities.

Tutoring in courses is carried out systematically and integrated into lecture activities for one semester. One example of tutoring in courses by senior students is the course Thematic Learning Development. One of the courses learning outcomes states that students can design thematic learning. In this course, the tutor is present in lectures to explain the experience of doing a practicum in class and what preparations need to be made.

## Appraisal:

The didactical concepts of the study programmes are described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each course. The panel was impressed by the variety of didactical ideas.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain. The panel emphasises that guest lecturers from Australia and the USA are regularly invited.

In all three programmes there is a peer tutoring concept, peer-to-peer-teaching in English and a buddy programme for students from other countries. 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

According to the self-evaluation report (page 54), the study programmes have a curriculum that prepares students to face challenges in an international work environment. For example, compulsory English courses are part of the curricula. In addition, in BESTE, groups of Social Science courses study ASEAN countries with all their social, cultural, and economic conditions. Another

method is to issue a policy that lectures in the three study programmes require the use of references in English and provide an international perspective on the subject.

The university, faculty, and study programme levels make various efforts to support the study programmes' internationalisation. At university level, efforts to promote study programmes to receive international students are being made by

- 1) providing scholarships to international students to study at UNY through the YSU-DISS scholarship scheme,
- 2) participating in the Developing Country Cooperation scholarship scheme which is a scholarship given to international students by Minister of Foreign Affair,
- 3) participating in various international competitions as a means of promotion, and
- 4) holding international education exhibitions (for example, in 2020, UNY participated in the World Education Expo in Kazakhstan),

On faculty and study programme level, internationalisation efforts to attract international students are conducted by cooperating with various universities abroad in the form of visiting professors, joint research, joint teaching, credit transfers, and guest lectures. The faculty's International Cooperation Affairs Unit manages the faculty and provides student buddies to support and facilitate international students studying at UNY.

UNY is in the process of realising its goal of becoming a world class-university. University and faculties encourage study programme lecturers to have international experience in research, teaching, publications, and community services and play an active role in various international forums and associations according to their field of expertise to develop and achieve study programme goals. Strategies to facilitate the internationalisation of the faculty include providing doctoral study assistance; joint research; lecturer exchanges; benchmarking with similar study programmes; and visiting professors. Implementing these various programmes and activities is coordinated by the Office of International Cooperation and Partnership of UNY and documented in the UNY cooperation information system.

In **BSE**, currently four lecturers of Special Education hold degrees from abroad. There are three foreign lecturers, four lecturers with experience in teaching at foreign universities, five lecturers with experience in carrying out international joint research, and all lecturers have experience attending international seminars and conducting international publications.

In **BGC**, currently three lecturers graduated abroad, two lecturers from overseas, two lecturers with experience in teaching at foreign universities, seven lecturers with experience in carrying out international joint research, and all lecturers who have experience attending international seminars and conducting international publications.

In **BESTE**, currently two lecturers graduated abroad, two lecturers with experience in teaching at foreign universities, two lecturers with experience in international joint research, and all lecturers have experience in participating in international seminars and conducting international publications.

The study programmes have implemented various programmes and activities that encourage its lecturers to enhance international insights, experience, and work skills by

- Improving the competence of lecturers in mastering foreign languages. The Faculty provides information on access to training, both free and paid, for lecturers who plan to continue their studies abroad.
- Increasing the Implementation Agreement (IA) with universities abroad. Relationships are established as joint scientific discussions, visiting professors and lecturers, guest lectures or Transfer Credit Programmes. Relationships include Sydney University, Universitas Kebangsaan Malaysia, and Chiang Mai University (BSE), Ohio University, USA, University of Malaya, and Universiti Kebangsaan Malaysia (BGC).
- Organising international conferences like the 4th ICCIE 2020 (International Conference on Current Issues in Education, BESTE) or the ISGC (International Seminar Guidance and Counselling, BGC).
- Encouraging lecturers and providing facilities to participate in coaching clinics and in workshops and training in writing Scopus indexed international journals to increase the number of international publications.

Mastering English for lecturers in these three study programmes is regarded as essential. English is integrated into lecture materials in the form of primary references/literature used in courses and the latest English-language journal articles (the last ten years) as references to support lectures and various learning media using English videos. In addition to the use of English-language literature and media, the integration of foreign languages is also implemented in lecture assignments given to students, such as reviewing English-language journal articles.

Guest lecturers from abroad also contribute to the integration of English in the curricula, as the lectures are delivered in English and discussions and interactions are also conducted in English. To support running this lecture smoothly, the lecturer team from the study programme is involved and performs as a translator if needed.

Support in integrating the use of English in lectures is also provided on university level. This support is realised in the form of the following activities:

- UNY organises *Studium Generale* activities every year by inviting several speakers who are also foreign speakers.
- UNY provides opportunities for all students to take English courses at the UNY Language Service Unit for those whose TOEFL scores have not reached the standard required by UNY (i.e., TOEFL 425 for undergraduate level and 450 for master level).
- UNY provides English Language Class (offered as a university course) as a compulsory subject that all students must take at UNY.

## Appraisal:

International contents are an integral part of the curricula. 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 bodies correspond to the programme concepts as the programmes are targeted at the needs of the Indonesian education market. The measures taken to promote internationality are goal-oriented. To improve attractiveness for international students, the panel recommends integrating contents into the curricula that are specifically interesting for

international students (e.g. “Counselling in international context” in BGC or comparing different international approaches towards the respective study disciplines).

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) is a fundamental element shaping the profile of the study programmes and is promoted by the University.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes.

	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)

According to the self-evaluation report (page 56), the standard of the learning process set by the government and universities are directed at the achievement of students' critical thinking, communication, collaboration and conflict management skills in addition to master skills and understanding of the development of science and technology in the field of study programme expertise. These objectives are targeted within the respective study programmes by the following approaches:

#### Bachelor of Special Education (BSE)

BSE sets communicative and cooperative competences as well as the competence of resolving conflicts as stated in the PLO 4, 5, 6, and 7 (see chapter 1.1). These competencies are targeted through group-based learning activities that dominate lecture design since the first semester. Students in the sixth semester receive a Transitional Programme Development and Guidance course. Counselling for Students with Special Needs provides opportunities for students to collaborate with other teachers and parents in preparing the careers of students with special needs. The primary communication skills are advocacy starting in semester one by inviting students to explore various issues and problems faced by students with special needs in education. This ability is trained explicitly in writing in introductory courses with scientific writing assignments and students practising in internships in the seventh semester.

BSE also offers insight in a variety of other sciences. The Children with Special Needs' Growth and Health courses provides insights into medical science so that graduates can understand growth and development in children, be able to identify children with growth risk, and understand the impact of special needs on children's growth. Thus, graduates can ground their understanding and skills in conducting early detection and intervention in children as stated in PLO 2 (to understand the theories and principles of teaching, learning, and related services for students with special needs).

Psychology and medical science contribute to the Psychological and Clinical Diagnosis courses so that graduates can understand the results of formal assessments from psychologists and doctors to establish joint diagnoses and design further learning programmes as stated in PLO 5 (to be able to collaborate with various parties in developing special education programmes).

### Bachelor of Guidance and Counselling (BGC)

BGC develops students' communication and public speaking skills through Counselling lectures, which create three basic skills: communication skills, thinking skills, and acting skills. Micro counselling practicum lectures also increase communication skills. In addition, all theoretical classes involve group-learning activities with discussions, presentations, and assignments to develop collaboration, communication, and public speaking skills. Conflict resolution skills are developed in counselling courses. There are Community Service and Internship courses that support the development of collaboration skills, conflict resolution, and public speaking. Mastery of these various competencies is required for BGC graduates, as written in PLO number 4,5,7,8 (see chapter 1.1).

Psychology, Anthropology, and Sociology are scientific components that also belong to the foundations of Guidance and Counselling. These scientific fields support courses in general psychology, personality psychology, educational psychology, counselling, and multiculturalism. Furthermore, BGC students are given various facilities of advanced level scientific development with courses in crisis counselling, family counselling, and community counselling to collaborate with multiple segments of society.

### Bachelor of Elementary School Teacher Education (BESTE)

The courses in BESTE consist of theoretical, practical, and field courses. These courses equip students with the ability to communicate, speak in public, and collaborate through presentations and practical activities according to the assigned assignments. The portion of these activities varies according to the needs and characteristics of the course. The ability to communicate, speak in public, and cooperate in dealing with conflict is targeted through

- the internship course (six SKS credits) carried out at school where students learn about the teaching and learning process which can train and exercise student's collaboration skills and work professionalism,
- and the community service course (six SKS credits), where students train communication and cooperation skills in dealing with conflicts. In this course, students practice exploring problems in the field, handling disputes based on the issues found, carrying out teaching practices in schools or communities, collaborating with fellow practitioners and teachers, and the community at Internship and Community Service locations.

Various theoretical courses that contain other scientific content are offered to students, before students start to practice, in order to support the achievement of multidisciplinary competencies of thinking and behaviours.

In addition, various scientific writing competitions, national and international seminars, as well as student creativity programmes at the faculty, university, and national levels are also a forum for students in the three study programmes to communicate, speak in public, and work together to solve various problems that exist in the world of education.



## Appraisal:

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programmes' profiles. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	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)

According to the self-evaluation report (page 58), the three study programmes endeavour to prepare graduates to the world of work by equipping them with relevant skills. The provision of relevant skills is monitored and adjusted through regular reviews and curriculum updates every year. All courses are designed and calibrated to develop graduates who are competent to work in their professional fields in both national and international markets.

The formation of employability is targeted by the provision of lectures, both theory and practice, which are carried out both in the classroom and outside the school (in the field and/or the industrial world) using various effective learning models such as simulations, discussions, presentations, and workshops. The achievement of competence is developed in stages, arranged in the level of courses taken by students. The classes are grouped into four categories: introductory (year 1), foundation (year 2), central core (year 3), and significant enrichment (year 4). Several courses are prerequisites that students must pass to take courses at a higher level. Every year the three study programmes monitor and evaluate the preoccupation of graduates in the job market. Monitoring is carried out using an integrated information system managed by the quality assurance and education institution in UNY<sup>22</sup>. The following table shows data how graduates perceive the suitability for their area of work:

**Table 11: Suitability of Graduates BSE**

No	Year	Number of Respondents	Level of Suitability of the Field of Work		
			Low	Medium	High
1	2020	49	0	0	49
2	2019	63	0	2	61
3	2018	77	0	1	76

<sup>22</sup> <https://survey.uny.ac.id/>, last call January 11, 2023

**Table 12: Suitability of Graduates BGC**

No	Year	Number of Respondents	Level of Suitability of the Field of Work		
			Low	Medium	High
1	2020	40	7	2	31
2	2019	32	4	1	27
3	2018	50	5	15	30

**Table 13: Suitability of Graduates BESTE**

No	Year	Number of Respondents	Level of Suitability of the Field of Work		
			Low	Medium	High
1	2020	95	6	4	85
2	2019	101	4	2	95
3	2018	143	5	5	133

## Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its courses.

In addition, the programmes enable the students to actively apply the acquired skills in new areas of work and to develop them further. The programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market and make use of the results of graduate evaluations. During the online assessment conference, the students expressed that they feel very well prepared for practice, and alumni confirmed that they experienced to have been very well prepared for practice. In the context of employability, the panel also emphasises that the University actively uses alumni input to develop the curriculum (see also chapter 5.).

		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

The faculty qualification and structure meet the criteria stated in the National Standard of Higher Education as stipulated in the regulation of the Ministry of Education and Culture No. 3/2020 section VI regarding Faculty and Education Staff, article No 28 to 32. Most of the faculties staffs work full-time. The ratio of faculties to students is 1:22 for **BSE**, 1:20 for **BGC**, and 1:30 for **BESTE**, which exceeds the National Standard of Higher Education (1:35).

Faculty recruitment and selection are conducted based on the recommendations of the study programmes and considering Government and Rector Regulations<sup>23</sup>. Regarding part-time faculty, each study programme invites visiting professors from other universities (national and overseas) who meet the study programme's criteria and qualifications as required. Criteria for visiting professors include relevancy to the field of study and having a minimum h-Scopus index of 2. Table 4.2 shows the number of faculties with their academic qualifications.

**Table14: Number of full-time and part-time lecturers by academic qualification**

	BSE	BGC	BESTE
<b>Full-time lecture</b>			
Professors	4	1	0
Doctors	7	7	10
Masters	17	15	24
<b>TOTAL</b>	<b>28</b>	<b>23</b>	<b>34</b>
<b>Part-time lecture</b>			
International Faculty through Visiting Professor Programme	4	2	2
<b>TOTAL</b>	<b>32</b>	<b>25</b>	<b>36</b>

The educational staff come from different disciplines or expertise consistent with the study programmes' objectives. For example, the educational faculties in **BSE** hold expertise in special education, medicine, psychology, counselling guidance, early childhood education, and entrepreneurship. The educational staff for **BGC** possess different expertise such as Counselling Skills and Approaches, Personal Social Counselling, Learning Counselling, Career Counselling, Information Technology and Media Counselling, Counselling Assessment, and Educational Psychology and Developmental Psychology. The education staff in **BESTE** hold various expertise,

<sup>23</sup> Government Regulation No 27/2021 on the Recruitment of Civil Servants; Government Regulation No. 37/2009 on faculty; Law No. 5/2014 concerning State Civil Apparatus (regulating minimum academic qualification as a master's degree); and Rector Regulation No. 04/2015 on Human Resources

including Indonesian language and literature, mathematics, science, social studies, civics, and other fields that support competencies for education in elementary school.

To increase the number of the educational staff with doctorate qualifications, the Faculty of Education issued a policy regarding doctoral degree acceleration. The management provides subvention for the tuition fees and study-related expenses and reduces the teaching workload of the faculties who are pursuing a doctoral degree. The number of lecturers in the three study programmes pursuing doctoral degrees is displayed in the following table:

**Table 15: Number of lecturers pursuing doctoral degree**

Study Programme	Number of lecturers pursuing doctoral degree
BSE	6
BGC	4
BESTE	14

The educational staff's tenure for all faculties is based on the regulation of the Ministry of Education and Culture No. 92/2014 regarding the technical instructions for the credit's evaluation of faculty tenure position. The educational staff's tenure begins when they are admitted as an academic staff. Once they are accepted, all educational staff can start their career path starting from assistant professor to associate professor and to full professorship. To be promoted to the professorship track, a staff has to meet certain criteria and gain achievements in Three Principles of Higher Education (*Tridharma Perguruan Tinggi*) consisting of three aspects: Teaching, Research and Publication, and Community Services. The higher the position, the greater the value that must be achieved in Research and Publications (e.g., Associate professor must publish articles at least in an index-2 National Journal; Full professors must publish articles at least in an index Q3 Scopus International Journal). This is sustained by regular mapping and workshops on academic promotion managed by the faculty and university.

UNY and the Faculty of Education provide support to staff to do their professional development related to research and publication through a wide range of programmes such as:

- article coaching clinics for international publication,
- financial support for attending international and national seminars, conferences, and participating in professional workshops and training.

All lecturers in all study programmes are prepared with pedagogical training and development programmes such as Applied Approach (AA) and Instructional Skills Development (*Pelatihan Teknik Instruksional/PEKERTI*). This training is delivered by certified instructors of the IEDQA<sup>24</sup>, a University organisation that focuses on teaching and learning quality assurance and development (see also page 12).

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<sup>24</sup> Institute of Educational Development and Quality Assurance (IEDQA) or Lembaga Penjaminan Mutu dan Pengembangan Pendidikan (LPMPP)

**Table 16: Pedagogical/Didactical related qualifications**

Pedagogical/didactical qualification	BSE	BGC	BESTE
AA & PEKERTI	29	25	34
<i>Sertifikat Pendidik</i> /educator certificate	16	14	26
Microsoft Certified Educator (MCE)	1	1	0
Intellectual Property Rights	21	25	11

Regular assessments on the faculty performance are conducted in three ways.

- Through an annual evaluation of Employee Performance Target. This performance is recorded online through Employee Performance Target information system, conducted by the head of the study programme and reported to the Dean.
- Through assessment related to career development based on several government regulations<sup>25</sup>.
- Through evaluation of the teaching and learning process. This evaluation is conducted by students online via e-monev<sup>26</sup> at the beginning and the end of the semester. Table 18 shows the average of the result of e-monev in the last three years. The largest scale in the survey is 5.
- By holding an annual outstanding lecturer award. This event grants an award to lecturers who have outstanding performance in conducting Three Principles of Higher Education, including teaching and learning, research and publication, and community services.

**Table 17: Average score of E-monev (Student Satisfaction with Lecturers)**

Study Program	2018		2019		2020	
	Start	End	Start	End	Start	End
BSE	4,13	4,12	4,18	4,16	4,24	4,23
BGC	4,13	4,13	4,15	4,16	4,23	4,16
BESTE	4,15	4,07	4,18	4,19	4,27	4,26

<sup>25</sup> including: (1) Indonesian Government Regulation of the Republic of NO. 37/2009 concerning Lecturers, (2) Regulation of The Ministry of State Apparatus Empowerment and Bureaucratic Reform NO. 17/2013 on Functional Positions of Lecturers and Credit Scores, (3) Regulation of The Ministry of Education and Culture No 92/2014 on Technical Guidelines for the Implementation of Credit Scores Assessment and Lecturer Functional Positions; (4) The regulation of UNY Rector No. 24/2017 on Monitoring and Evaluation System and Track Record of the Lecturers and other Staff Performance.

<sup>26</sup> <https://survey.uny.ac.id/emonev-pbm/index/>, last call January 10, 2023

Most of the faculties (educational staff) in all the study programmes have practical experience. Most of the **BSE** lecturers are consultants in special and inclusive schools in the special education programme. One of the lecturers has pioneered Bina Anggita, a special school for autism in Yogyakarta. Other faculty members serve as consultants at Pedagogia Kindergarten, consultants in the Disability Service Unit in the Yogyakarta Department of Education, and advisers in the Ministry of Education, Culture, Research, and Technology.

Lecturers in **BGC** are also part of the Guidance and Counselling Unit. This internal organisation in the University that provides guidance and counselling services not only for students and staff but is also open for public and communities.

**BESTE** lecturers also serve various roles such as manager, consultant, reviewer, editor, assessor, and facilitator in many educational organisations such as primary schools, local education authorities, The Ministry of Education and Culture, and foundations such as Tanoto Foundation.

In addition, all educational staff in the three study programmes are involved in community service activities related to their field of studies. Community services are conducted by teams consisting of lecturers and students from the same study programme. A community service team consists of a maximum of five faculties and three students. The University provides funds for an annual community services programme. The community services are conducted in seminars, workshops, and training. The feedback and results gained from the community services report the teaching and learning planning and instructions.

The establishment of team teaching is the study programmes' effort to eliminate the relationship gap between senior and junior lecturers and encourage a collegiality culture. Team teaching is supported by a regular meeting twice a year before the semester begins managed by the study programmes' coordinators. The team develops unit guides for the courses, consisting of a lesson plan, course descriptions, assignments, and assessments. Team teaching also discusses the roles of each lecturer in the course.

Internal cooperation in research and publication and community service is also ensured through research groups. Every study programme develops research groups and conducts community services consistent with each lecturer's expertise. Results from these activities are reflected in teaching and learning. Furthermore, research groups also disseminate the research findings through publication.

Another form of internal cooperation is the mentoring programme, formalised by the Dean's decree. In the mentoring programme senior faculties supervise their junior faculties in their study programmes. Mentoring activities include support in teaching and learning, academic positions, and other achievements. In addition to those internal collaborations, lecturers in **BESTE** also hold exhibitions of learning media produced by their students in their classes.

Student support provided by the faculties in the three study programmes includes academic and non-academic matters. In terms of academic matters, each student is assigned to an academic advisor for academic supervision and to consult their study plan. After consultation, students upload their study plan in the academic information system<sup>27</sup> and the academic supervisor verifies

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<sup>27</sup> SIAKAD: <https://siakad2013.uny.ac.id/user/login>, last call January 10, 2023

the study plan in the system. Thesis supervision is recorded through the university information system on Final Project Guidance<sup>28</sup>. Thesis supervisors are assigned by the head of the study programmes according to the faculty's expertise and students' thesis topic.

Students' Satisfaction Survey with that academic support is evaluated annually through a students' satisfaction with Academic services managed by the university through IEDQA through e-monev. The results show that students were satisfied with the academic services provided by the faculties: BSE (77,5%), BGC (77,5%) and BESTE (80%)<sup>29</sup>.

## Appraisal:

The structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The University 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.

As for the **Bachelor in Special Education programme**, the panel highlights that the University employs five full-time professors. The number of academic staff who hold the highest position is higher compared to other departments in the faculty (five out of twelve professors are in the special education department). The faculty's outstanding academic qualification is underlined by scientific publications.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. The University 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 experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice. In this context, the panel was impressed by the integrated combination of teaching, research and community service within the Tridharma concept and the commitment the teaching staff revealed during the online assessment conference.

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 programmes take place regularly. In addition, community service projects 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. During the online assessment conference, students and graduates expressed that they are fully content with the service provided. The panel did not get any evidence that students are lacking support in certain areas.

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<sup>28</sup> SIBIMTA: <https://bimbingan.uny.ac.id/> , last call January 10, 2023

<sup>29</sup> Self-evaluation report, page 63

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		BSE	BESTE BGC		
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

The role of the head of the study programme is based on the Regulation of Minister of Research, Technology, and Higher Education No. 2/2019 concerning the organisation and work procedures of UNY. The director of the study programme has several roles:

1. to coordinate the involvement of all study programme members in the development of study programme quality;
2. to create an academic atmosphere within the department to ensure that lecturers carry out the tridharma of higher education (learning, research, and community service);
3. to urge the study programme lecturers to participate in activities to improve the lecturers' scientific fields through seminars, workshops, application for research funding assistance, establishing collaborations;
4. to prepare a plan for majors' activities directed at achieving PO and PLO study programmes based on evaluating the previous year's study programme performance and the Internal Quality Audit (*Audit Mutu Internal/AMI*) results. All department elements in the department meeting discuss and agree upon this activity plan.

To develop the quality of study programmes comprehensively and continuously, the three study programmes, under the coordination of the respective head of the study programme, conduct reviews and evaluations on various essential elements of the study programmes.

- **BSE** routinely reviews current policy regulations for and issues of students with special needs and reviews PO, PLO, and curricula by involving stakeholders. In addition, the study programme continuously monitors and evaluates the performance of lecturers and reviews lecture teaching materials.
- **BGC** reviews and updates the curriculum once a year by involving stakeholders, initiating course handbook workshop activities, by coordinating and equalising perceptions of



practicum subjects, and by regularly conducting hearings and correspondence with student representatives at the beginning of each semester.

- **BESTE** also routinely monitors and evaluates learning, evaluates the quality of lecturers, evaluates the quality and results of collaboration with stakeholders, monitors the completion of student studies, reviews the curriculum, and evaluates the achievement of student graduate profiles.

The implementation of activity programmes in the three study programmes by lecturers and students are supported by an established administrative system and information system. Lecturers, administrative staff, and students have personal UNY-email accounts with a single sign-on system (SSO) to access information system services at UNY. Some of the administrative systems for lecturers and students can be seen in the following table:

**Table 18: Administration systems for lecturers and students**

No	User	Administration System
1	Lecturer	Course attendance system Online attendance for lecturers Academic information system Research and community service information systems Staff site Personnel administration information system
2	Student	New student admission system Registration information system Academic information system Judicial and graduation information system

The Faculty of Education is supported by 83 administrative staff. The administrative staff provide services to students and lecturers to assist their administrative needs and provide "quick responses" to various questions related to academic and administrative matters. Each service unit's main tasks and functions are described based on the Regulation of the Indonesian Ministry of Research, Technology and Higher Education Number 2/2019 concerning the Organisation and Work Procedure of UNY. Each service unit provides a contact person who can be addressed by lecturers and students via email or telephone.

The administrative staff has the opportunity to upgrade their competencies through competency education and training. Every year, faculties and universities have policy schemes and programmes to improve the professional competence of the staff through further education and certified training. In addition, the University provides financial subsidies for them to continue their studies at the undergraduate, master's, and doctoral levels. Currently, 20 people of the administrative staff

are continuing their undergraduate studies; eleven are pursuing master's degree and one person is pursuing a doctoral degree.

Students and lecturers are involved in improving service quality through meeting forums, contact points and suggestion boxes provided by the faculty, customer satisfaction surveys, and the whistle-blowing system<sup>30</sup>. Feedback from lecturers and students is discussed in management meetings and used to improve service, for example standard procedures for academic and non-academic services, procurement of facilities and infrastructure, or provision of creative spaces for student activities.

Counselling service is also available for students to maintain their mental health and well-being. The counselling service can be accessed through its website or by phone. Students can make an appointment for a consultation.

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programmes and ensures that the programmes run smoothly. The programme directors successfully take initiatives to promote the systematic development of the study programmes in a manner which includes all relevant groups. The panel members emphasise that the information they received with the self documentation and during the online assessment conference on short and long term development of the programmes was comprehensive and convincing.

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

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

The administrative staff acts as a service provider for students and faculty. The panel members also emphasise that they were impressed by the commitment the administration staff on all levels revealed during the online assessment conference.

		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> <http://wbs.uny.ac.id/>, last call January 11, 2023

### 4.3 Cooperation and partnerships

Cooperation and partnerships in the study programmes are governed by the faculty under the Partnerships and Public Relations Unit. The faculty instigates and sustains a number of co-operations and partnerships with academic and non-academic institutions. As for the internationalisation programme, the unit works closely with the International Partnerships Office at university level. A number of initiations such as visiting professor programme, joint research and publication, exchanging staff and student are taken into action to strengthen the cooperation with international stakeholders.

In all study programmes, cooperation and partnership with national and foreign universities, with business enterprises and other organisations are part of the UNY Strategic Plan 2020-2025. Co-operations are focused on the Three Principles of Higher Education activities. The vice rector coordinates the implementation of the co-operations and partnerships based on the UNY Cooperation Standard Operational Guide<sup>31</sup>. The guidelines set out the principles of cooperation and partnership, namely equality, accountability, and contribution; cooperation procedures starting from the initiation process, issuing the document of understanding, implementation, monitoring and evaluation, and data collection and documentation. Every collaboration and partnership carried out by the study programmes is based on a cooperation agreement letter documented on the International Activities and Partnerships Information System<sup>32</sup>. The following are various collaborations and partnerships with universities at home and abroad:

- Visiting professors: The three study programmes regularly invite experts through the university's annual visiting professor programme. BSE has invited experts from The University of Sydney, Universitas Kebangsaan Malaysia, Chiang Mai University, and Bachelorwiyata University as part-time lecturers, guest lecturers, and experts in the benchmarking programme and curriculum development. BGC has conducted guest lecturing series and benchmarking curriculum with professors from Ohio University and Universiti Kebangsaan Malaysia. In addition, BGC has collaborated with the Universiti Pendidikan Sultan Idris Malaysia, Ahmad Dahlan University, and the international guidance and counselling organisation in Malaysia (PERKAMA/Persatuan Kaunseling Malaysia Antarbangsa) to hold an international Malindo seminar (Seminar Counseling between Nations) every two years. BESTE has invited professors from Chulalongkorn University and Sultan Idris Universiti Pendidikan Malaysia as part-time lecturers, guest lecturers, and experts in the benchmarking curriculum.
- Joint research and publication: The three study programmes follow up on visiting professors' activities with joint research projects and publications. So far, BSE has produced two international joint research projects and one international joint publication. BGC has produced four international joint research projects, three international joint publications, and one joint international conference. BESTE has produced one international joint research project and one international joint publication. Joint research and publications have added evidence-based scientific references in developing lecture materials and lesson plans.

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<sup>31</sup> <https://sikers.uny.ac.id/dokumen/KUITK%20UNY-Panduan%20Kerja%20Sama%20UNY.pdf>, last call January 9, 2023

<sup>32</sup> International Activities and Partnerships Information System: <http://simitra.uny.ac.id/>

- Collegial meetings for curriculum improvements: The three study programmes strengthen cooperation and partnerships with other universities in Indonesia by joining collegial gatherings. The national collegial meeting of BSE is held every two years with a main focus on studying the graduate profiles and curriculum. BGC and BESTE hold national collegial meetings every year. This collegial meeting provides a forum to share the best practices of Three Principles of Higher Education and the management, information and current issues of study programmes that are useful for developing their objectives, curriculum, and quality.
- Outbound international student exchange: The three study programmes also collaborate with foreign and domestic universities for outbound student exchange programmes. For example, BSE has sent students to study at Sultan Idris Education University Malaysia and Aichi University. BGC has sent students to study at Management and Science University (MSU) Malaysia and other universities. BESTE has sent its students to study at Aichi University of Education, Japan.
- Outbound-inbound students exchange with Indonesian universities: The three study programmes cooperate in the outbound-inbound student exchange programme with Indonesian universities. This is in line with national policies and the current curriculum, where students are given the right to study for three semesters outside the study programme: one semester of study outside the study programme at home university and two semesters of study outside the study programme (at other universities, institutions, or communities). Universities in Indonesia that collaborate with BSE for this programme are Jakarta State University, Surabaya State University, Padang State University, and Lambung Mangkurat University. BGC collaborates to hold student exchange with Malang State University, Semarang State University, Indonesian Education University. BESTE collaborates with Padang State University, Sebelas Maret University, Syiah Kuala University. These exchange programmes not only provide knowledge and professional skills obtained from the courses but also strengthen various soft skills across cultures in Indonesia; as each region has a local culture that may differ considerably from other regional cultures.

Cooperation with non-academic institutions, especially schools, has become regular activity. BSE collaborates with special schools and inclusive schools to facilitate student assessment practices and guided teaching. BGC collaborates with schools to facilitate student guidance and counselling practices. BESTE collaborates with elementary schools for teaching practice. This programme provides practical teaching experience under the guidance of a civil servant teacher at school so that BSE and BESTE students have teaching skills.

Another collaboration that has become a routine programme is the practitioner lecturer programme. All study programmes bring practitioners from enterprises to teach with lecturers in several subjects. The impact of this programme is the enrichment of contextual learning, where students learn from real cases that occur in real life, improving soft skills such as problem-solving, decision-making, and communication skills. Collaboration with enterprises can also enhance students' soft skills such as ICT skills, entrepreneurship skills, religiosity, and leadership skills.

The three study programmes also always expand cooperation with various institutions to improve the quality of study programmes:

### Bachelor of Special Education (BSE)

- Yogyakarta Police Department: Collaborative activities in the form of sending students to help become sign language interpreters in activities related to public relations.
- Mitra Sejahtera Disability Empowerment Centre: Collaborative activities include assisting parents with disabilities, capacity building for people with special needs, and outreach to the community.
- Indonesian Inclusive Inspiration Association: Cooperation activities strengthen the use of assistive technology for persons with disabilities, including national seminars, surveys, needs analysis, prototype development, and monthly discussions.
- Indonesian special education professional organisation (*APPKhI*): Collaborative activities include curriculum development and mentoring for teacher professional development.
- Government organisations such as the Ministry of Education and Culture, Yogyakarta Provincial Education Office, and City District Education Office: Overall cooperation with these government organisations strengthens education for students with special needs and inclusive education.

### Bachelor of Guidance and Counseling (BGC)

- Professional organisation (*ABKIN*/Association of Indonesian Counselling Guidance): Cooperation activities include seminars, discussions, deliberation, skills training, and disseminating any scientific developments.
- Journal of Guidance and Counselling Studies (*JKBK*) Malang State University: The form of cooperation involves several BGC lecturers as reviewers at *JKBK* Malang State University (*JKBK* reviewers).
- Growing Spirit Studio: Collaborative activities in the form of student training.
- Local government in the form of cooperation in the fields of education (development of guidance and counselling teachers' competence) and government (career/position assessment and psychological tests for government apparatus/employees)

### Bachelor of Elementary School Teacher Education (BESTE)

- USAID (United States Agency for International Development): Work activities for teacher professional development, curriculum development, and service-learning.
- The Tanoto Foundation (a philanthropic institution): The cooperation is in the form of implementing and strengthening human resources through the PINTAR Programme. Activities in this cooperation include
  - teacher training in developing learning modules and school management;
  - competence development of lecturers, teachers, principals of elementary schools, school committees regarding learning, leadership, and school management;
  - assistance for partner schools through Teacher Working Groups (KKG), Subject Teacher Consultations (MGMP), Principal Working Meetings (MKKS);
  - a collaborative Classroom Action Research (CAR) programme between BESTE lecturers and partner elementary school teachers;
  - training to improve the quality of introduction to the school internship.

According to the self-evaluation report (page 68), the positive impacts of these collaborations include 1) enrichment of lecture material based on evidence-based practice; 2) development of lesson plans in relevant subjects based on current contextual situations; 3) improving the quality

of the final project from the direction of the lecturer based on evidence-based practice found in the activity; 4) in the long term become one of the bases for curriculum and PLO development.

## Appraisal:

The scope and nature of cooperation with universities, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The co-operations 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.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the co-operations are documented. The co-operations 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. To enhance the students' and graduates' experience within the diverse Indonesian culture respectively the different Indonesian cultures, the panel recommends actively striving for co-operations outside Java to offer internships. To support the internationality of the study programmes (see also chapter 3.4), future international collaboration may also include international business and industries, focusing on their potential to recruit the study programmes' graduates.

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

## 4.4 Facilities and equipment

The Faculty of Education (from 2023: Faculty of Education and Psychology) facilitates 60 classrooms for all study programmes including BSE, BGC, and BESTE. The size of the classrooms varies from 15 m<sup>2</sup> to 108 m<sup>2</sup> with capacities ranging from 15 to 100 people. According to the self-evaluation report (page 68), each room is designed to make the students feel comfortable with a furniture layout that ensures active student participation. Each of them is also equipped with an LCD connection and internet network. Lecture rooms are also accessible for students with disabilities by providing a wheelchair ramp for access to enter the building, an elevator for access to the upper floors, and access to text to speech and speech to text software. The study programmes in the Faculty of Education provide group study rooms in the library, common rooms, gazebos, and campus gardens.

The internet network is available freely. It is connected to both international internet (IX) and domestic internet (OIXP) via a fibre-optic network which can be accessed in all campus areas with a total internet bandwidth of 43,973 Mbps. The University provides a Learning Management System

called Be-Smart<sup>33</sup> and various IT facilities needed to support lectures, such as Microsoft, Google-based email accounts, and premium zoom accounts. Technical support services for IT is accessible for students, lecturers, and staff via the website of the University's technical Office<sup>34</sup>.

The three study programmes have laboratories equipped with media technology and equipment to support the achievement of PO and PLO. BSE laboratory is equipped with various assessment instruments, academic service media, occupation service media, sensory integration, daily living activities, sensory motors and various technological assistance from low technology ranges (such as crutches for the mobility of children with physical disabilities) to high technology (software-based). BGC laboratory is equipped with rooms and media for counselling practicums, test and non-test assessment practicum, guidance practicum, learning difficulty diagnosis practicum, individual counselling room, and media such as one-way screen, various test kits psychology, non-test assessment instruments, which can be used as a place of practice for students of BSE, BGC, and BESTE.

Access to literature is facilitated through library services. The University has library services, both conventional and digital. The University library provides a variety of library collections and also subscribes to national and international journals which can be accessed by students from anywhere. The University library is open every Monday to Thursday from 07.30 to 15.30 and Friday from 07.30 to 14.30, digital library services are available every Monday to Thursday from 08.00 to 21.00; Friday at 08.30 to 11.00 and 13.00 to 20.30, and Saturday from 09.00 to 15.00. The University library comprises 36 librarians, library services are communicated through social media such as Instagram and facebook.

The university library is also incorporated with Jogja Library for All (Jolifa Shoes), managed by the Library Service Centre of DIY Library and Archives Service. Jolifa Shoes accommodate all libraries in Yogyakarta Province, including libraries from various universities, government-owned libraries, and several private libraries. The services provide shared catalogues, e-books, theses, e-journals, and e-clippings. Registration and collection access are available on the website.

Currently, the University library provides access to the following international and national subscriptions, databases and archives:

- Cambridge
- [www.proquest.com](http://www.proquest.com) (books and journals)
- Sage
- Lexis Nexis
- Access Science
- Taylor & Francis
- Science direct
- Springer Link
- Garuda ristekdikti (<https://garuda.kemdikbud.go.id/>)
- Indonesia onesearch (<https://onesearch.id/>)
- Portal Jurnal UNY (<https://journal.uny.ac.id/>)
- Portal Neliti (<https://www.neliti.com/id/>)

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<sup>33</sup> <https://besmart.uny.ac.id/v2/login/index.php>, last call January 9, 2023

<sup>34</sup> <http://puskom.uny.ac.id/>, last call January 9, 2023

- National Library Republic of Indonesia (<https://www.perpusnas.go.id/>)
- Satu data Indonesia (<https://data.go.id/home>)
- Badan Pusat Statistik (<https://www.bps.go.id/>)
- Repository Kemdikbud (<https://repositori.kemdikbud.go.id/>)

In addition to the University library, students and lecturers in the three study programmes can also access literature through the Faculty of Education library. The Faculty's library consists of one library at the central campus and three libraries at the branch campuses (UPP1, UPP2, and Wates campus). The Faculty's library is open every Monday to Friday from 07.30 to 15.30 and Friday from 07.30 to 14.30, supported by a staff of four. The faculty's library is a conventional library that mainly provides printed collections and paper catalogues to facilitate collection searches. Print titles can be ordered by email although the borrowing process must be a personal one. The library provides online services for checking and extending collection, borrowing, and reserving group rooms. In addition, the library communicates its services through social media.

**Table 19: Study Programmes Literature**

No	Study programme Collection	Number of Titles	Number of Copies
1	BSE	1,966	7,999
2	BGC	2,207	8,243
3	BESTE	2,453	8,487

Procurement of Faculty of Education library collections prioritises meeting the needs of textbooks and other literatures used for learning. Procurement of the library collections is carried out by 1) routine funds for the procurement of new books/references; 2) book donations from graduates with a maximum book age of three years after the year of graduation; 3) proposals for submitting new books through the new book form by each member of the library, students and lecturers through the website. In addition, students and lecturers of the three study programmes also have access to collections in the postgraduate library and seven libraries managed by the other faculties within the University.

## Appraisal:

The University provided three videos for the panel showing the facilities for each study programme and another video for the shared facilities. As far as could be seen and checked in an online assessment conference, the University provides adequate space for students to study and learn. In the view of the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. The panel was impressed by the faculty facilities and additional services provided for people with disabilities, although students mentioned that the technology they experienced during study stays in Japan even exceeded their experience in Indonesia. Access to the internet 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. However, the panel recommends increasing the international literature available specifically for the three study programmes, e.g. access to international journals or access to databases like International Society for Cultural Historical Activity Research (ISCAR, <https://iscar.org>) or ResearchGate (<https://www.researchgate.net>) for more advanced students.

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

## 4.5 Additional services

The Career Development Centre provides services to students in career consulting services, providing job vacancy information, organising pre-job training, job fairs, career seminars, and job placements. The job fairs are organised twice a year. Students and alumni are able to access the career Development centre's website<sup>35</sup> for job vacancies and information on the job fairs and other activities and offerings of the Career Development Centre.

The Career Development Centre also conducts job placements for graduates in various companies/industrial worlds through a special recruitment process. The staff at the Career Development Centre consists of a chairperson, a secretary, two administrative staff and 38 counsellors.

Apart from the Career Development Centre, each study programme also has a network with schools, both public and private. If there is information on job vacancies, the school will inform the head of the study programme or administrative staff, who will disseminate the information via alumni WhatsApp groups or social media managed by the study programme. A network with these schools provides opportunities for students and alumni to find work.

The alumni of the three study programmes are by default incorporated into the UNY Alumni Association (*IKA UNY*). UNY Alumni Association conducts working meetings every year and prepares long-term, medium and short-term activity plans. The main function of UNY Alumni Association is to maintain friendships and develop networks in the context of strengthening research, community service, and education development in UNY. At faculty level, the alumni organisation is managed by the Alumni Commission of the Faculty of Education. This organisation consists of a chairman, a secretary, and a treasurer. The faculty also has a student and alumni service unit managed by three staff members. Regular activities held by alumni organisations in the university and faculty include seminars, workshops, training, and UNY Alumni Award.

<sup>35</sup> <https://ppk.lppmp.uny.ac.id/>, last call January 9, 2023

The three study programmes' Alumni Associations are positioned under the university and faculty level alumni organisations. The three study programmes utilise networks to strengthen their positions in order to achieve PO and PLO by forming alumni groups through social media platforms such as Facebook, WhatsApp, and Telegram. Alumni activities at study programme level include regular curriculum reviews and developments every four years, alumni participation as guest lecturers or practitioners, collaboration in organising student internships or practices, community services for lecturers, fundraising donations and library collections, sharing job vacancies and developments in the working world.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. The panel recommends creating networking formats for alumni to reflect their experiences and discuss challenges in their job.

		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)

Funding at UNY are obtained from two sources: the Government's State Budget (APBN) and Non-Tax State Revenues (Penerimaan Negara Bukan Pajak/PNBP) consisting of tuition fees, cooperation income and services, business results, facility rental results, and other income-generating sources. The State Budget is the fixed budget by the Ministry of Education and Culture given to UNY as routine budgets and development budgets. The study programmes receive annual funding from the University through the faculties and competitive grants. Aligning with the strategic planning, UNY is applying for up-grading its organisational status into State University with Legal Entity (PTN-BH/Perguruan Tinggi Negeri-Badan Hukum/Government Corporate).

Funding in each study programme is managed based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 35/2017 concerning the Statute of UNY and the Minister of Education and Culture of the Republic of Indonesia No. 17/2013 concerning the Accounting System of UNY. Sources of funds for **BSE, BGC, and BESTE** come from UNY which are obtained from two sources: the State Revenue and Expenditure Budget (including routine budgets, development budgets, and State Higher Education Operational Costs), and Non-Tax State Revenues (including tuition fees, cooperative income and services, company results, facility leasing results, and revenue-generating outcomes). Every year, each faculty plans its own University Integrated Performance Plan and Budgeting (IPBP) and its study programmes' budget plans. The allocation of funds for the study programmes considers the characteristics, conditions

and needs of study programmes. UNY allocates funding for all study programmes and various units according to the IPBP.

In addition, the three study programmes also actively participate in competitions for grants from various government and private institutions, both local and abroad. For example, **BSE** has received financial support from the Directorate General of Higher Education, Directorate of Primary and Secondary Education, Bappeda Magelang City, Australian Development Scholarship, and Hellen Keller International Organisation. **BGC** has received financial support from the Directorate General of Higher Education, Ohio University. **BESTE** has received financial support from the Sleman Regency and Gunungkidul Regency Education Office, Teacher Professional Programme of the Ministry of Research, Technology and Higher Education USAID, and TANOTO foundation. These funds have been founded to finance the improvement of the quality of study programmes, including research and publications, teaching, community services, professional training and further studies for lecturers.

### Appraisal:

Universitas Negeri Yogyakarta is a state-owned University and is therefore largely financed by the state. 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

UNY Rector's Regulation No 17 of 2015 and UNY Rector's Regulation No 41 of 2019 regulate the Internal Quality Assurance System (IQA) of UNY. This regulation contains IQA policy documents, IQA standards, IQA manuals, and IQA procedures. UNY's quality assurance implementation is carried out systematically and continuously, using the DIECI cycle (Determination, Implementation, Evaluation, Control and Improvement).

The quality assurance system involves three levels of responsible units with respective roles, functions and duties. At University level, the Institute of Educational Development and Quality Assurance (IEDQA) is tasked with implementing the quality development of curriculum, learning, and PLO achievements to improve the quality of student education. At Faculty level, a Quality Assurance Unit (QAU) is in charge of planning, coordinating, and implementing IQA, in collaboration with the Quality Assurance Personnel (QAP) at the study programme level. At the Department/Study Programme level, QAP is in charge of implementing IQA at the Study Programme level and reporting it to QAU. Then, QAU continued the report to IEDQA.

IQA UNY is a reference for BSE, BGC, and BESTE in implementing quality assurance in curriculum, learning and PLO achievements in the three study programmes. Quality assurance in curriculum is carried out through a periodic curriculum review mechanism at least once a year by involving students, graduates and users. The quality assurance is carried out by utilising the UNY information system in customer satisfaction surveys and tracer studies through the UNY tracer website.

Each study programme has a Curriculum Development Team that is responsible to evaluate the curriculum. The teams must refer to

- Indonesian President Regulation No. 8/2012 regarding the Indonesian National Qualification Framework (INQF)
- UNY Strategic Plan Documents (2020-2025)
- UNY Curriculum Development Guidelines,
- 2019 Academic Regulations,
- theories relating to the development of contemporary curricula, including Outcome-based Education (OBE),
- the university's vision and mission, and
- the development of education and science by considering current and future local, national, and global demands.

The curriculum development stage is conducted by the determination of PO, PLO, and curriculum structure. The PLO consist of attitudes, knowledge, specific skills, and general skills. The curriculum structure establishes the number of credits required, the course titles and descriptions, the weight assigned to each course, the division of courses, the course status (mandatory/non-mandatory), and the course category (primary, special package courses, electives/concentrations) as well as the relationship between PLO and courses. Prior to implementation, the development teams review the curricula for finalisation.

Quality assurance related to the achievement of PLO in the three study programmes is conducted by monitoring and evaluating the achievement of competency standards in each PLO from the

course. This quality assurance utilises student grade data per semester and semester cumulative data obtained from the academic information system. Academic advisory lecturers carry out monitoring and evaluation to report to the study programme coordinators and the QAP in the Management Review Meeting (MRM) at the study programme and faculty levels to decide on the follow-up steps.

The three study programmes also implement an External Quality Assurance System (EQAS), to ensure the aspects above for national and international accreditation.

The satisfaction of lecturers, students, and staff related to the facilities quantity and quality and equipment supporting lectures is evaluated periodically by conducting a survey that can be accessed through e-monev<sup>36</sup>. Lecturers, students, and staff can also file complaints against the lack of number and quality of learning support facilities through the study programme administrator. These complaints are forwarded to relevant parties such as to the Deputy Dean for General and Finance or the Computer Centre Affairs.

Student evaluation on the quality assurance of learning with e-monev<sup>37</sup> system is managed by IEDQA and coordinated with QAU and QAP. E-monev monitors and evaluates active students' satisfaction with learning activities and evaluates student learning load. The e-monev instrument is a questionnaire that measures the quality of the theoretical, practical, and final project mentoring process. E-monev is held regularly every semester in the first and last face-to-face meeting. In addition, the administrators and academic supervisors in the three study programmes also hold audiences with students to find out about the quality of lectures and the learning achievements of each subject in more detail.

Evaluation of courses by the student's representative is also conducted by course evaluation hearings held by the department every end of the semester. During the pandemic, the department collaborated with the students' union in distributing questionnaires to evaluate online courses. Through those questionnaires, students could state their opinions on the quality of online courses that they take.

The results of the evaluation by students are processed to the Head of the Department and all lecturers. Furthermore, the results are discussed within the meeting forum at the end of the semester. Findings on students' dissatisfaction in the course or material are taken into action through group discussions and among teams of parallel courses. Students' dissatisfaction with the final project (thesis) guidance process is facilitated by the department by inviting students who have issues with their final paper or their supervisor to a forum. All evaluation results collected from the students are used to improve teaching and learning quality, services to students, and programme development. Some of the follow-up actions carried out based on the evaluation results were workshops on developing lesson plans, workshops on the use of Final Project Guidance Information System (*Sistem Informasi Bimbingan Tugas Akhir / SIBIMTA*) for supervisors and students, and evaluation of practicum results.

Below is the example of e-monev result data within the last three years since 2018. The teaching and learning e-monev questionnaires are designed using the evaluation scale from 1 to 5, with the evaluation criteria ranging from very poor (1), poor (2), average (3), good (4) and excellent (5). The

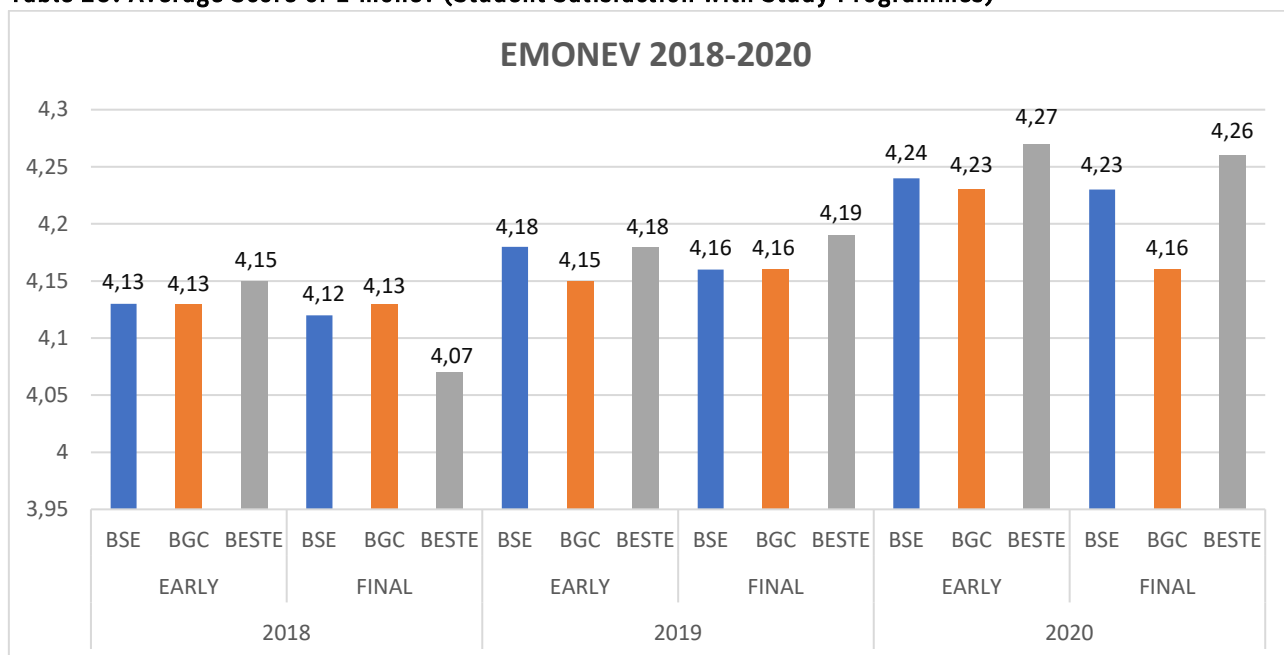
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<sup>36</sup> <https://survey.uny.ac.id/emonev-pbm/index/>, last call January 17, 2023

<sup>37</sup> <https://survey.uny.ac.id/emonev-pbm/index/>, last call January 10, 2023

data from 2018-2020 shows that there is an increasing trend towards the quality of the courses within the three study programmes during the three years' experience.

**Table 20: Average Score of E-monev (Student Satisfaction with Study Programmes)**



In the UNY's Rector Regulation No. 41 of 2019 regarding the IQA, the university and faculty staffs must be involved in monitoring and evaluating IQA to find out the implementation and the fulfilment of IQA standards. Therefore, BSE, BGC, and BESTE lecturers must fill in lecturers' satisfaction survey<sup>38</sup>. This survey asks questions around the issues on good governance, organisation, cooperation, human resources, funds, facilities, and the outcome and results of education, research, and community services. The satisfactory survey consists of three aspects of lecturers' satisfaction, namely satisfaction regarding the management service, regarding the supervision of human resources, and regarding the teaching and learning process. The instrument on lecturers' satisfaction used the evaluation scale from 1 to 5 with the criteria of excellent (5), good (4), average (3), poor (2), and very poor (1).

The results of the lecturers' satisfaction survey are discussed in the Faculty Work Meeting attended by the deans and study programme coordinators as the basis for preparing a follow-up plan. The QAU coordinates with the QAP to monitor the implementation of the follow-up plan. The results are reported in Management Review Meetings at faculty and university level.

All the results of the lecturers' evaluations are also used to prepare an Integrated Performance Plan and Budgeting both at study programme and faculty level every year. The activities in the Integrated Performance Plan and Budgeting are targeted at increasing the capacity and quality of lecturers in the Three Principles of Higher Education (*Tridharma Perguruan Tinggi*), facilitating self-development through various training activities, and proposing the completeness of facilities and infrastructure to support the teaching and learning process.

<sup>38</sup> <https://survey.uny.ac.id/site/index>, last call January 17, 2023

Evaluation of the three study programmes is additionally obtained from external parties. Alumni and graduate employers' surveys are conducted both offline and online. Offline data is obtained through hearings with alumni in alumni meeting forums which are held regularly once a year. The online data is obtained from the online tracer study<sup>39</sup>. It is designed to collect data, mainly on the waiting period for graduates to get their first job and the suitability of work within the field of study. The online tracer study is managed by IEDQA under a unit called the Centre of Certification and Career. The results of the tracer study are submitted to the study programme coordinators through QAU and QAP. They serve as relevant input in revisiting the graduate profiles and improving the quality of graduates of each study programme.

Employers are requested to fill in a graduate user satisfaction questionnaire through the UNY's survey link. The survey covers ethics, expertise, foreign language skills, IT skills, communication, cooperation, and self-development of the graduates. Employers can also write suggestions for improving the quality of the graduates.

The self-evaluation report (page 76) states that based on the results of the employers' questionnaire, aspects that need to be improved are foreign language skills and mastery of information technology.

In addition to employers' questionnaires, BSE in July 2019 held a Focus Group Discussion involving representatives from the Professional Association (APPKhI), from schools and institutions employing alumni, and the education office. BESTE conducted a Group Discussion Forum (FGD) in July 2020, with the Head of the District and City Education Offices, the Head of BESTE's partner universities, partner schools, and alumni.

The evaluation results are discussed in management review meetings at department and faculty level to improve the quality of teaching and learning processes. Several findings were followed up by the study programmes with a policy of minor learning restructuring through lecture activities that further encourage the formation of student special skills, and major restructuring through curriculum review.

Generally, information regarding the content of the department, curriculum, and examination scheme within the three departments have been documented and published via websites in each department<sup>40</sup>. Those websites also provide documents for each study programme including the vision and mission, organisational structure, lecturers, students and alumni. Other information such as student organisations, credit transfer programmes abroad for students, e-journals for students, e-library facilities, and study programme journals is also available.

The curriculum document and its completeness are available in both printed and electronic versions. Versions of the curriculum documents and tools are available and can be obtained at each study programme and university admissions office. The electronic version of the curriculum is published on the study programme website. Academic guides are available on the faculty website and university website<sup>41</sup>. Student's profile data, study plans, and results are documented online in the academic information system (SIKAD) which can be accessed by active students, lecturers,

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<sup>39</sup> <http://tracer.uny.ac.id/>, last call January 17, 2023

<sup>40</sup> <http://plb.fip.uny.ac.id/en> (BSE); <http://bk.fip.uny.ac.id/en> (BGC); <http://pgsd.fip.uny.ac.id/en> (BESTE), last calls January 17, 2023

<sup>41</sup> <http://fipp.uny.ac.id/en> (Faculty), <http://bakk.uny.ac.id/> (University), last calls January 17, 2023

management staff and admins. Lecturers also keep the course plan on the e-learning platform, namely Be-Smart and google classroom to be accessed by students.

Publication of achievements for one academic year is reported in the annual report of the UNY Rector which is presented in the University's Anniversary, and the annual report of the Dean of Faculty of Education in the context of the Faculty Anniversary. Both reports include information on aspects of governance, governance and cooperation; students and alumni; human resources; finance, infrastructure, and information systems; education; research and publications; and community service and can be accessed online<sup>42</sup>.

Study programme activities during the academic year, such as study programme seminars, laboratory services, training programmes, and others are published online through the UNY website; the Faculty website and the study programmes' websites. These websites also link to academic and supporting services, academic guidelines, scientific journals published in the faculty and study programmes, publications of lecturers' works, information on institutional accreditation, and various other guidelines. In addition to the website, an official email is provided to give any information and facilitate communication with the study programme or unit they need.

The activities of each study programme are made known to public and stakeholders on a regular basis through study programme meetings, student activities, websites and social media. In certain incidental activities, the study programmes invite the press, both print and electronic media to communicate activities in national seminars and international conferences. All of this public information on teaching and learning activities in one academic year is organised by the public relation unit of the faculty management.

## Appraisal:

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 takes into account 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. Additionally graduates and representatives from the practical world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented. The panel highlights its impression that the evaluation system is not only implemented due to the respective regulations, but actively being used and exploited to continuously develop the programmes.

Evaluation by the students, quality control by the faculty and external evaluation are 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. For the necessary evaluation of the course

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<sup>42</sup> <https://www.uny.ac.id/laporan-tahunan> (only in Indonesian), last call January 17, 2023



workload, see condition chapter 3.2. The panel also suggests to encourage teachers to discuss evaluation results with their students.

As far as external evaluation is concerned, the panel emphasises the systematic and comprehensive contribution of the stakeholders in developing course materials and curricula. The evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

The study programmes' contents, curricula and examination schemes have been suitably documented and published (e.g. course plans and exam regulations).

The University regularly publishes current news and information – both quantitative and qualitative – about the study programmes. The information presented is up to date.

	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 Negeri Yogyakarta

**Bachelor programmes:** Bachelor of Special Education (BSE)  
 Bachelor of Guidance and Counselling (BGC)  
 Bachelor of Elementary School Teacher Education (BESTE)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)				Condition	
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.	<b>Academic environment and framework conditions</b>					
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)		BSE	BESTE BGC		
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		

## Annex

Table 21: Curriculum Overview Bachelor of Special Education (BSE)

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

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload			Method of Teaching  i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study	Field Work/ practicum			
<b>M1</b>	<b>Module 1. Understanding of Students with Special Needs</b>	5								46,67	112	40,00			5 / 210
M 1.1	PKH6305 Orthopedagogic	3								26,67	64	26,67	L	Exam Paper (120 Min)	
M 1.2	PKH6206 Growth and Health of Special Children	2								20	48	13,33	T		
<b>M2</b>	<b>Module 2. Values, Ethics, and Citizenship</b>	4								53,34	128				5 / 210
M 2.1	MKU6201 Religious education	2								26,67	64		L/T/S	Project Essay / Presentation	
M 2.2	MKU6207 Civic education	2								26,67	64		L/T/S		
<b>M3</b>	<b>Module 3. Foundation of Education Part 1</b>	8								106,68	256				5 / 210
M 3.1	MDK6201 Educational Science	2								26,67	64		S/T	Exam Paper	
M 3.2	MDK6202 Educational Psychology	2								26,67	64		L		
M 3.3	FIP6201 Educational Philosophy	2								26,67	64		L		
M 3.4	FIP6203 Comparative Education	2								26,67	64		S		
<b>M4</b>	<b>Module 4. Foundation of Special Services for Students with Special Needs Part 1</b>	2								13,33	32	45,33			5 / 210
M 4.1	PKH6219 Reading and Writing Braille	2								13,33	32	45,33	L/T	Performance test	
<b>M5</b>	<b>Module 5. Identification and Assessment Part 1</b>	2								20	48	13,33			5 / 210
M 5.1	PKH6207 Psychological and Clinical Diagnosis	2								20	48	13,33	L/T	Exam Paper	
										240,02	576,00	98,66			

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

<b>M7</b>	<b>Module 7. Values, Ethics, and Citizenship Part 2</b>		2							26,67	64				5 / 210
M 7.1	MKU6208 Pancasila		2							26,67	64		L/S	Exam Paper	

<b>M8</b>	<b>Module 8. Foundation of Academic Reading and Writing</b>		<b>4</b>						<b>53,34</b>	<b>128</b>				<b>5 / 210</b>
M 8.1	MKU6209 Indonesian Language		2						26,67	64		L/S	Exam Paper	
M 8.2	MKU6211 English Language		2						26,67	64		L/S		
<b>M9</b>	<b>Module 9. Foundation of Education Part 2</b>		<b>4</b>						<b>53,34</b>	<b>128</b>				<b>5 / 210</b>
M 9.1	MDK6203 Educational Management		2						26,67	64		L/S	Exam Paper	
M 9.2	MDK6204 Educational Anthropology and Sociology		2						26,67	64		L/S		
<b>M10</b>	<b>Module 10. Teaching in Special Education Part 1</b>		<b>5</b>						<b>40</b>	<b>96</b>	<b>71,99</b>			<b>5 / 210</b>
M 10.1	PKH6201 Curriculum and Learning for Children with Special Needs		2						20	48	13,33	L/T/S	Project	
M 10.2	PKH6310 Orthodidactic of Visual Impairment		3						20	48	58,66	L/T/S		
<b>M11</b>	<b>Module 11. Identification and Assessment Part 2</b>		<b>3</b>						<b>20</b>	<b>48</b>	<b>58,66</b>			<b>10 / 210</b>
M 11.1	PKH6308 Academic and Non-Academic Assessment		3						20	48	58,66	L/T/S	Project	
<b>M12</b>	<b>Module 12. Foundation of Special Services for Students with Special Needs Part 2</b>		<b>2</b>						<b>13,33</b>	<b>32</b>	<b>45,33</b>			<b>5 / 210</b>
M 12.1	PKH6220 Sign Language		2						13,33	32	45,33	L/T/S	Performance test	
<b>M13</b>	<b>Module 13. Values, Ethics, and Citizenship Part 2</b>		<b>2</b>						<b>26,67</b>	<b>64</b>				<b>5 / 210</b>
M 13.1	PKH6225 Early Childhood Special Education		2						26,67	64		L/T/S	Exam Paper	

233,35 560 175,98

### The 3rd Semester

<b>M14</b>	<b>Module 14. Foundation of Education Part 3</b>		<b>8</b>						<b>73,33</b>	<b>176</b>	<b>104,39</b>			<b>20/210</b>
M 14.1	MKU6212 Digital Transformation		2						13,33	32	45,53	L/T/S	project	
M 14.2	MKU6213 Creativity, Innovation, and Entrepreneurship		2						13,33	32	45,53	L/T/S		
M 14.3	MKU6218 Inclusive Education		2						20	48	13,33	L/T/S		
M 14.4	FIP6202 Educational Innovation		2						26,67	64		L/T/S		
<b>M15</b>	<b>Module 15. Teaching in Special Education Part 2</b>		<b>8</b>						<b>73,33</b>	<b>176</b>	<b>166,65</b>			<b>20/210</b>
M 15.1	PKH6202 Learning Strategies for Children with Special Needs		2						20	48	13,33	L/T/S	project	
M 15.2	PKH6209 Early Intervention		2						13,33	32	36	L/T/S		
M 15.3	PKH6311 Orthodidactic of Hearing Impairment		2						20	48	58,66	L/T/S		
M 15.4	PKH6312 Orthodidactic of Intellectual impairment		2						20	48	58,66	L/T/S		
<b>M</b>	<b>Module .</b>		<b>4</b>						<b>53,34</b>	<b>128</b>				<b>10/210</b>

M	Freedom Learning-Independent Campus			2					26,67	64		L/S	exam paper	
M	Freedom Learning-Independent Campus			2				26,67	64		L/S			

200 480 271,04

### The 4th Semester

<b>M16</b>	<b>Module 16. Foundation of Education Part 4</b>			<b>2</b>					<b>13,33</b>	<b>32</b>	<b>45,33</b>			<b>5/210</b>
M 16.1	FIP6204 Statistics			2					13,33	32	45,33	L/T	exam paper	
<b>M17</b>	<b>Module 17. Teaching in Special Education Part 3</b>			<b>8</b>					<b>53,33</b>	<b>128</b>	<b>143,99</b>			<b>15/210</b>
M 17.1	PKH6203 Learning Media for Children with Special Needs			2					13,33	32	26,67	L/T/S	project	
M 17.2	PKH6313 Orthodidactic of Physical Barrier			3					20	48	58,66	L/T/S		
M 17.3	PKH6316 Autistic Orthodidactic			3					20	48	58,66	L/T/S		
<b>M18</b>	<b>Module 18. Identification and Assessment Part 3</b>			<b>2</b>					<b>13,33</b>	<b>32</b>	<b>26,67</b>			<b>5/210</b>
M 18.1	PKH6204 Learning Assessment of Children with Special Needs			2					13,33	32	26,67	L/T/S	project	
<b>M19</b>	<b>Module 19. Foundation of Special Services for Students with Special Needs Part 3</b>			<b>6</b>					<b>39,99</b>	<b>96</b>	<b>135,99</b>			<b>15/210</b>
M 19.1	PKH6221 Sensomotor			2					13,33	32	45,33	L/T/S	project	
M 19.2	PKH6223 Behavior Modification			2					13,33	32	45,33	L/T/S		
M 19.3	PKH62214 Alternative Communication Development			2					13,33	32	45,33	L/T/S		
<b>M</b>	<b>Module .</b>			<b>2</b>					<b>26,67</b>	<b>64</b>				<b>5/210</b>
M	Freedom Learning-Independent Campus			2					26,67	64		L/S	exam paper	

146,65 352 351,98

### The 5th Semester

<b>M20</b>	<b>Module 20. Foundation of Education Part 5</b>			<b>3</b>					<b>26,66</b>	<b>64</b>	<b>117,33</b>			<b>10/210</b>
M.20.1	PKH6231 Non Parametric Statistics			2					13,33	32	45,33	L/T	project	
M.20.2	PKH6345 Research Methodology of Special Education			3					13,33	32	72	L/T		
<b>M21</b>	<b>Module 21. Teaching in Special Education Part 4</b>			<b>11</b>					<b>80</b>	<b>192</b>	<b>189,31</b>			<b>20/210</b>
M21.1	PKH6314 Orthodidactic of Emotional and Behavioral Disorders			3					20	48	58,66	L/T/S	project	
M21.2	PKH6315 Orthodidactic of Giftedness			3					20	48	58,66	L/T/S		
M21.3	PKH6317 Orthodidactic of Specific Learning Difficulties			3					20	48	58,66	L/T/S		
M21.4	PKH6228 Management of Special Education			2					20	48	13,33	L/T/S		
<b>M22</b>	<b>Module 22. Foundation of Special Services for Students with Special Needs Part 4</b>			<b>2</b>					<b>13,33</b>	<b>32</b>	<b>45,33</b>			<b>5/210</b>
M22	PKH6222 Development of Movement & Accessibility			2					13,33	32	45,33	L/T/S	project	

						2				26,67	32				5/210
	Freedom Learning-Independent Campus					2				26,67	64		L/T	exam paper	

146,66 320 351,97

### The 6th Semester

<b>M23</b>	<b>Module 23. Foundation of Education Part 6</b>					<b>6</b>				<b>40</b>	<b>96</b>	<b>136</b>			<b>15/210</b>
M23.1	PKH6226 Differentiated Learning					2				26,67	64	0	L/T/S	project	
M23.2	PKH6227 Transition Program Development					2				13,33	32	45,33	L/T/S		
M23.3	PKH6232 Seminar of Special Education					2				0	0	90,67	L/T/S		
<b>M24</b>	<b>Module 24. Teaching in Special Education Part 5</b>					<b>6</b>				<b>33,33</b>	<b>80</b>	<b>107,99</b>			<b>5/210</b>
M24.1	PKH6218 Orthodidactic of multiple disabilities					2				13,33	32	13,33	L/T/S	project	
M24.2	PKH6229 Counseling Guidance for Children with Special Needs					2				20	48	13,33	L/T/S		
M24.3	PEN6201 Micro Teaching					2				0	0	81,33	L/T/S		
<b>M25</b>	<b>Module 25. Foundation of Special Services for Students with Special Needs Part 5</b>					<b>6</b>				<b>26,67</b>	<b>64</b>	<b>181,33</b>			<b>5/210</b>
M25.1	PKH6230 Assistive technology					2				13,33	32	45,33	L/T/S	project	
M25.2	PKH6234 Orientation and Mobility**					2				6,67	16	68	L/T/S		
M25.3	PKH6235 Academic Braille**					2				6,67	16	68	L/T/S		
M25.4	Development of Communication, Perception of Sound & Rhythm**														
M25.5	PKH6237 Articulation Development**														
M25.6	PKH6238 Learning for Self Development**														
M25.7	PKH6239 Functional Academic Learning**														
M25.8	PKH6240 Motor Physical Development**														
M25.9	PKH6241 Personal and Social Development**														
M25.10	PKH6242 Divisional Sociology**														
M25.11	PKH6243 Creativity Development**														
M25.12	Metacognitive Learning**														
						<b>2</b>				<b>26,67</b>	<b>64</b>				
	Freedom Learning-Independent Campus					2				26,67	64		L/T	exam paper	

126,67 304 425,32

### The 7th Semester

<b>M26</b>	<b>Module 26. Values, Ethics, and Citizenship Part 3</b>									<b>18</b>		<b>816</b>			<b>30/210</b>
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M 26.1	PKH6633 Work Practice of Department								6				272	T	project	
M 26.2	MKL6601 Educational Practice							6				272	T			
M 26.3	MKL6604 Community Service							6				272	T			

**The 8th Semester**

																1 / 210
BA	TAM6801 Bachelor's Thesis								8				306.67			11 / 210

<b>total</b>		21	22	22	2	2	2	18	8	1067	2560	2491	
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- L: Lecture*
- S: Seminar*
- T: Tutorial*

Table 22: Curriculum Overview Bachelor of Guidance and Counselling (BGC)

## Curriculum Overview BGC Bachelor's Programme, 8 Semesters

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

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
										21				21 / 146
	Religious Education	2								26,7	64	L	Exam Paper (120 Min)	
	Civic Education	2								26,7	64	L	Exam Paper (120 Min)	
	Digital Transformation	2								26,7	64	L	Exam Paper (120 Min)	
	Educational Science	2								26,7	64	L	Exam Paper (120 Min)	
	Educational Psychology	2								26,7	64	L	Exam Paper (120 Min)	
	Mental Health	2								26,7	64	L	Exam Paper (120 Min)	
	General Psychology	2								26,7	64	L	Exam Paper (120 Min)	
	Developmental Psychology	2								26,7	64	L	Exam Paper (120 Min)	
	Personality Psychology	2								26,7	64	L	Exam Paper (120 Min)	
	Introduction to Guidance and Counseling	3								40	96	L	Exam Paper (120 Min)	
280,3										672				

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

		1.	2.	3.	4.	5.	6.	7.	8.	22				22 / 146
	Pancasila		2							26,7	64	L	Exam Paper (120 Min)	

	Indonesian Language		2							26,7	64	L	Exam Paper (120 Min)
	English		2							26,7	64	L	Exam Paper (120 Min)
	Educational Philosophy		2							26,7	64	L	Exam Paper (120 Min)
	Educational Sociology and Anthropology		2							26,7	64	L	Exam Paper (120 Min)
	Personal-Social Guidance and Counseling		2							26,7	64	L	Exam Paper (120 Min)
	Academic Guidance and Counseling		2						40	50,7	Lecture, project	Exam Paper and Project (120 Min)	
	Carrier Guidance and Counseling		2						26,7	64	L	Exam Paper (120 Min)	
	Social Psychology		2						26,7	64	L	Exam Paper (120 Min)	
	Psycho-dynamic Counseling Approach		2						26,7	64	L	Exam Paper (120 Min)	
	Media in Guidance and Counseling		2						26,7	64	L	project	

307 690,7

### The 3rd Semester

	1.	2.	3.	4.	5.	6.	7.	8.	22				22 / 146
Social Literacy and Humanity			2						26,7	64	L	Exam Paper (120 Min)	
Statistics			2						26,7	64	L	Exam Paper (120 Min)	
Information Technology in Guidance and Counseling			2						26,7	64	L	Exam Paper (120 Min)	
Abnormal and Clinical Psychology			2						26,7	64	L	Exam Paper (120 Min)	

	Behavior Counseling Approach			2						26,7	64	L	Exam Paper (120 Min)
	Cognitif Counseling Approach			2						26,7	64	L	Exam Paper (120 Min)
	Multicultural Counseling			2						26,7	64	L	Exam Paper (120 Min)
	Test-based Individual Assessment Technique			2						26,7	64	L	Exam Paper (120 Min)
	Management of Guidance and Counseling			2						26,7	64	L	Exam Paper (120 Min)
	Guidance Technique			2						26,7	64	L	Exam Paper (120 Min)
	Outside Study Program in UNY			2									
										267	640		

### The 4th Semester

	1.	2.	3.	4.	5.	6.	7.	8.	22				22 / 146
Educational Management				2					26,7	64	L	Exam Paper (120 Min)	
Educational Innovation				2					26,7	64	L	Exam Paper (120 Min)	
Group Guidance and Counseling				2					26,7	64	L	Exam Paper (120 Min)	
Humanistic Counseling Approach				2					26,7	64	L	Exam Paper (120 Min)	
Postmodern Counseling Approach				2					26,7	64	L	Exam Paper (120 Min)	
Non Test-based Individual Assessment Technique				2					26,7	64	L	Exam Paper (120 Min)	

	Prakticum on Individual Test-based Assessment				2					53,3	37,3	Practicum	Performance
	Prakticum on Learning Difficulty Diagnosis				2					53,3	37,3	Practicum	Performance
	Outside Study Program in UNY				6								
										266,8	458,6		

### The 5th Semester

	1.	2.	3.	4.	5.	6.	7.	8.	20				20 / 146
Comparative Education					2				26,7	64	L	Exam Paper (120 Min)	
Guidance and Counseling Profession					2				26,7	64	L	Exam Paper (120 Min)	
Qualitative Research					2				26,7	64	L	Exam Paper (120 Min)	
Evaluation in Guidance and Counseling					2				26,7	64	L	Exam Paper (120 Min)	
Prakticum on Individual Non Test-based Assessment					2				53,3	37,3	Practicum	Performance	
Micro-Counseling					2				53,3	37,3	Practicum	Performance	
Psychology of Family OR Family Problems and Intervention					2				26,7	64	L	Exam Paper (120 Min)	
Community Counseling OR Social Rehabilitation					2				26,7	64	L	Exam Paper (120 Min)	

	Organisational Behavior OR Human Resource Management					2				26,7	64	L	Exam Paper (120 Min)
	Outside Study Program in UNY					2							
	Outside UNY					2							
											293,5	522,6	

### The 6th Semester

		1.	2.	3.	4.	5.	6.	7.	8.	19				19 / 146
	Classical Guidance Practicum						2			26,7	64	L	Exam Paper (120 Min)	
	Group Counseling Practicum						2			53,3	37,3	Practicum	Performance	
	Guidance and Counseling Research Methodology						3			53,3	98,7	Lecture, project, case-based	project	
	Individual Counseling Practicum						4			106,7	74,7	Practicum	Performance	
	Child Care OR Community Development OR Adult Learning						2			26,7	64	L	Exam Paper (120 Min)	
	Outside UNY						6							
											266,7	338,7		

### The 7th Semester

		1.	2.	3.	4.	5.	6.	7.	8.	12				12 / 146
	Educational Practice							6		240	32	Field experience	project	
	Community Service							6		240	32	Field experience	project	

**The 8th  
Semester**

		1.	2.	3.	4.	5.	6.	7.	8	8				8 / 146
	Bachelor's Thesis								8	320	37,3	Bachelor's thesis		

<b>total</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>20</b>	<b>19</b>	<b>12</b>	<b>8</b>	<b>2481</b>	<b>3424</b>				
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*L: Lecture*

*S: Seminar*

*T: Tutorial*

Table 23: Curriculum Overview Bachelor of Elementary School Teacher Education (BESTE)

## Curriculum Overview BESTE Bachelor's Programme, 8 Semesters

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

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
										22				22 / 146
M1-6	MKU 6201 Religious education	2								26,7	64	L	Exam Paper (120 Min)	
M7	MKU 6207 Civic education	2								26,7	64	L	Exam Paper (120 Min)	
M8	MDK 6201 Educational Science	2								26,7	64	L	Exam Paper (120 Min)	
M9	PSD 6310 Basic Concepts of Indonesian Language and Literature for Elementary School	3								40	96	L	Exam Paper (180 Min)	
M10	PSD 6312 Basic Concepts of Mathematics for Primary School	3								40	96	L	Exam Paper (180 Min)	
M11	PSD 6414 Basic Concepts of Natural Sciences for Primary School	4								80	85,3	Lecture, practicum	Exam Paper (240 Min) essay	
M12	PSD 6317 Basic Concepts of Social Sciences for Primary School	3								40	96	L	Exam Paper (180 Min)	
M13	PSD 6318 Basic Concepts of Civic Education for Primary School	3								40	96	L	Exam Paper (120 Min) multiple choice	
320,1										661,3				

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



		1.	2.	3.	4.	5.	6.	7.	8	23				23 / 146
M14	MKU 6208 Pancasila		2							26,7	64	L	Exam Paper (120 Min)	
M15	MKU 6209 Indonesian Language		2							26,7	64	L	Exam Paper (120 Min)	
M16	MKU 6211 English Language		2							26,7	64	L	Exam Paper (120 Min)	
M17	MDK 6204 Socio Anthropology of Education		2							26,7	64	L	Exam Paper (120 Min)	
M18	MDK 6203 Educational Management		2							26,7	64	L	Exam Paper (120 Min)	
M19	FIP 6201 Philosophy of Education		2							26,7	64	L	Exam Paper (120 Min)	
M20	PSD 6201 Primary School Curriculum and Learning		2							40	50,7	Lecture, literature review	Exam Paper (120 Min)	
M21	PSD 6206 Development of Primary School Student		2							40	50,7	Lecture, essay	Exam Paper (120 Min)	
M22	PSD 6205 Education Foundation of Primary School		2							53,3	34,7	Lecture, performance	Performance	
M23	PSD6221 Art and Crafts Education For Primary School		2							53,3	34,7	Lecture, performance	Performance	
M24	PSD6308 Physical education, sports and health		2							53,3	34,7	Lecture, performance	Performance	
										400,1	589,5			

### The 3rd Semester

		1.	2.	3.	4.	5.	6.	7.	8	24				24 / 146
M25	MKU 6212 Digital Transformation			2						26,7	64	L	Exam Paper (120 Min)	
M26	MKU 6218 Inclusive Education			2						26,7	64	L	Exam Paper (120 Min)	
M27	MKU 6213 Creativity, Innovation, and Entrepreneurship			2						26,7	64	L	Exam Paper (120 Min)	
M28	MDK 6202 Educational Psychology			2						26,7	64	L	Exam Paper (120 Min)	

M29	FIP 6204 Statistics			2						26,7	64	L	Exam Paper (120 Min)
M30	FIP 6202 Innovation and National Education			2						26,7	64	L	Exam Paper (120 Min)
M31	PSD6203 Learning Media For Primary School			2						26,7	64	L	Exam Paper (120 Min)
M32	<i>PSD 6202 Learning Strategy for Primary School</i>			2						40	50,7	Lecture, workshop	Report
M33	PSD 6204 Learning Assessment of Primary School			2						40	50,7	Lecture, seminar	Exam Paper (120 Min) case study
M34	PSd 6220 Javanese Language Learning for Primary School			2						40	50,7	Lecture, seminar	Exam Paper (120 Min)
M35	PSD 6207 Guidance and Counseling for Primary School			2						40	50,7	Lecture, project	Project, portfolio
M36	PSD 6209 Thematic Learning			2						26,7	64	L	Exam Paper (120 Min)

373,6 714,8

### The 4th Semester

		1.	2.	3.	4.	5.	6.	7.	8	23				23 / 146
M37	FIP 6203 Comparative Education				2					26,7	64	L	Exam Paper (120 Min)	
M38	PSD 6311 Indonesian Language and Literature for Primary School				3					40	96	Lecture, project	Exam Paper (180 Min)	
M39	PSD 6315 Natural Sciences for Primary School				3					40	96	Lecture, simulation	Exam Paper (180 Min)	
M40	PSD 6413 Math education for Primary School				4					53,3	128	Lecture, project	Exam Paper (240 Min)	
M41	PSD 6319 Civic Education for Primary School				3					40	96	Lecture, problem-based	Exam Paper (180 Min)	
M42	PSD 6331 Educational Research Methodology				3					40	96	L	Exam Paper (180 Min)	

M43	PSD 6223 Dance and Drama Education for Primary School				2					40	50,7	Lecture, performance	Performance
M44	PSD 6317 Social Science Education for Primary School				3					40	96	Lecture, project	Exam Paper (180 Min)
										320	722,7		

### The 5th Semester

		1.	2.	3.	4.	5.	6.	7.	8.	16				16 / 146
M45	Track-Based Learning/Studying Out of Study Program					4				160	21,3	Field experience		
M46	Inclusive learning/Studying Out of Study Program					4				160	21,3	Field experience		
M47	Local culture-based learning/ Studying Out of University					2				80	10,7	Field experience		
M48	School management and administration/ Studying Out of University					2				80	10,7	Field experience		
M49	Literacy learning/ Studying Out of University					2				80	10,7	Field experience		
M50	Journal/Scientific Article Writing (scientific papers) / Studying Out of University					2				80	10,7	Field experience		
										640	85,4			

### The 6th Semester

		1.	2.	3.	4.	5.	6.	7.	8.	18				18 / 146
M51	PSD 6226 Advanced Indonesian Language and Literature for Primary School						2			26,7	64	Lecture, project	Product	
M52	PSD 6227 Advanced Mathematics for Primary School						2			26,7	64	L	Exam Paper (120 Min)	

M53	PSD 6228 Advanced Natural Sciences for Primary School						2			26,7	64	L	Exam Paper (120 Min)	
M54	PSD 6229 Advanced Social Sciences for Primary School						2			26,7	64	Lecture, project	Project	
M55	PSD 6230 Advanced Civic Education for Primary School						2			26,7	64	Lecture, project	Project	
M56	PSD 6222 Music Education for Primary School						2			40	50,7	Lecture, performance	Performance	
M57	PSD 6224 Research Seminar						2			40	50,7	Seminar	Research proposal	
M58	PSD 6225 Advanced Thematic Learning						2			40	50,7	Lecture, project	Product	
M59	PEN 6201 Micro Teaching						2			53,3	37,3	Practicum	Performance	
											306,8	509,4		

### The 7th Semester

		1.	2.	3.	4.	5.	6.	7.	8.	12				12 / 146
M65	MKL 6601 Educational Practice							6		240	32	Field experience		
M66	MKL 6604 Community Service							6		240	32	Field experience		
											480	64		

### The 8th Semester

		1.	2.	3.	4.	5.	6.	7.	8.	8				8 / 146
M67	TAM 6801 Bachelor's Thesis								8	320	37,3	Bachelor's thesis		

<b>total</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>12</b>	<b>8</b>	<b>3161</b>	<b>3384</b>				
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L: *Lecture*

S: *Seminar*

T: *Tutorial*

**Table 24: ECTS conversion: BSE curriculum**

Semester	Kode	Mata Kuliah	JAM DALAM SKS			Jml jam/ minggu (Hour In Class)	Jml jam/ minggu (Self Study)	S
			SKS	Hour In Class	Tugas terstruktur dan Mandiri			
1		Islamic Religious Education*	2	50	120	100	240	
1		Catholic Religious Education*	2	50	120	100	240	
1		Christian Religious Education*	2	50	120	100	240	
1		Hindu Religious Education*	2	50	120	100	240	
1		Buddhist Religious Education*	2	50	120	100	240	
1		Konghucu Religious Eductaion*	2	50	120	100	240	
1		Civic Education	2	50	120	100	240	
1		Educational Filosofy	2	50	120	100	240	
1		Educational Science	2	50	120	100	240	
1		Educational Psychology	2	50	120	100	240	
1		Comparative Education	2	50	120	100	240	
1		Orthopedagogic	3	50	120	150	360	
1		Development and Health of Special Needs Children	2	50	120	100	240	
1		Psycological and Clinical Diagnosis	2	50	120	100	240	
1		Reading and Writing Braille	2	50	120	100	240	
Jumlah			31	750	1800	1550	3720	
Jumlah Dikurangi Matkul pilihan			21	500	1200	1050	2520	
2	MKU6208	Pancasila	2	50	120	100	240	
2	MKU6209	Bahasa Indonesia	2	50	120	100	240	

2	MKU6211	English	2	50	120	100	240
2	MDK6203	Education Management	2	50	120	100	240
2	MDK6204	Educational Sociology and Anthropology	2	50	120	100	240
2	PKH6201	Curriculum and Learning for Special Needs Children	2	50	120	100	240
2	PKH6308	Academic and Non-academic Assessments	3	50	120	150	360
2	PKH6310	Orthodidactic Visual Impairments Children	3	50	120	150	360
2	PKH6220	Sign Language	2	50	120	100	240
2	PKH6225	Early Childhood of Special Needs Children	2	50	120	100	240
Jumlah			22	500	1200	1100	2640
3	MKU6212	Digital Transformations	2	50	120	100	240
3	MKU6213	Creativity, Innovation, and Entrepreneurship	2	50	120	100	240
3	MKU6218	Inclusive Education	2	50	120	100	240
3	FIP6202	Innovation and National Education	2	50	120	100	240
3	PKH6202	Learning Strategies for Children with Special Needs	2	50	120	100	240
3	PKH6209	Early Intervention	2	50	120	100	240
3	PKH6311	Orthodidactic Deafness and Hearing Loss Children	3	50	120	150	360
3	PKH6312	Orthodidactic Intellectual and Developmental Disabilities Children	3	50	120	150	360
3		MBKM (pembelajaran)	2	50	120	100	240
3		MBKM	2	50	120	100	240
Jumlah			22	500	1200	1100	2640
4	FIP6204	Statistics	2	50	120	100	240
4	PKH6203	Learning Media for Children with Special Needs	2	50	120	100	240
4	PKH6204	Learning Assessment for Children with Special Needs	2	50	120	100	240
4	PKH6313	Orthodidactic Physical Disabilities Children	3	50	120	150	360
4	PKH6316	Orthodidactic Autistic Children	3	50	120	150	360

4	PKH6221	Sensory-motor learning	2	50	120	100	240
4	PKH6223	Behavior Modification	2	50	120	100	240
4	PKH6224	Alternative Communication Development	2	50	120	100	240
4		MBKM	2	50	120	100	240
Jumlah			20	450	1080	1000	2400
5	PKH6314	Orthodidactic Emotional and behavior Disorders	3	50	120	150	360
5	PKH6315	Orthodidactic Gifts and Talents Children	3	50	120	150	360
5	PKH6317	Orthodidactic Specific Learning Disabilities Children	3	50	120	150	360
5	PKH6222	Development of Movement and Accessibility	2	50	120	100	240
5	PKH6228	Special Education Management	2	50	120	100	240
5	PKH6231	Non Parametric Statistics	2	50	120	100	240
5	PKH6345	Special Education Research Methodology	3	50	120	150	360
5		MBKM	2	50	120	100	240
Jumlah			20	400	960	1000	2400
Jumlah Dikurangi Matkul pilihan			20	400	960	1000	2400
6	PKH6218	Orthodidactic Multiple Disabilities Children	2	50	120	100	240
6	PKH6226	Differentiated Learning	2	50	120	100	240

6	PKH6227	Transition Program Development	2	50	120	100	240
6	PKH6229	Guidance and Counseling for Children with Special Needs	2	50	120	100	240
6	PKH6230	Assistive Technology	2	50	120	100	240
6	PKH6232	Special Education Seminars	2	50	120	100	240
6	PKH6234	Orientation and Mobility**	2	50	120	100	240
6	PKH6235	Academic Braille **	2	50	120	100	240
6	PKH6236	Communication Development, Sound & Rhythm Perception**		50	120		
6	PKH6237	Articulation Development**		50	120		
6	PKH6238	Self Development Learning**		50	120		
6	PKH6239	Functional Academic Learning**		50	120		
6	PKH6240	Physical Motor Development**		50	120		
6	PKH6241	Social and Personal Development **		50	120		
6	PKH6242	Sociology of Deviance**		50	120		
6	PKH6243	Creativity Deevlopment**		50	120		
6	PKH6244	Metacognitive for The Education of Children with Special Needs**		50	120		
6	PEN6201	Microteaching	2	50	120	100	240
6		MBKM	2	50	120	100	240
	** mahasiswa memilih 4 sks						
Jumlah			20	950	2280	1000	2400
Jumlah Dikurangi Matkul pilihan			20	850	2040	1000	2400
7	PKH6633	Work Practice on Special Education	6	50	120	300	720
7	MKL6601	Student teaching	6	50	120	300	720
7	MKL6604	Community Service Program	6	50	120	300	720
Jumlah			18	150	360	900	2160
8	TAM6801	Thesis (Final Project)	8	50	120	400	960



Jumlah			8	50	120	400	960
JUMLAH TOTAL			151	3250	7800	6650	15960