

Decision of the FIBAA Accreditation and Certification Committee



15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	22/130 Cl. 3
Higher Education Institution:	Universitas Negeri Jakarta, UNJ
Location:	Jakarta, Indonesia
Study Programme:	1. Bachelor of Special Education (Bachelor of Education) 2. Bachelor of Early Childhood Education (Bachelor of Education) 3. Bachelor of Primary Teacher Education (Bachelor of Education)
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: September 13, 2024 until September 12, 2029

Condition:

- **The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015 (see chapter 3.2.2).**

Proof of meeting this condition is to be supplied by June 12, 2025.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Negeri Jakarta, Indonesia

Bachelor programmes:

1. Bachelor of Special Education (BoSE)
2. Bachelor of Early Childhood Education (BoECTE)
3. Bachelor of Primary Teacher Education (BoPTE)

Qualification awarded on completion:

For all programmes: S.Pd (Bachelor of Education, B.Ed)

General information on the study programme

Brief description of the study programme:

Bachelor of Special Education (BoSE)

BoSE was established in 1966 in Jakarta and BoSE is focussing the study on the special education field to produce educational force in the field of assessment and learning programmes for special needs children. The primacy of the BoSE/BOSE study programme is to produce graduates who have knowledge in developing and implementing assessment as well as designing and implementing learning programmes based on the assessment results for special needs individuals.

Bachelor of Early Childhood Education (BoECTE):

BoECTE Bachelor of Early Childhood Education (BoECE) in UNJ is a leading pre-school and early elementary teacher training in Indonesia. The programme produces teachers in early childhood education settings proficient in designing, implementing, and assessing children's learning, and development as well as advocating children's welfare. Other areas in which graduates can be employed are educational staff skilled with administrating, managing, and supervising early childhood education institutions. Additionally, they can create products for early childhood Education.

Bachelor of Primary Teacher Education (BoPTE):

BoPTE started to open in 2002 in Jakarta. The programme produces 1. educators for primary schools who are able to plan, implement, valuate and develop learning based on science, character, and innovation, 2. novice researcher/researchers assistants and 3. practitioners and consultants of education.

Type of study programme:

1. Bachelor of Special Education (BoSE): Bachelor programme
2. Bachelor of Early Childhood Education (BoECTE): Bachelor programme
3. Bachelor of Primary Teacher Education (BoPTE): Bachelor programme

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

All programmes 4 years

BoSE: 216 ECTS Credits, 144 SKS

BoECTE: 210 ECTS Credits¹

BoPTE: 220,5 ECTS Credits, 147 SKS

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

¹ BoECTE has not provided the exact SKS number.

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

BoSE: 2 parallel classes for 48 students

BoECE: 4 parallel classes for 170 students

BoPTE: 7 parallel classes for 1500 students

Programme cycle starts in:

August

Initial start of the programme:

Bachelor Of Special Education: 1963

Bachelor Of Early Childhood Education: 1999

Bachelor of Primary Teacher Education: 2002

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Special Education (BoSE), Bachelor of Early Childhood Education (BoECTE) and Bachelor of Primary Teacher Education (BoPTE) (S.Pd Bachelor of Education, B.Ed) was made between FIBAA and Universitas Negeri Jakarta on November 11, 2022. On November 3, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Harry Behr

Goethe University Frankfurt am Main

Professorship for Educational Science with a focus on Islam

(Educational science, Islamic studies, Islamic theology, teacher training, youth sociology, religious studies, migration sociology, gender studies)

Prof. Dr. Anke König

University of Vechta

Professor of General Education, specialising in Early Childhood Education

(Pedagogy of early childhood, pedagogical diagnostics, inclusion/integration pedagogy)

Prof. Dr. Peter Rödler

University of Koblenz

Professor of General Didactics, specialising in heterogeneity/differentiation (formerly General Special Education)

(Curative and special education, inclusion, further education, school pedagogy / general didactics, Autism - Basics of working with non-speaking people, Anthropological, epistemological and methodological foundations of general pedagogy)

Alexander Schöpke

Bündnis für Bildung e.V.

Director

(Education and digital policy; conceptualization and policy advice on shaping the digital transformation of the education system at federal, state and municipal level)

Arifin Achmad Zainal

Faculty of Social and Humanities, UIN Sunan Kalijaga (died on July 15, 2024)

Lecturer at Sociology Department, Faculty of Social and Humanities

(Sociological Theory, Sociology of Religion, Religious Studies, Research Methodology, Social Psychology, Social Sciences, Islamic Law)

Anja Twardokus

University of Applied Science Ravensburg-Weingarten

Student of Social Work (B.A.)

FIBAA project manager:

² The panel is presented in alphabetical order.

Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 27-28, 2024 at the HEI's premises in Jakarta. At the end of the on-site visit, 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 September 3, 2024. The statement on the report was given up on September 6, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Special Education (BoSE), Bachelor of Early Childhood Education (BoECTE) and Bachelor of Primary Teacher Education (BoPTE) offered by Universitas Negeri Jakarta fulfils 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 September 13, 2024 and finishing on September 12, 2029, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects³ Study and exam regulations due to the missing diploma supplement (see chapter 3.2); Quality assurance and quality development with respect to contents, processes and outcome due to a missing workload evaluation (see chapter 5.1). They recommend the accreditation on condition of meeting the following requirements:

Condition 1: (see chapter 3.2.2)

- **The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015.**

Proof of meeting these conditions is to be submitted by June 12, 2025.

Furthermore, the quality requirements that have not been fulfilled – Internationality of student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition.

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

- Addressing scientific competencies (also as a special view on the complexity of the human world) from the first semester onwards in all three study programmes (chapter 3.1.6);
- Adding a (quantitative and qualitative) methodology course in the first semester in all three study programmes (chapter 3.1.6);
- Adding a bigger section of reflective thinking in the internship report in all three study programmes (chapter 3.1.6);
- Providing more opportunities for students to present a topic in courses, like a portfolio presentation (chapter 3.1.7);
- Adding a disadvantage compensation for the admission procedure and the examination (chapter 3.2.4);

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

- implementing further concepts to increase the number of international students on an institutional and individual basis (chapter 3.4.2);
- publishing comprehensive information about the three study programmes on the homepage in English and Bahasa and updates them periodically (chapter 5.3.1);
- ensuring reliable statistical data about the study programmes' development (e.g. number of foreign students, success rate and drop-out rate) (chapter 5.3.1).

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

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

- Objectives of the study programme (see chapter 1.1)
- Positioning of the study programme in the educational market (see chapter 1.3.1)
- Positioning of the study programme on the job market for graduates („Employability“) (see chapter 1.3.2)
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3)
- Counselling for prospective students (see chapter 2.2)
- Logic and conceptual coherence (see chapter 3.1.1)
- Integration of theory and practice (see chapter 3.1.3)
- Ethical aspects (see chapter 3.1.5)
- Methods and scientific practice (chapter 3.6)
- Programme Director (chapter 4.2.1)
- Alumni Activities (see chapter 4.5.2)

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

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Information

Information on the Institution

The History of UNJ started in 1963 as part of the University of Indonesia (UI) as FKIP UI (the Faculty of Teacher Training and Education of the University of Indonesia). In the early years of Indonesia's independence, the establishment set out to solve the problem of the lack of qualified teachers. FKIP UI merged with the Teacher Education Institute (IPG) to form the Jakarta Institute of Teacher Training and Education (IKIP Jakarta), which later became the National Education System. On August 4, 1999, IKIP Jakarta was given the mandate to expand its scope as a higher educational institution to produce professional staff in the education sector as well as the non-education sector. IKIP Jakarta became UNJ as a result of Presidential Decree Number 93 of 1999. UNJ is located in East Jakarta, Indonesia.

The vision, mission, and strategic objectives of UNJ are as follows:

Vision: To develop into a highly regarded university in Asia

Mission: To conduct the Tridharma of higher education the Tridharma⁴ of higher Education comprising education, research, and community service with greatness to bring incredible advantage for mankind

Strategic Objectives:

1. To establish a reputation as a leader in human resource development and transformative education in Asia.
2. To strive for excellence within the institution and study programmes in order to meet the international standards in development and service through science, technology, and arts in order to improve the nation's competence and improve its civilisation through the development of human resource capacity.
3. To establish the necessary academic culture and infrastructure necessarily needed to improve science, technology, and arts in order to become a recognised institution in Asia.
4. Using information and communication technologies to develop a comprehensive service for academics, the local community, and the global network.
5. To guarantee the development of the bureaucracy, finances, and human resource transparency, accountability, responsibility, independence, and equitability manner.

In order to achieve the title of an international campus, UNJ formulated for main focus in its development as follows:

⁴ In the context of Indonesian universities, Tridharma refers to the three fundamental responsibilities or functions that higher education institutions are expected to fulfil. These three elements are: Education and Teaching, Research and Development and Community Service.



Figure 1: UNJ's four main focuses

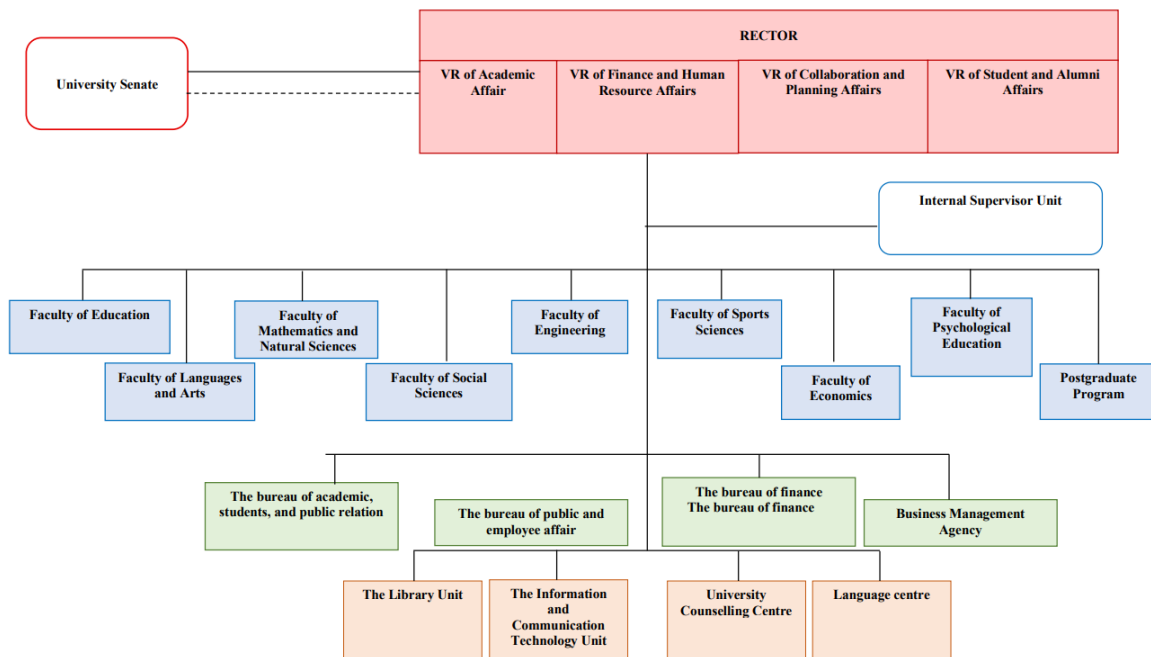


Figure 2: Structure of UNJ Organisation

Currently, UNJ has eight faculties and one postgraduate programme, offering 104 study programmes, including diploma, bachelor's degree, master's degree, doctoral degree, and teacher professional education programmes. The numbers of students in each faculty and postgraduate programme can be seen in the following table:

No.	Faculty	Students	%
1	Faculty of Educational Sciences	3520	14.95%
2	Faculty of Language and Art	2804	11.91%
3	Faculty of Mathematics and Natural Sciences	2328	9.89%
4	Faculty of Social Science	3187	13.54%
5	Faculty of Engineering	4468	18.98%
6	Faculty of Sport Science	2050	8.71%
7	Faculty of Economic	2857	12.14%
8	Faculty of Psychology Education	906	3.85%
9	Postgraduate Program	1420	6.03%
Total		23540	100%

Figure 3: Student Distribution in Each Faculty and Postgraduate Programme

UNJ also supports research performance by forming research centres in the study programmes, such as the Educational Innovation Research Centre, Centre for Women and Child Protection, Social, Economic, and Humanities Research Centre, Science, Technology, and Sports Research Centre, Environmental Research Centre, Scientific Publication Development and Intellectual Property Rights Centre, and Community Service Programme and Public Service Management Centre. The research groups are under the coordination of the Research and Community Service Institute.

Faculty of Education – FIP

The Faculty of Education (FIP) at Universitas Negeri Jakarta (UNJ) is dedicated to shaping the nation and train future teachers for special education, early childhood education and primary teacher education. Established in 1995, FIP offers a range of programmes and initiatives to foster educational excellence.

After Indonesia gained independence, the government recognised a shortage of education personnel across various educational levels and institutions. To address this issue, the government established several teacher education courses. The Faculty of Education was established based on the merger of Colleges of Teacher Education which grew to Institutes of Teacher Education and were integrated into the so-called University of Indonesia. Universitas Negeri Jakarta separated from the University of Indonesia and was officially declared to be an independent university on August 31, 1999.

The Faculty of Education has 14 Study Programmes which consists of seven Bachelor Study Programmes (S1) and seven Master Study Programmes (Magister).

Earlier/other accreditations of UNJ, BoSE, BoECTE and BoPTE:

UNJ received an excellent accreditation from the National Accreditation Board for Higher Education (BAN-PT). The accreditation was stated on certificate Number 45 / SK / BAN-PT / accredited / PT / II / 2021 and valid from February 2, 2021, to February 2, 2026.

The study programme **BoSE** is accredited as Excellent. BoSE is on the fourth rank in Indonesia with the highest number of interest people. **BoECTE** is accredited Excellent.⁵ The study programme of **BoPTE** is accredited as Extremely Excellent.⁶

⁵ This is based on the stipulation of the National Accredited Board 467/SK/LAMDIK/Ak/S/X/2022.

⁶ This is based on the Decree of BAN-PT No.12877/SK/BAN-PT/Ak-PPJ/S/XII/2021

Further development of the programme, implementation of recommendations from previous accreditation [for re-accreditation] statistical data and evaluation results [for initial accreditation and re-accreditation]

	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	
	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI						
# Applicants	244	299	297	266	175	
	∑ 5094	5343	4694	4472	5470	0
	f 4436	4809	4178	3802	4759	
m 658	534	516	670	711		
Application rate						
# First-Year Students (accepted applicants)	48	88	136	87	82	88.2
	∑ 43	78	126	77	75	79.8
	f					
m 5	10	10	10	7	42	
Rate of female students	0.8958333333	0.8863636364	0.9264705882	0.8850574713	0.9146341463	0.9047619048
# Foreign Students	0	0	0	0	0	0
	∑ 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	19.67%	29.43%	45.79%	32.71%	46.86%	34.89%
# Graduates	43	55	61	63	65	
	∑					
	f					
m						
Average duration of study	4	4.8	5.5	5.2	5.4	4.98

BoSE:

Since 2022, the capacity of BoSE is 48 students comprising of two classes. The accepted number ratio in the BoSE study programme is 1:8 to 1:14. This data shows that there is a high demand to join the BoSE study programme. The data also shows that the study duration to completion has gradually improved from five years and two months to four years. In addition, the student's achievement index also improved to be 3.89 in 2022. BoSE obtained an Excellent score based on the assessment conducted by the National Accreditation Board.

Study Programmes: Bachelor Of Early Childhood Teacher Education						
	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	
	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI	170	116	129	83	100	
# Applicants	1482	1252	1898	2637	1940	0
	∑ 1472	1246	1890	2627	1933	
	f 10	6	8	10	7	
m 871.76%	1079.31%	1471.32%	3177.11%	1940.00%		
# First-Year Students (accepted applicants)	170	116	129	83	100	119.6
	∑ 168	113	128	83	99	118.2
	f					
m 2	3	1	0	1		
Rate of female students	0.9882352941	0.974137931	0.992248062	1	0.99	0.9882943144
# Foreign Students	0	0	0	0	0	0
	∑					
	f					
m						
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates	44	57	65	73		
	∑					
	f					
m						
Average duration of study	4	4.38	4.63	4.4		4.3826

BoECTE:

The study programme was established in 1979 (SK. PA of 1979) to meet the needs of Kindergarten teachers as well as other early childhood educational institutions. In 1999 the

Pre-School Children and Primary Education Study Programme changed its name into Bachelor Degree (S1) of Early Childhood Education. Later in 2009 name was changed into Bachelor of Early Childhood Teacher Education (BoECTE). The BOECTE study programme obtained the excellent score according to the National Accreditation Board (Lamdik).

The number of students applying for the BoECTE programme decreased in the course of the last years. The number of students accepted increased from 2019/20 until the cohort of 2022/2023 was increased from 2020/2021 onwards. In the academic year of 2022/2023 BoECTE study programme was able to open four parallel classes due to the high demand of students, who want to be an early childhood teacher. Students complete their studies on average in four years.

In 2021, there were three students who were not able to accomplish their study when the study case period was over and unable to extend their study time. After counselling, two students resigned, and one student dropped out for being unable to be present until the end of the study period. In 2023 (the academic year 2022-2023), there were eight students who cannot finish their study. Six students resigned while the other two failed to report themselves.

	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019	
	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI	244	299	297	266	175	
# Applicants	Σ	5094	5343	4694	4472	5470
	f	4438	4809	4178	3802	4759
	m	656	534	516	670	711
Application rate	2087.70%	1786.96%	1580.47%	1681.20%	3125.71%	
# First-Year Students (accepted applicants)	Σ	244	299	297	266	175
	f	219	276	268	257	153
	m	25	23	29	39	22
Rate of female students	0.8975409836	0.9230769231	0.9023569024	0.9661654135	0.8742857143	0.9156908665
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates	Σ	157	186	133	107	60
	f				107	60
	m				0	0
Average duration of study	4	4.38	4.63	4.4		4.3525

BoPTE:

The application rate of the BoPTE study programme increased since 2019. The Number Ratio of accepted students in the BoPTE study programme is 1:20. In 2022, the capacity of BoPTE study programme was 244 students which was divided into seven classes. The data also shows an improvement in the time studying from five years two months to be four years. In addition, the student's achievement index has also improved into 3,89 in 2022. The GPA of the final degree went up through the use of website media, alumni meetings, and the use of cooperation media.

The Bachelor of Primary Teacher Education obtained an A accreditation (Very Good) from the National Accreditation Board of Higher Education (BAN PT)

All programmes:

So far, all study programmes do not have international students. The drop-out rate is very low in all three programmes.

Academic Year	Study Program	Active Student Data	Graduate	Resign	Drop Out
2021/2022	BoSE	123	73	3	0
	BoECTE	113	57	3	0
	BoPTE	295	133	4	0
2022/ 2023	BoSE	54	100	0	0
	BoECTE	166	65	4	0
	BoPTE	243	200	1	0
2023 / 2024	BoSE	106	130	2	0
	BoECTE	68	48	3	0
	BoPTE	121	323	1	0

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

BoSE, BoECTE and BoPTE formulated the scientific vision, objectives, graduates' profiles and learning outcomes, which refer to the vision, mission and objectives of the University. The compilation of the profile and learning outcomes are adjusted to the level 6 of the National Qualification Framework of Indonesia for bachelor graduates whose competencies cover:

- a. the ability to use the science and technology in their expertise, the ability to adapt to the situation encountered and find solutions to the problems;
- b. the mastery of the theoretical concept in the specialist and in-depth knowledge in certain fields, as well as the ability to formulate the completion of procedural problems;
- c. the ability to take strategic decisions based on information and data analysis, the provision of information on the selection of various alternative solutions; responsibility for their own work and accountability for achieving the organisation's work results.

The vision of the faculty is derived from the vision of the University and further scientific visions of the study programmes:

The vision of the Faculty of Education is to be an excellent faculty in Asia in terms of Education Development in 2045. The vision of BoSE is to be a study programme in Bachelor of Special Education that has the specialty and skills to prepare graduates who are smart and noble. They have a global view, especially for Asia, and they show a high commitment and patience in performing their work as teachers for special needs children. Furthermore, they have developed scientific and practical skills in the realm of Special Education. The vision of the BoECTE programme is to be a centre of excellence in Indonesia and Asia for childhood teacher education. Furthermore, the programme aims to develop academic innovation, tailored to the characteristics of childhood, based on lifelong learning and literacy.

The vision of BoPTE is to be an educational institution that produces Primary School Teachers who are excellent, have high moral standard and develop innovative concepts for all of Asia.

Based on the vision of the study programmes, the graduate's profile is compiled based on the following Programme Learning Objective:

BoSE – Profile of Graduates:

1. Produce educators in the field of special education focusing on the skills of developing and implementing assessment as well as the design and implementation of the learning programme based on the assessment results of special needs individuals.
2. Produce practitioners in the field of special education.

The following are the programme educational objectives (PEOs):

PEO 1: Producing professional educators and educational staff in the field of special education who are competitive in Asia.

PEO 2: The realisation of quality lectures in extraordinary education study programmes to produce professional graduates.

PEO 3: Produce scientific work based on research and literature that can make a positive contribution to scientific development and the quality of practice of special education.

PEO 4: The realisation of quality extraordinary education practices in the community both in formal, informal, and non-formal education environments as a result of inclusive information, consultation, and community service services.

PEO 5:

The successful collaboration with various stakeholders, who can contribute to enhancing process quality and supporting graduates, is essential

PLOs BoSE:

To materialise the BoSE profile, the learning outcomes that is expected to happen to BoSE students annually are completely different adjusted to the expected levels of outcomes. There are eight learning outcomes in the programme, which consist of attitude, general knowledge, and special knowledge.

1. To have an attitude of devotion to God Almighty, to be able to appreciate the diversity based on Pancasila and 1945 constitution, to have the sense of high nationalism, uphold the professionalism based on the applied code of ethic nationally and internationally.
2. Master the concept, theory, and practice of educational service and other services for special needs individuals.
3. Have the competencies in developing and implementing academic assessment, development, and functional as well as learning evaluation in the special education
4. Have the ability to develop a special education curriculum in order to design and implement learning programmes for individuals with special needs
5. To have the skills to cooperate in providing educational advocacy with various parties that are involved in handling special needs individuals
6. Master the concept, theory, principles of research methodology as well as writing scientific paper in special educational field which is related to the current issues
7. Master the concept, procedure and use of information technology to support effective, efficient and fun learning for special needs individuals
8. Able to develop inclusive educational environment

BoECTE produces bachelor graduates with the profile of educators of Early Childhood Education, Educational Staff for Early Childhood Educational institution, and the product developer of Early Childhood Education.

Each year the study programme of BoSE reviews the curriculum along with the stakeholders (the principals and head of foundations in the educational unit of environment). The stakeholders provide input related to the competency of the graduates. The input of the stakeholders is accommodated in the compilation of the curriculum and extracurricular programme.

BoECTE – Profile of Graduates:

1. **Teacher** in early childhood education settings proficient in designing, implementing, and assessing children's learning, and development. Advocating children's welfare

- (care, nutrition, health, and safety) and also skilled with technology as well as communication.
2. To produce **educational staff** skilled with administrating, managing, and supervising early childhood education institutions.
 3. **PAUD⁷ Product Developer** Early childhood education product developer novice in designing, development, and evaluation educational product.

PEOs:

PEO 1: It produces graduates who have the competence of teachers in Early Childhood Education (ECE), educational staff for ECE institutions, and ECE product developers.

PEO 2: The programme produces research in early childhood education.

PEO 3: The programme produces contextual community service programmes in early childhood education.

PEO 4: It builds a partnership network with stakeholders, government and society.

PLOs of BoECTE:

1. Highly uphold the values of humanities in performing their task based on their religion, morality, and ethic.
2. Implementing science and technology with a focus on human values, leveraging their skills and adhering to principles, procedures, and scientific ethics. This process aims to generate solutions, ideas, artistic designs, or critiques. Finally, students compile their scientific study results into a final paper or report, which they upload to the university website
3. Creating development simulations, learning materials, and assessments for young children.
4. Integrating the foundational principles, philosophy, and theories of early childhood education into the educational process.
5. Creating learning materials and activities for the curriculum (with subjects like religion, morality, science, technology, engineering, mathematics, arts, social studies, language and literacy). These materials must align with early childhood theories and national standards.
6. Applying early childhood education approaches and organising learning environments in early childhood settings (such as TPA (daycare centre), KB (playgroup), TK (Kindergarten), and SPS (similar early childhood education unit))⁸.
7. Constructing programmes for early childhood education institution (school, community based early childhood education services, and family).
8. Conducting research and development in early childhood education, aligned with scientific procedures.

⁷ PAUD = Indonesian Acronym for early childhood education programme, also ECE (Early Childhood Education) (see <https://oxfordbusinessgroup.com/articles-interviews/indonesia-boost-for-preschool-education>; last accessed July 26, 2024).

⁸ For the Indonesian context, Kindergarten is a form of Early Childhood Development (ECD) unit that provides a structured programme for children between the age of four to six. KB (Playgroup) is a form of ECD unit that provides a programme for children aged two to four years with a tolerance of up to six years. TPA (daycare centre) is a form of ECD unit that organises education and care programmes for children aged three months to six years. SPS (Similar ECD Unit) is other forms of ECD services whose implementation can be integrated with various early childhood services (See <https://www.paud.id/jenis-jenis-layanan-paud-kelembagaan-paud/>, last accessed on July 26, 2024).

BoPTE – Profile of Graduates:

1. **Primary School Teacher Education:** Educators in the primary school level who are able to plan, implement, evaluate and develop learning based on science, character, and innovation. Graduates are able to improve the quality of education by having the attitudes of good and responsible educators.
2. Novice **Researcher/Researchers Assistant** who are able to solve educational problems. Graduates can produce innovations that have been tested to enhance the quality of education in primary schools.
3. **Practitioner of Learning Innovation:** Furthermore, graduates become practitioners and consultant who are able to manage and evaluate education and learning. They supervise extracurricular activities, and they are responsible for primary school educational units. Additionally, they comprehend ethical aspects of their profession.

PEOs:

PEO 1: Producing primary school educators who have academic qualifications, competencies (pedagogic, personality, social, and professional), and professional knowledge.

PEO 2: Produce elementary school educators who are able to carry out research and development in the elementary school field.

PEO 3: Producing practitioners in the field of primary school education.

PEO 4: Producing educators who contribute to the field of elementary school education

PLOs of BoPTE:

1. To have an attitude of devotion to God Almighty and be able to show social attitude.
2. Contributing to the enhancement of the quality of life for the community, state, and nation, as well as the advancement of civilisation, based on the principles of Pancasila.
3. Master the principles and theories of education by responsibly planning and implementing learning in primary schools.
4. Master the concepts on how to develop physical, psychological, and social characteristic of the students through planning and implementation of learning in the primary school.
5. Being able to apply conceptual knowledge from the field of study in primary schools, including Bahasa Indonesia, Mathematics, Natural Sciences, Social Studies, PKn (Civic Education), SBdP (Arts and Culture), and Physical Education, through the planning and implementation of learning using scientific methods in accordance with academic ethics
6. Being able to independently analyse, reconstruct, and modify curricula as teacher in primary schools by using approaches, strategies, models, methods, techniques, learning materials, media and learning resources.
7. Being able to design and conduct scientific research in primary school education, adhering to academic ethics, and then reporting the findings in the form of a final thesis, which has to be uploaded to the university's website.

Annually, BoSE, BoECTE, and BoPTE conduct research related to tracer studies for alumni. These findings serve as valuable material to enhance and sustain the programmes available in the study curriculum, ensuring they align with the needs and demands of stakeholders.

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.

The panel states, that the objectives of the three study programmes are even above average. The programmes systematically base the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly. They show a clear coherent view of human learning based on an anthropological value. This view is not one-dimensional focusing only the cognitive outcome but showing different views and methods building all together the basis of a reflexive reasonable responsible professionalism. The interview with the students showed a comprehensive understanding of their degree programme and their resulting professional career. The degree programmes deal extensively with learning psychology, social and pedagogical backgrounds, which gives graduates extensive knowledge and a strong confidence to act in the professional field.

		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)

UNJ proclaims to be an international standard university based on the vision of UNJ to be a prominent university in Asia. The activities that can support this vision are in line with the internationalisation programme conducted by BoSE, BoECTE and BoPTE in a form of collaboration in research, teaching and services, among which are as follow: 1. Implementing general lecture which feature speakers from outside of the university who talk about topics important in the content of the study programmes BoSE, BoECTE and BoPTE; 2. Use of international sources as references. 3. Lecturers of the programmes should act as speakers in international seminars/events 4. Conducting students exchange programmes 5. Cooperate or have a joint study in a form of international (seminar or research); 6. Publishing scientific papers in the international indexed journals for lecturers and students. 7. Visiting lecturer from foreign and reputable universities. 8. Facilitating lecturers and students to improve foreign language competencies (TOEFL certificate) 9. Providing facilities for lecturers and students to join international activities, both held in Indonesia or overseas for example continue their study, conference, short course (link to the international activities attended by lecturers); 10. Have BoSE, BoECTE and BoPTE to join an international association 11. Increasing the number of international journal subscriptions.

The three programmes BoPTE, BoSE, BoECTE plan to open an enrolment for foreign students. There will be two types of classes for foreign students regular and international class. Regular class is a class mixed between Indonesians and foreign, the foreign students need to obtain BIPA level is at level 5. International class will obligate students with minimum IELTS score 5.5 and TOEFL 500 or TOEIC.

For more information on internationality, see chapter 3.4.1.

Appraisal:

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

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

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme in the educational market

BoSE produces graduates with a Bachelor Degree (S1) who have the expertise as educators in the world of children with special needs. BoSE also produces graduates who have the expertise in developing and conducting assessments in their realm. Furthermore, they are designing and implementing learning programmes based on the assessment results for special need individuals in Indonesia. Since the Indonesian government started a campaign to support inclusive education for students, each higher education institution in DKI Jakarta is obliged to correspond their teaching and learning to inclusive education. There is a need for special needs teachers who support and care for pupils with special educational needs in the context of inclusive schools. BoSE is actively involved in formulating inclusive education policy courses in Indonesia. For example, several lecturers are involved in designing counselling activities for special education counsellors. These include understanding concepts and mastering skills.

BoECTE produces Bachelor Degree (S1) graduates with expertise as Early Childhood educators. Studying the BoECTE programme provides a learning experience focused on innovation in early childhood learning and becoming an educator in the field of early childhood education. The Ministry of Education, Culture, Research and Technology contributes to the development of national standards for Early Childhood Education: It trains, for instance, in-service teachers, develops early childhood education teacher training modules and implements various learning guidelines.

BoPTE produces Bachelor Degree graduates who have the expertise as novice educators and researchers. They will contribute to education in primary schools. Graduates will get jobs easily since the produced graduates based on the terms of the academic qualification of the primary

school teachers based on Indonesian law. This shows that the position of BoPTE provides a great opportunity for the graduates to get jobs as teachers of primary schools.

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

The study programmes of BoSE, BoSE, and BoPTE stand out as the university's flagship offerings, primarily focused on cultivating future educational professionals (LPTK). The core of these programmes is the attainment of competencies that align with the demands of educational personnel in the job field of education. This alignment is evidenced by the consistent demand for graduates in the marketplace and the endorsements from key stakeholders. The convergence of market needs, and stakeholder recommendations guarantees that the graduates are well-prepared and readily employable, a fact corroborated by the outcomes of our comprehensive alumni tracer studies.

BoSE graduates has the role to produce educator staff to meet the needs of teachers nationally. According to the Coordinator Ministry of Development of Human and Culture 3% out of the total number of the community of 5-19 years old (66.6 million of people) are children with special needs (2,197,833 people). There are 82% of BoSE study programme graduates who need more or less three months to get jobs based on the result of the tracer study, 12% of the graduates get jobs within six months. In addition, based on the questionnaire result of the graduates which shows that the graduates are extremely satisfied. The alumni of BoSE also are evaluated by their employees as good in their performance, communication and competencies.

BoECTE graduates secure employment within six months, as evidenced by regular tracer studies. With 11.21% of Indonesia's population being young children, approximately 200,000 educational institutions seek BoECTE-qualified educators. The study programme collaborates annually with stakeholders, enhancing BoECTE teachers' competence across DKI Jakarta. Tracer studies address alumni profiles, job readiness, competencies, socialisation, and communication. Results indicate swift job placement for BoECTE graduates (less than six months), with a 90.23% workforce suitability rate and positive feedback from employers (74%)

BoPTE graduates secure employment within six months, based on annual tracer studies. These studies assess job readiness, field suitability, and user satisfaction. Results reveal that 98% of BoPTE graduates work in their expertise area, and users highly appreciate their competencies. However, practical research methodology remains an area for improvement.

1.3.3 Positioning of the study programme within the HEI's overall strategic concept

As stated in Information on the Institution, UNJ has separated from the University of Indonesia with the task to build a focus on training teaching staff. The three study programmes lie therefore in the heard of the strategic concept of the University.

UNJ strives to be excellent in the Management System, in academic, in research and wants to be internationally recognised. The planning strategy for the BoSE, BoSE, and BoPTE programmes aligns with the overall planning strategy at the Faculty and University levels. Key objectives include enhancing the programme's image, strengthening the management system, fostering accountable and professional study programmes, implementing the integrated

Bachelor's Degree programmes, and improving quality assurance. Additionally, efforts focus on character development for students, and improving teaching, research, and community service quality. The administration staff's quality improvement is also prioritised.

Notably, it hosts the International Conference on Environmental Learning Educational Technologies (ICELET) which provides a comprehensive platform for exploring environmental education and educational technology. Led by the Dean, FIP UNJ continues to contribute to Indonesia's educational landscape through its faculty, students, and diverse programmes.

Appraisal:

BoSE, BoECTE and BoPTE show a high market value because there are many people who are interested in the study programmes. The high number of interested students and the high results in accreditation procedures show the study programmes' attractiveness and quality on the educational market. The explanation of various characteristic components show that each study programme has a strategic position in Education based on their distinctive characteristic. Because the lecturers of the degree programmes advise state institutions that are responsible for the curricula and organisation of schools, all three programmes have a unique focus. BoSE also has the position of designing laws that have only existed in Indonesia since 2009, which is why the panel considers its position to be **exceptional**. In addition, the high number of applicants for the degree programmes shows that it is a competitive degree programme.

The University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. The graduates not only become teachers or educators in schools but are also teaching at other national or private HEIs. Graduates and lecturers of the three programmes are also involved in forming the curricula in schools through personnel ties with governmental and private organisations. Therefore, they even influence the job market for their graduates.

The qualification goals of all three programmes constitute the core of UNJs competencies, that is education. Additionally, the faculty's strategy is sustainably implemented into the study programmes.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

Nationally, the admission of the new students is arranged in the Regulation of Ministry of Education and Culture Number 6 of 2020 concerning the Admission of New Students for the Bachelor Programme in the State Universities, amended with the Regulation of Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 48 of 2022 concerning the Admission of the New Students for Diploma and Bachelor Degrees in the State University. UNJ admitted prospective students who have the certificate of SMA/MA/SMK/its equivalent or students of Package C for the last three years with a maximum age of 25 years.

National Admission of Prospective Students:

Achievement Based National Selection (SNBP): Replacing SNMPTN, SNBP is managed nationally by the Educational Test Management Bureau. It considers academic achievement, portfolio, and non-academic factors. Requirements: Final-year upper secondary students with consistent academic/non-academic performance.

Test Based National Selection (SNBT): Replacing SBMPTN, SNBT is centrally managed and includes cognitive potential, math reasoning, Bahasa Indonesia, and English literacy tests. Requirements: Final-year upper secondary students or graduates within the last three years.

Admission through Independent Selection:

Independent Written Test: Coordinated by UNJ's Admission Office, this path assesses scholastic potential, math reasoning, language proficiency, and skills relevant to study programmes.

The decision is made by the rector, vice rector, deans, and study programme lecturers.

Independent Achievement: Based on merit, this individual selection considers achievements such as international representation, national championships, and Quran recitation.

Independent Achievement: UNJ conducts independent selection based on merit achievement. Minimum requirements: a) Representing Indonesia or be a delegate in an international championship. b) Achieving 1st, 2nd, or 3rd place in national-level championships. c) Or memorising and reciting the full length of the Quran (all 30 juz).

Independent Transfer: UNJ conducts individual selection based on Independent Written Test results. Active students in ongoing semesters (UNJ or other universities) can choose this path. Students must have attended classes for a minimum of two semesters (maximum four). Previous study programme scores can be converted if courses are similar.

Past Learning Recognition (RPL): Provides opportunities for formal education continuation. Acknowledges previous learning/experiences:

- From formal education in other universities (type A1) RPL for formal education is similar to Credit Transfer Process
- From nonformal, informal, and/or working experiences (type A2)

Foreign Students Admission: UNJ accommodate the admission of foreign students through an independent selection path for international students.

2.2 Counselling for prospective students

Prospective students at UNJ can access information about the admission process, including application requirements, registration procedures, fees, and required tests, through the University's website. Additionally, UNJ offers counselling services to address specific questions related to scholarships, administration, technical requirements, and career perspectives. Prospective students can explore various information channels provided by UNJ. The Instagram account of the Faculty of Education gives a lot of information for prospective students. Every of the three programmes assessed has an individual hotline and their own social media account.

2.3 Selection procedure (if relevant)

The Faculty of Education of UNJ has provided highly fair opportunities for candidates in the selection processes through SNBP and SNBT in accordance with the centre of the Educational Test Management Bureau. Because there are several decision makers in the independent selection procedure, like the rector, vice rector, deans, and study programme lecturers, fairness of the entrance examination is ensured.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

The new prospective students of UNJ are not required to have professional experiences because one of the requirements for the prospective students is graduating from Upper Secondary School (SMA) or its equivalent institutions. An exception is the admission of students through the Past Learning Recognition (RPL) path which requires the prospective students to have teaching experiences.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

The new prospective students of UNJ are not required to be able to speak in foreign languages. However, after the students are admitted, there is an English Competencies Mapping programme (PKBI). This activity is conducted annually by UNJ through UPT Bahasa UNJ with a purpose to map the English competencies through the Test of English Proficiency (TEP) of UNJ as the instrument.⁹ This activity should be attended by all new students of (S1 & D4). After mapping is conducted, the students who have English competencies with a score of TOEP above 450 is suggested to join students exchange programme with the universities overseas that cooperates with the Faculty of Education of UNJ.

The available service programme in UPT Bahasa UNJ are as follow:

1. TOEP UNJ / TOEFL ITP Preparation: This programme is designed to prepare the students in doing English questions used to test the participants skills in listening, comprehending structure, writing, and reading such as questions in the English Competencies Test.
2. Language Courses: English Conversation Intensive Programme (ECIP) is aimed at developing the participants skills in communicating verbally in English with different topics. English for Academic Purpose (EAP) is aimed for students who are learning or for the prospective students who will be learning within the country or overseas. English

⁹ It can be accessed on <https://languagecenter.unj.ac.id>, last accessed on July 29, 2024.

for Corporate Programmes (ECP) is aimed at employees who want to improve their working competencies.

3. Customised Programme: This programme is designed based on the needs of the participants namely the Language Learning and Training workshops.

In the future BoPTE, BoSE, BoECTE, will open a class for foreign students. There will be two types of classes for foreign students regular and international class. Regular class is a class mixed between Indonesians and foreign students; the foreign students need to obtain level 5 at BIPA. International class will obligate students with minimum IELTS score 5.5 and TOEFL 500.

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

UNJ follows national laws for admitting students to Bachelor programmes and ensures access to information: Prospective students can find detailed admission policy and selection criteria on the Independent Written Entrance Exam (PENMABA) website. UNJ adheres to operational standards, ensuring admitted students meet programme criteria. Details about registration of all study programmes, admission policies, and selection criteria are published on the website, social media, pamphlets, brochures, posters, and newspapers. New students have to register online, take the PENMABA tests, and then they have to wait for the announcement of the results. Decision and Documentation: Admitted students receive decisions via the website. The process is documented for quality assurance, and results are accessible to all candidates. Prospective students not admitted can contact PENMABA. The admission process is both externally and internally audited by the quality assurance unit. The result of the selection process is announced. UNJ provides admission services at the Secretariat (Admission Office) on campus. For direct inquiries, you can reach the Admission Office at (+6221) 47882394 during operational hours (Monday-Friday, 08:00 - 16:00).

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The panel states, that UNJ, the Faculty of Education and the representatives of the three study programmes ensure a constant availability for prospective students and react quickly to incoming enquiries. The counselling options are based on the target group's needs as seen by using social media. Therefore, it **exceeds** the requirements. The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements ensure that students are able to successfully complete the study programmes. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		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)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
programmes that require professional experience)					
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

The curriculum for BoSE, BoECTE, and BoPTE is developed by referencing several key documents. These include Presidential Rule number 8 of 2012, which pertains to the National Qualifications Framework (KKNI) at level 6. Additionally, the curriculum aligns with the Ministry of Research and Technology of Higher Education’s Regulation No. 50 of 2018 and Regulation No. 46/2015 concerning Teacher Education Standards (SNPT). These standards specifically address teacher education and the teaching profession.

Furthermore, the curriculum at BoSE, BoECTE, and BoPTE integrates the University Learning Outcomes of the State University of Jakarta. It also incorporates two strategic aspects: 21st Century Skills¹⁰ and Digital Literacy¹¹.

The structure of courses within BoSE, BoECTE, and BoPTE is divided into two categories: general courses and study programme-specific courses. General courses are consistent across these programmes and include University Courses (with several choices), Foundation to Education Courses (compulsory), and Faculty of Education Courses (elective)

Sample Curriculum Overview												
Bachelor of Special Education Study Programme, 8 Semesters												
Title of Module	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course (L), Tutorial (T), seminar (S)	Form and Duration of Examinations	weight of exam related to final grade
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class			
Islamic Education	4.5							39.84	84			4.5/216
Teachings concerning man's relationship with God (aspects of worship and mu'amalah)	3							7.47	18	L/S/P	Note Taking (60 min)	
Teachings related to man's relationship with man and nature	3							7.47	18	L/S/P	Quizzes (30 min)	
Methodology of scientific thinking in an Islamic perspective	2							4.98	12	L/S/P	Quizzes (30 min)	
Understanding the basic concept of Islamic teachings	3							7.47	18	L/S/P	Quizzes (30 min)	
Developing Islamic thought	3							7.47	18	L/S/P	Quizzes (30 min)	
Mid Term and Final	2							4.98	0	P/T	Project Essay / Presentation/ Multiple Choices (60 min)	
Human Development	3							26.56	56			3/216
Learners based on the perspective of several fields of science, psychological aspects of learners that are influential in the educational process	3							4.98	12	L/S/P	Note Taking (60 min)	
Concepts of participant development, principles, psychological theories that underlie the development of learners	3							4.98	12	L/S/P	Seminar and Quizzes (120 min)	
Characteristics of learners in: prenatal to pre-school and their implications in the learning process.	3							4.98	12	L/S/P	Seminar and Quizzes (120 min)	
Characteristics of learners during: prenatal to pre-school and their implications in the learning process.	3							4.98	12	L/S/P	Seminar and Quizzes (120 min)	
Characteristics of learners during adult and their implications in the learning process.	2							3.32	8	L/S/P	Seminar and Quizzes (120 min)	
Mid Term and Final	2							3.32	0	P/T	Project Essay / Presentation/ Multiple Choices (180 min)	
Learning and Instructional Theories	6							79.68	112			6 / 210
Basic concept learning and instructional theories	1							4.98	8	L/S/P	Seminar and Quizzes (180 min)	
Learning principles and learning theories (behavioristic, cognitive, humanistic, constructivist)	1							4.98	8	L/S/P	Seminar and Quizzes (180 min)	
Motivation theory	3							14.94	24	L/S/P	Seminar and Quizzes (180 min)	
Basic concepts of learning design (micro curriculum)	5							24.9	40	L/S/P	Seminar and Quizzes (180 min)	
Innovative learning approach, media, state, assessment, technological development	2							9.96	16	L/S/P	Seminar and Quizzes (180 min)	
Assessment of learning and learning innovation	2							9.96	16	L/S/P	Seminar and Quizzes (180 min)	

¹⁰ 21st century skills consist of 1. Learning and innovation skills: critical thinking and problem solving, communications and collaboration, creativity and innovation; 2. Digital literacy skills: information literacy, media literacy, Information and communication technologies (ICT) literacy; 3. Career and life skills: flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability (see https://en.wikipedia.org/wiki/21st_century_skills, last accessed July 29, 2024).

¹¹ Digital Literacy can be seen as a part of 21st century skills.

Able to explain learning areas for individuals with multiple disabilities										3,32	3,32	T	Case Essay and Project	
Able to explain educational services that can be provided to individuals with multiple disabilities										3,32	3,32	L	Case Essay and Project	
Neuroscience			3							27	128			3/216
Understand the concepts and urgency of Neurosciences in educational practice										9,96	48	L	case Essay and Project	
Understanding the concepts, theories, and principles of child development and their implications in educational practice										8,3	40	T	Case Essay and Project	
Understanding the concepts, theories, and principles of learning and their implementation in practice										4,98	40	S	Group Task	
SEMESTER 3														
English														
Descriptive text in the form of vlogs about campus life, as well as news article text										4	4	S/T	Paper / Presentation and project essay	
The use of English to (i) describe campus life and (ii) convey actual information										8	8	L		
campus life in the form of vlogs and news articles.										8	8	S		
Assessment of Children with Special Needs			6							54	256			6/216
Able to explain the nature of the assessment and assessment of children with special needs										6,64	32	L, S	case Essay and Project	
Able to describe the basic concepts of assessment and the scope of assessing children with special needs										6,64	32	L, T	Case Essay and Project	
Able to explain the process and technique of developing assessment for children with special needs.										6,64	32	L	Group Task	
Able to explain the procedure for assessing children with special needs.										6,64	32	L	Case Essay and Project	
Able to develop a simple cognitive development assessment instrument according to the procedure										6,64	32	L, S	Group Task	
Able to develop simple language and speech development assessment instruments according to procedures										3,32	16	L, T	Project	
Able to develop a simple motor development assessment instrument according to the procedure										3,32	16	L, S	Project	
Able to develop a simple perception development assessment instrument according to the procedure.										3,32	16	L, S	Project	
Able to develop a simple socio-emotional development assessment instrument according to the procedure.										3,32	16	L	Group Task	
Able to develop academic assessment instruments (reading, writing, and arithmetic) simply according to procedures										3,32	16	L	Group Task	
Able to read and analyze assessment results from multi professionals who handle children with special needs.										3,32	16	L	Case Essay and Project	
Learning for children with Visual Impairment			3							27	128			3/216
Understanding the basic concepts of learning for children with visual impairment										3,32		L, S	Group Task	
Understanding the principles of learning for children with Visual Impairment										3,32		L, T	Project	
Understanding concept development for Visual Impairment										6,64		L	Project	
Understanding learning strategies for Visual Impairment										6,64		T	Project	
Understanding learning practice for children with visual impairment										6,64		S	Case Essay and Project (480 Min)	
Learning for children with Hearing Impairment			3							27	128			3/216
Able to analyze psycholinguistic and neurolinguistic foundations as the basis for language learning for children with hearing impairments										1,66	1,66		0 Case Essay and Project	
Able to analyze language concepts and language acquisition processes										3,32	3,32	L	Case Essay and Project	
Able to analyze the stages of children's listening language acquisition										3,32	3,32	T	Group Task	
Able to analyze the stages of language acquisition of children with hearing impairments										1,66	1,66	S	Project	
Able to analyze various language learning methods for deaf and hard of hearing children										3,32	3,32	T	Project	
Able to analyze cross-language curriculum (Language Across all areas curriculum) at each level of education for children with hearing impairments										1,66	1,66	T	Project	
Able to analyze the curriculum that applies at SLB-B										4,98	4,98	L	Group Task	
Able to apply language learning steps with MMR for children with hearing impairments										3,32	3,32	S	Group Task	
able to make lesson plans using appropriate MMR curriculum that applies at SLB-B										3,32	3,32	L	Case Essay and Project	
Learning for Children with Intellectual Disabilities			3							16	16			3/216
Understanding the concept of learning for children with academic learning difficulties										8,3	8,3	L	Group Task	
Understanding the concepts, theories, and principles of learning planning based on assessment results for children with learning disabilities										4,98	4,98	L	Group Task	
Understanding the concepts, theories, and principles of learning components that follow the characteristics of children with Learning Disabilities										6,64	6,64	L	Group Task	
Understanding the concepts, theories, and principles of learning strategies for children with Learning Disabilities										6,64	6,64	S	Case Essay and Project (480 Min)	
Learning for Children with emotional and behavioral disorders			3							16	16			3/216
Able to detail the concept of individuals with special needs from various scientific perspectives.										4,15	4,15	L	Group Task	
Able to apply the basic principles of assessment										3,32	3,32	L	Essay Project	
Able to clarify the basic principles of education for individuals with special needs										4,15	4,15	L	Group Task	
Able to communicate various solutions to overcome problems and forms of special education services in writing.										3,32	3,32	L	Essay Project	
Able to communicate forms of services and educational programs for individuals with special needs										4,15	4,15	S	Group Task	
Able to detail responsibilities for various professional decisions related to education and educational development for individuals with special needs.										4,15	4,15	L	Group Task	
Able to detail special education educators' personality and character forms.										3,32	3,32	S	Case Essay and Project	
Pre-Academic Learning for Children with Learning Disabilities			3							16	16			3/216
Understanding the learning approach for Children with Learning Disabilities										4,98	4,98	L	Group Task	
Understanding concepts, theories, and principles of learning planning based on assessment results for children with learning disabilities										5,81	5,81	L	Essay Project	
Understanding concepts, theories, and principles of learning components										4,98	4,98	S	Group Task	
Mastering concepts, theories, and principles principles of learning strategies for children Pre-academic Learning Difficulties										4,98	4,98	L	Essay Project	
Statistics			3							16	16			3/216
Able to explain the role of statistics in scientific research										4,98	4,98	L	Group Task	
Able to explain data collection methods										5,81	5,81	L	Essay Project	
Able to identify and present data										4,98	4,98	L	Group Task	
Able to analyze data										4,98	4,98	S	Essay Project	
Able to draw conclusions										5,81	5,81	L	Case Essay and Project (480 Min)	
SEMESTER 4														
Basic Science														
Formation and development of personality and expansion of knowledge attention										4	4	S/T	Paper / Presentation and project essay	
Thinking about the various symptoms that exist and arise in the environment										8	8	T		
Concepts, nature and scope of Basic Naturalness										8	8	T		
The nature of Sciences										10	10	T		
Development and development of sciences										10	10	T		
Technological developments and roles sciences										10	10	T		
Learning for Gifted Children			3							16	16			3/216
Able to explain the meaning and components of learning for gifted children										1,66	1,66	T	Group Task	

Able to explain the concept of a differentiated curriculum									1.66	1.66	T	Essay Project		
Able to explain the components in a differentiated curriculum									1.66	1.66	S	Group Task		
Able to explain differentiated curriculum development									1.66	1.66	L	Essay Project		
Able to explain the meaning of learning planning for gifted children									1.66	1.66	L	Group Task		
Able to formulate learning objectives									1.66	1.66	T	Group Task		
Able to develop/modify teaching materials/materials									1.66	1.66	S	Case Essay and Project		
Able to explain the types of learning programs for gifted children									1.66	1.66	L	case Essay and Project		
Able to explain the meaning of approaches, strategies, methods and learning techniques									1.66	1.66	T	Case Essay and Project		
Able to explain approaches, strategies, methods, and learning techniques for gifted children									1.66	1.66	T	Group Task		
Able to explain the concept of learning evaluation for gifted children									1.66	1.66	L	Case Essay and Project		
Able to explain the relationship between the evaluation of learning outcomes and learning activities									2.49	2.49	L	Group Task		
Able to explain the types of test tools									2.49	2.49	S	Project		
Able to explain the assessment criteria in the evaluation									1.66	1.66	S	Group Task		
Able to make examples of questions									1.66	1.66	L	Project		
Learning for children with Autism Spectrum Disorder				5					24	24			4.5/216	
Understanding learning orientation for children with autism									8.3	8.3	L	Case Essay and Project		
Understanding the principles of learning for children with autism and their implications in educational and learning practices									7.47	7.47	L	Group Task		
Understanding learning models									8.3	8.3	S	Case Essay and Project		
Understanding the development of learning tools									7.47	7.47	L	Group Task		
Understanding learning for children with autism									8.3	8.3	S	Project		
Learning for Children with ADHD				5					24	24			4.5/216	
Understand the concepts, theories, and principles of learning components									13.28	13.28	L	case essay		
Understand the concepts, theories, and principles of learning strategies for ADHD									6.64	6.64	T	Case Essay and Project		
Understand the concepts, theories, and principles of assessment results-based learning planning for ADHD									6.64	6.64	L	Group Task		
Understanding the learning approach for ADHD children									13.28	13.28	S	Case Essay and Project		
Learning for Children with Multiple Disabilities				5					24	24			4.5/216	
Able to plan and to do assessments for children with multiple disabilities.									13.28	13.28	L	Group Task		
Able to explain the principles of developing communication and concepts and structuring behaviour for children with multiple disabilities									13.28	13.28	T	Group Task		
Able to practice the principles of communication and concept development as well as behaviour management									13.28	13.28	S	Group Task		
Learning for Children with Physical Impairment				5					24	24			4.5/216	
Knowing the learning orientation for children with physical and motor disorders									6.64	6.64	L	case essay		
Understanding learning orientation for children with physical and motor disorders									5.81	5.81	L	Case Essay and Project		
Knowing the principles of learning for children with physical and motor disorders									6.64	6.64	L	Group Task		
Understand the principles of learning for children with physical and motor disorders									7.47	7.47	S	Case Essay and Project		
Able to make learning programs for children with physical and motor disorders									6.64	6.64	L	Group Task		
Able to develop special programs for children with physical and motor disorders									6.64	6.64	S	Case Essay and Project (480 Min)		
Math Learning for Children with Special Needs				3					16	16			3/216	
Able to describe the content of mathematics curriculum for Students with Special Needs									3.32	3.32	L	Essay Project		
Able to choose to explain general strategies and specific strategies for learning mathematics									3.32	3.32	L	Group Task		
Able to explain the concepts and basic skills of learning mathematics for students with special needs									3.32	3.32	L	Essay Project		
Able to explain SDLB mathematical concepts and skills									4.98	4.98	T	Group Task		
Able to modify mathematics learning strategies for Students With Special Needs									4.98	4.98	T	Group Task		
Able to carry out informal assessments and make plans for learning mathematics									6.64	6.64	S	Case Essay and Project		
Social Studies Learning for Children with Special Needs				3					16	16			3/216	
Understanding the nature of learning and learning Social Sciences									1.66	1.66	L	Essay Project		
Understanding the application of social studies learning for children with visual impairment									2.49	2.49	T	Group Task		
Understanding the application of social studies learning for children with hearing impairment									2.49	2.49	S	Essay Project		
Understanding the application of social studies learning for children with intellectual disabilities									1.66	1.66	T	Group Task		
Understanding the application of social studies learning for children with physical disabilities									1.66	1.66	T	Group Task		
Understanding the application of social studies learning for children with emotional and behavioural disorders									2.49	2.49	L	Case Essay and Project		
Understanding the application of social studies learning for gifted children									2.49	2.49	L	Group Task		
Understanding the application of social studies learning for children with learning disabilities									3.32	3.32	S	Group Task		
Understanding the application of social studies learning for children with autism									4.15	4.15	T	Group Task		
Understanding the application of social studies learning for children with multiple disabilities									4.15	4.15	S	Case Essay and Project (480 Min)		
Semester 6														
Indonesian Language														
High-level spoken and written language				2					120	120		lecture course	exam paper	5/210
Understanding Indonesian and its aspects and applications									0.44	0.44		lecture	essay (100 mins)	
Theory (competence) and language practice (performance), especially writing and speaking									12.45	12.45		lecture		
Learning Evaluation				5					24	24				4.5/216
Able to evaluate and review learning for children with special needs and determine appropriate follow-up									2.49	2.49	L	Essay Project		
Able to distinguish the concepts of measurement, assessment, and evaluation									1.66	1.66	L	Group Task		
Able to explain the function of evaluation in learning, the subject of evaluation and the target of evaluation									2.49	2.49	L	Essay Project		
Able to explain the various evaluation tools, various types of learning outcomes tests, and the requirements of a suitable evaluation tool									1.66	1.66	L	Group Task		
Able to explain two kinds of assessment approaches									2.49	2.49	L	Project		
Able to make test and non-test grids									2.49	2.49	S	Case Essay and Project		
Able to construct test instruments									1.66	1.66	T	Project		
Able to construct non-test instruments									2.49	2.49	S	Essay Project		
Able to do portfolio assessment									1.66	1.66	L	Group Task		
Able to perform test quality analysis									2.49	2.49	L	Group Task		
Able to perform assessment data processing									2.49	2.49	L	Group Task		
Able to work independently (no plagiarism)									2.49	2.49	S	Group Task		
Adaptive Physical Education				6					32	32				6/216
Introducing physical education for children with special needs using various strategies and techniques									6.64	6.64	L	group & individual task		
Develop adaptive Physical Education curriculum from early childhood education (PAUD) to secondary education and non-formal education pathways.									6.64	6.64	L	group & individual task		
Understanding compensatory to apply knowledge, skills, and attitudes in solving problems related to adaptive physical education									13.28	13.28	S	Case Essay and Project (480 Min)		
Inclusive Education				3					16	16				3/216
Able to understand the Diversity of Learners (Types of Students with Special Needs)									3.32	3.32	L	Essay Project		
Able to analyze Education Service Models for ABK									3.32	3.32	S	Group Task		
Able to understand the concept of inclusive education									3.32	3.32	T	Essay Project		
Able to understand Collaboration with ABK Services in Inclusive Education									3.32	3.32	L	Group Task		
Able to develop identification and assessment (compilation of instruments, data collection, analysis, reporting and interpretation of results) of students with special needs in inclusive education									4.15	4.15	S	Group Task		
Able to develop Curriculum and Individual Education Programs in Inclusive Education Providing Schools									4.15	4.15	L	Group Task		
Able to develop ABK Learning Accommodation in Inclusive Education.									4.98	4.98	S	Case Essay and Project		
Mobility Orientation				3					16	16				3/216
Understanding concept about Mobility Orientation									6.64	6.64	L	Essay Project		
Understanding self protection technique									6.64	6.64	T	Essay Project		
Understanding accompaniment technique									6.64	6.64	L	Group Task		
Understanding white cane technique									6.64	6.64	S	Project		
Communication System for Children with Hearing Impairment				3					16	16				3/216
Students have an attitude of empathy, compassion, and generosity in educating children with hearing loss.									4.15	4.15		Essay Project		
Students have the knowledge, understanding and ability to analyze problems caused by hearing loss									4.98	4.98		Group Task		
Students have knowledge and understanding of the nature of the communication system in the education									5.81	5.81		Essay Project		
Students have knowledge, understanding, and skills about the Indonesian Sign System (SIBI)									4.98	4.98		Group Task		
Students have the skills to apply the Indonesian sign system in communication									6.64	6.64		Group Task		
Hearing Disorders				3					16	16				3/216
Able to read and write Indonesian Braille.									13.28	13.28	S	Group Task		
Able to read and write Braille mathematics.									6.64	6.64	S	Group Task		
Able to read and write Arabic Braille.									6.64	6.64	S	Case Essay and Project		
Sound & Rhythm Perception Communication Development (BKPBI) & Speech Development				3					16	16				3/216
Able to explain the nature of BKPBI for children with hearing impairment									3.32	3.32	L	Essay Project		
Able to explain BKPBI programs and materials									2.49	2.49	L	Group Task		
Able to explain BKPBI infrastructure and facilities									4.15	4.15	T	Essay Project		
Able to apply BKPBI methods and approaches									3.32	3.32	S	Group Task		

Able to analyze the stages of BKPBI						4,15	4,15	T	Group Task	
Able to apply principles in the implementation of BKPBI						4,15	4,15	L	Group Task	
Able to prepare RPP for BKPBI						2,49	2,49	S	Group Task	
Able to practice the implementation of BKPBI in a classroom setting						2,49	2,49	S	Case Essay and Project (480 Min)	
Self Development and Movement Development for children with Intellectual Disabilities				3		16	16			3/216
Able to plan, implement, evaluate and review learning for children with special needs and determine appropriate follow-up						2,49	2,49	L	Essay Project	
Able to communicate effectively in special education practice						2,49	2,49	L	Group Task	
Able to work together in teams to solve educational and learning problems for children with special needs						3,32	3,32	L	Essay Project	
Able to develop curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources, for special education services in various pathways and levels of special and inclusive education						4,15	4,15	L	Group Task	
Able to plan, implement and evaluate learning in various special education services						4,15	4,15	L	Group Task	
Have the ability to provide compensatory services for students with special needs						4,98	4,98	S	Group Task	
Able to apply basic teaching principles at every level and special education unit based on humanitarian values and human rights						4,98	4,98	S	Case Essay and Project (480 Min)	
Semester 6										
Self Development and Movement Development for children with Physical Impairment				3		16	16			3/216
Able to plan, implement, evaluate and review learning for children with special needs and determine appropriate follow-up						2,49	2,49	L	Essay Project	
Able to communicate effectively in special education practice						2,49	2,49	T	Group Task	
Able to work together in teams to solve educational and learning problems for children with special needs						3,32	3,32	S	Essay Project	
Able to develop curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources, for special education services in various pathways and levels of special and inclusive education						3,32	3,32	S	Group Task	
Able to plan, implement and evaluate learning in various special education services						4,15	4,15	L	Group Task	
Have the ability to provide compensatory services for students with special needs						4,98	4,98	L	Group Task	
Able to apply basic teaching principles at every level and special education unit based on humanitarian values and human rights						5,81	5,81	S	Case Essay and Project (480 Min)	
Research Methodology				3		16				3/216
Able to explain the truth of the research						1,66	1,66	L	Essay Project	
Knowing various research methods in the field of education						1,66	1,66	L	Group Task	
Understanding various research methods in education						3,32	3,32	S	Essay Project	
Able to differentiate various research methods in the field of education						4,15	4,15	T	Group Task	
Able to choose and carry out research steps that are in accordance with the topic or research problem they choose						4,98	4,98	L	Group Task	
Able to develop research proposals according to their chosen topic or research problem						4,98	4,98	L	Case Essay and Project	
Able to compile research reports						3,32	3,32	L	Group Task	
Avoid ways that are not commendable in research, such as plagiarism.						2,49	2,49	T	Case Essay and Project (480 Min)	
Behavior Modification for Children with Special Needs				3		16	16			3/216
Understanding the basic concepts of behaviour theoretically						4,98	4,98	L	Essay Project	
Understanding the principles of behaviour modification of children with special needs theoretically						4,98	4,98	L	Group Task	
Analyzing the behaviour of children with special needs						6,64	6,64	L	Essay Project	
Understanding theoretically designing Behavior Intervention						4,98	4,98	S	Group Task	
Designing a behaviour modification system for children with special needs						4,98	4,98	L	Group Task	
Adaptive Learning Media				3		16	16			3/216
Able to make the right decisions, be responsible, and professionally to solve learning problems and student development services they face according to the context in order to obtain the best learning outcomes and student development in special education through adaptive media and technology						6,64	6,64	L	Group Task	
Understanding the principles, theories, and practices of media and technology development in special education for all types of special needs						6,64	6,64	S	Group Task	
Identifying the adaptive media needs of children with special needs using various assessment techniques and strategies						13,28	13,28	L	Case Essay and Project	
Integrated Science Learning for Children with Special Needs				3		16	16			3/216
Understanding the scope of integrated science learning						4,98	4,98	L	Essay Project	
Understanding the nature of integrated science learning (Knowledge and Process/Process Skills)						4,98	4,98	L	Group Task	
Understanding integrated science learning strategies for children with special needs						4,98	4,98	L	Essay Project	
Designing integrated science learning tools for children with special needs						4,98	4,98	S	Group Task	
Demonstrating/simulating integrated science learning for children with special needs						6,64	6,64	T	Group Task	
Special Education Management				3		16	16			3/216
Understanding management concepts in general						4,98	4,98	L	Essay Project	
Understanding the relationship between management and education						4,98	4,98	S	Group Task	
Understanding management's relationship with government regulations						4,98	4,98	T	Essay Project	
Understanding special education management services						4,98	4,98	L	Group Task	
Understanding school management services						6,64	6,64	S	Group Task	
Counseling Guidance for Children with Special Needs				3		16	16			3/216
Understanding the problems of children with special needs						6,64	6,64	L	Group Task	
Understanding the Counseling process for Children with Special Needs						6,64	6,64	S	Essay Project	
Understanding skills in counselling services for children with special needs						5,81	5,81	T	Group Task	
Understanding counselling theory and counselling practice						7,47	7,47	L	Group Task	
Educational Psychology				3		16	16			3/216
Understanding the concepts and urgency of psychology and educational psychology in educational practice.						6,64	6,64	L	Group Task	
Understanding the concepts, theories, and principles of child development and their implications in the practice of education and learning.						6,64	6,64	L	Group Task	
Understanding the concepts, theories, and principles of learning and learning and their implementation in the practice of education and learning.						13,28	13,28	T	Essay Project	
Teaching Skills Practice (PRM)				3				S	practice & individual task	
Seminar Proposal				6				S	individual task	
KKN				3				T	individual task	
Undergraduate Thesis				6				L	individual task	

**Programme 8 Semesters for Bachelor in Early Childhood Teacher Education
Early Childhood Education Teacher Department**

**Faculty of Education
Universitas Negeri Jakarta**

Modul No.	Title of Module	Credit Points Each Semester ECTS								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				
COMPULSORY COURSE															
M1	Religious Education	4,5									180'	180'	lecture course, panel discussion, case based method & project based method	Multiple Choice 180' (UTS), Multiple Choice 180' (UAS)	4,5/216
M 1.1	Teachings concerning man's relationship with God (aspects of worship and mu'amalah)									7,47	7,47	L/S/P			
M 1.2	Teachings related to man's relationship with man and nature									7,47	7,47	L/S/P			
M 1.3	Methodology of scientific thinking in an Islamic perspective									7,47	7,47	L/S/P			
M 1.4	Understanding the basic concept of Islamic teachings									7,47	7,47	L/S/P			
M 1.5	Developing Islamic thought									11,2	11,2	L/S/P			
M8	Human Development	3									120'	120'	lecture course, panel discussion, case based method & project based method	Multiple Choice 120' (UTS), Multiple Choice 120' (UAS)	3/216
M 8.1	Learners based on the perspective of several fields of science, psychological aspects of learners that are influential in the educational process									7,47	4,98	L/S/P			
M 8.2	Concepts of participant development, principles, psychological theories that underlie									9,96	9,96	L/S/P			
M 8.3	Characteristics of learners in: prenatal to pre-school, school term, adolescence, special needs, adult age and their implications in the learning process.									7,47	9,96	L/S/P			
M9	Learning and Instructional Theories	6									240	240	lecture course & discussion	Project Essay / Presentation	5 / 210
M 9.1	Basic concept learning and instructional theories									4	4	L			
M 9.2	Learning principles and learning theories (behavioristic, cognitive, humanistic,									4	4	L			
M 9.3	Motivation theory									12	12	T			
M 9.4	Basic concepts of learning design (micro curriculum)									20	20	T			
M 9.5	Innovative learning approach, media, state, assessment, technological development									4	4	L			
M 9.6	Assessment of learning and learning innovation									4	4	L			
M37	Effective Communication in Early Childhood Education	3									120'	120'	lecture course, panel discussion, case based method & project based method	Essay 120' (UTS), Project 120' (UAS)	3/216
M 37.1	Definition, objectives, aspects/components, strategies and steps for effective									4,98	4,98	L/S/P			
M 37.2	Designing Early Childhood Education training programs for the community									4,98	4,98	L/S/P			
M 37.3	Analysis, preparation, strategy and evaluation of training programs									7,47	9,96	L/S/P			
M36	Research Writing	3									120'	120'	lecture course, panel discussion, case based method & project based method	Essay 120' (UTS), Project 120' (UAS)	3/216
M 36.1	The nature of research writing									4,98	4,98	L/S/P			
M 36.2	Scientific language									4,98	4,98	L/S/P			
M 36.3	Procedures in writing research									4,98	4,98	L/S/P			
M 36.4	Ethics in scientific writing									4,98	4,98	L/S/P			
M 36.5	Scientific publications									7,47	9,96	L/S/P			
M35	Neuroscience in Education	3									120'	120'	lecture course, panel discussion, case based method & project based method	Essay 120' (UTS), Multiple Choice 120' (UAS)	3/216
M 35.1	Human brain science, the essence of neuroscience and its development									4,98	4,98	L/S/P			
M 35.2	Neuroscience dimintions									4,98	4,98	L/S/P			
M 35.3	Brain structure and function									4,98	4,98	L/S/P			
M 35.4	Functional relationship between brain structure and learning in early childhood.									9,96	9,96	L/S/P			
M33	Career in Early Childhood Education	3									120'	120'	lecture course, panel discussion, case based method & project based method	Essay 120' (UTS), Essay 120' (UAS)	3/216
M 33.1	The nature of career development									4,98	4,98	L/S/P			
M 33.2	Professionalism									4,98	4,98	L/S/P			
M 33.3	Career fields									4,98	4,98	L/S/P			
M 33.4	Stages of career development									9,96	9,96	L/S/P			
M34	Foundation Of Early Childhood Education	6									240'	240'	lecture course, panel discussion, case based method & project based method	Essay 120' (UTS), Project 120' (UAS)	6/216
M 34.1	The nature of foundation for early childhood education									9,96	9,96	L/S/P			
M 34.2	Juridical, empirical and theoretical foundations on the concept of early childhood									9,96	9,96	L/S/P			
M 34.3	The nature of early childhood									9,96	9,96	L/S/P			
M 34.4	The nature of early childhood educators and education staff									9,96	9,96	L/S/P			
M 34.5	Reviewing various implementations of early childhood education institutions.									14,94	14,94	L/S/P			
M2	PANCASILA	3									120'	120'	lecture , panel discussion, case study	Exam Paper , Essay, Multiple Choice	3/216
M 2.1	Pancasila Philosophy of a nation									4,98	4,98	L/T			
M 2.2	Pancasila in the Current History of the Indonesian nation									4,98	4,98	L/T			
M 2.3	Pancasila as the Basis of the Republic of Indonesia									4,98	4,98	L/T			
M 2.4	Pancasila as the State Ideology									4,98	4,98	L/T			
M 2.5	Pancasila as a Philosophical System									4,98	4,98	L/T			
M 2.6	Pancasila as an Ethical System									4,98	4,98	L/T			
M 2.7	Pancasila as the Basis of The Value of Science Development									9,96	9,96	L/T			
M 2.8	Pancasila and Anti-Corruption Values									9,96	9,96	L/T			
M3	CIVICS EDUCATION	3									120'	120'		Project Essay / Presentation/Multiple	3/216
M 3.1	Personality Development									4,98	4,98	L/T		multiple choice (120)	
M 3.2	National Identity and National Integration of Indonesia									4,98	4,98	L/T		multiple choice (120)	
M 2.3	State and law									4,98	4,98	L/T		multiple choice (120)	
M 2.4	Rights and Obligations of Citizens									9,96	9,96	L/T		Presentation (120')	
M 2.5	Democracy and Democratic Education									9,96	9,96	L/T		Presentation (120')	
M 2.6	State of Law and Human Rights									4,98	4,98	L/T		multiple choice (120)	
M 2.7	Geopolitics of Indonesia									4,98	4,98	L/T		multiple choice (120)	
M 2.8	Regional Autonomy and Geostrategies of Indonesia									9,96	9,96	L/T		Project essay (240')	
M12	Health and Nutrition	3									120	120			3 / 216
M 12.1	Good nutrition concept									9,96	9,96	L/T/S			
M 12.2	substitution of nutrition for early childhood									9,96	9,96	L/T/S			
M 12.3	Processing, setting menu, and packing									4,98	4,98	L/S		Project Essay (240')	

M 12.4	Nutrition and healthy of early childhood							4,98	4,98		S	Paper (120') Presentation (240')		
M 12.5	Risk of Stunting							9,96	9,96		L/T/S			
M 12.6	Handling illness and minor accident to early childhood in school and home							4,98	4,98		L/T/S			
M16	Play	6						240	240				6 / 216	
M 16.1	Meaning of playing and creativity for early childhood							4,98	4,98		L/T	Paper (120') Presentation (120') Project essay (240')		
M 16.2	Definition, goals, function, and analysis of playing variation							4,98	4,98		L/T			
M 16.3	Phase of playing in early childhood							7,47	7,47		L/T			
M 16.4	Characteristic of educative play							9,96	9,96		L/T			
M 16.5	Design of game and education game tools convenient early childhood stages							12,45	12,45		L/T			
M 16.6	Study of creativity							9,96	9,96		L/T			
M11	Parenting	6						240	240				6 / 216	
M 11.1	Meaning of parents, children, and nurturing							4,98	4,98		L/S/P	Paper (120') Presentation (120') Project essay (240')		
M11.2	Developing parenting program							4,98	4,98		L/S/P			
M 11.3	Healthy and nutrition care							7,47	7,47		L/S/P			
M13	Pre-Natal and infant Development	6						240	240				6 / 216	
M 13.1	Early childhood development in anthropology view							4,98	4,98		L/T	Paper (120') Presentation (120') Project essay (240')		
M 13.2	Development Psychology							4,98	4,98		L/T			
M 13.3	Healthy, Safety, and nutrition							7,47	7,47		T/P			
M 13.4	Pranatal Development							9,96	9,96		T			
M 13.5	Stimulation of pregnancy period							12,45	12,45		T/P			
M14	2 to 6 Years Old Children Development	4,5						180	180				4.5 / 216	
M 14.1	Post natal to 3 years Children development							7,47	7,46		L/S/P	Paper (120') Presentation (120') Project essay (240')		
M 14.2	Aspect of children development							9,96	9,96		L/S/P			
M 14.3	Development disorder in children							7,47	7,47		L/S/P			
M15	6 to 8 years Old Children Development	4,5						180	180				4.5 / 216	
M 15.1	Aspect of children development							9,96	9,96		L/S/P	Paper (120') Presentation (120') Project essay (240')		
M 15.2	Children brain development							4,98	4,98		L/T			
M 15.3	Development disorder in children							9,96	9,96		L/S/P			
M5	English	3						120	120		lecture course, discussion	exam paper	5/210	
M 5.1	Descriptive text in the form of vlogs about campus life, as well as news article text							4	4		S/T	Paper / Presentation and project essay		
M 5.2	The use of English to (i) describe campus life and (ii) convey actual information							8	8		L			
M 5.3	campus life in the form of vlogs and news articles.							8	8		S			
M38	Assessment for Early Childhood	6						240	240					
M 38.1	The nature of assessment, assessment principles and assessment techniques							5	5		L/T	Essay/ Project / Presentation		
M 38.2	The nature of evaluation							4	4		L/T			
M 38.3	Assessment instruments and criteria							6	6		L/T			
M 38.4	Data collection technique							10	10		L/T			
M 38.5	Data analysis							15	15		L/T			
M39	Instructional Resource for Early Childhood Education	6						240	240					
M 39.1	Learning resources							5	5		L/T	Essay/ Project / Presentation		
M 39.2	Classification, types of media and learning resources							4	4		L/T			
M 39.3	Criteria and procedures for selecting media and learning resources for early childhood							6	6		L/T			
M 39.4	Design, manufacture and the use of media and learning resources in early childhood							10	10		L/T			
M 39.5	The evaluation of programs, media and learning resources							15	15		L/T			
M43	Concept of Moral and Religiosity	3						120	120					
M 43.1	Moral philosophy							4	4		L/T	Essay/ Project / Presentation		
M 43.2	Morals							10	10		L/T			
M 43.3	Values							10	10		L/T			
M 43.4	Norms and Ethics Theories							4	4		L/T			
M 43.5	Moral and religiosity Education							12	12		L/T			
M44	Moral and Religious Education for Early Childhood	3						120	120					
M 44.1	Instructional strategy for developing morality and religiosity							5	5		L/T	L/T	Essay/ Project / Presentation	
M 44.2	Content analysis of morality and religiosity development							5	5		L/T	L/T		
M 44.3	Designing learning activity in developing religiosity and morality							10	10		L/T	L/T		
M40	Foundation of Early Childhood Education Curriculum	6						240	240					
M 40.1	Approaches to learning in early childhood education							4	4		L/T			
M 40.2	Instructional methods in early childhood education							6	6		L/T			
M 40.3	Examples and practices of learning management in early childhood educational settings							8	8		L/T			
M 40.4	Stimulation programs for children 0-8 years old							8	8		L/T			
M 40.5	Early childhood education curriculum development models							14	14		T/P			
M 40.6	Early childhood curriculum implementation at several early childhood institutions							14	14		T/P			
M41	Early Childhood Education Curriculum	6						240	240					
M 41.1	Curriculum studies in early childhood institutions							5	5		L/T	S/T		
M 41.2	Designing early childhood education curriculum and thematic learning documents							5	5		L/T	L/T		
M 41.3	Examining the implementation of play-based curriculum in early childhood learning							10	10		T/P	L/T		
M42	Science Concept for Early Childhood	3						120	120					
M 42.1	The nature and importance of science for early childhood							20	20		L/T			
M 42.2	Children's scientific thinking skills							10	10		L/T			
M 42.3	Life science							20	20		L/T			
M 42.4	Physical sciences							10	10		L/T			
M 42.5	Earth and space							10	10		L/T			
M 42.6	Science and technology							10	10		L/T			
M 42.7	STEM / STEAM							20	20		L/T			
M6	Basic Science	3						120	120		lecture course & discussion	Project Essay / Presentation		
M 6.1	Formation and development of personality and expansion of knowledge attention							4	4		S/T	Paper / Presentation and project essay		
M 6.2	Thinking about the various symptoms that exist and arise in the environment							8	8		T			
M 6.3	Concepts, nature and scope of Basic Naturalness							8	8		T			
M 6.4	The nature of Sciences							10	10		T			
M 6.5	Development and development of sciences							10	10		T			
M 6.6	Technological developments and roles sciences							10	10		T			

M7	Educational Theories				6				240'	240'	lecture course, panel discussion, case based method & project based method	Multiple Choice 240' (UTS), Multiple Choice 240' (UAS)	6/216
M 7.1	The fact of education, the fact of educational knowledge, the human nature								9,96	9,96	L/S/P		
M 7.2	Foundations of education								9,96	9,96	L/S/P		
M 7.3	Educational components								9,96	9,96	L/S/P		
M 7.4	Education streams								9,96	9,96	L/S/P		
M 7.5	History and educational issues in Indonesia								9,96	9,96	L/S/P		
M 7.6	Inclusive and multi-cultural education								9,96	9,96	L/S/P		
M10	Teacher and Educational Staff				3				120	120			10 / 210
M 10.1	Understand scope and procedur of performance evaluation on teacher profession duties								5	5	L	Paper / Presentation and project essay	
M 10.2	Effective Communication through verbal and writing								4	4	L		
M17	Social Studies Concept for Early Childhood Education				3				120	120			5 / 210
M 17.1	Theory and practice of kognitif developmet dumention in children 0-3 years								5	5	L/T		
M 17.2	Arrange integrated design and stimulation of sains based on concept								4	4	L/T	Paper / Presentation and project essay	
M 17.3	Development science competencies method for children aged 0 - 6 years								6	6	L/T		
M 17.4	Analysis concurrent curriculum in science aspect								10	10	L/T		
M21	Managing Early Childhood Education				4,5				180	180			10 / 210
M 21.1	Early childhood education institution								4,98	4,98	L/T		
M 21.2	Social and Physical environment in early childhood center								4,98	4,98	L/T		
M 21.3	Early childhood staff management								4,98	4,98	L/T	Presentation and paper exam	
M 21.4	Standard and operating procedure of play and routines								9,96	9,96	L/T		
M 21.5	Infrastructure and facilities early childhood education center								9,96	9,96	L/T		
M 21.6	Indoor and outdoor environment in early childhood center								4,98	4,98	L/T		
M 21.7	Evaluation procedure and process in ECE center								4,98	4,98	L/T		
M 21.8	Administering ECE center								9,96	9,96	L/T		
M19	Science for Early Childhood Education				6				240	240			5 / 210
M 19.1	Cognitive development of 3 - 8 years old children								5	5	S/T		
M 19.2	science standards analysis								5	5	L/T	Presentation and project	
M 19.3	Developing science learning activities for early childhood								10	10	L/T		
M20	Mathematics Concept for Early Childhood Education				3				120	120			5 / 210
M 20.1	Definition of mathematics								4,98	4,98	L/T		
M 20.2	Early childhood mathematical thinking								4,98	4,98	L/T/S	Presentation and paper exam	
M 20.3	Mathematics concept, number, geometry, measurement, data analysis								7,47	9,96	T/P		
M18	Concept of Language and Literacy for Early Childhood				3				120	120			10 / 210
M 18.1	Meaning of language								4,98	4,98	L		
M 18.2	Theori of language acutition								4,98	4,98	L		
M 18.3	Early childhood language development								4,98	4,98	L/T/S	Paper / Presentation and project essay	
M 18.4	Understanding of philology to early childhood								4,98	4,98	L/T/S		
M 18.5	Language competencies development method								4,98	4,98	L/T		
M 18.6	Media of developing children language competencies Identification								4,98	4,98	L/T		
M 18.7	Mastery of language development evaluation								9,96	9,96	L/T		
M 18.8	Arrange early childhood language development strategy based on DAP								9,96	9,96	T/P		
M23	Music and Movement for Early Childhood Education				4,5				180	180			5 / 210
M 23.1	Movement development for Early Childhood								4,98	4,98	L	Project Essay / Presentation	
M 23.2	Play and games								4,98	4,98	L/T		
M 23.3	Rhythmic movement								7,47	7,47	L/T		
M 23.4	Analysis of music and movement standard								9,96	9,96	L/T/S		
M 23.5	Strategies for developing music and physical skills								12,45	12,45	T/P		
M4	Indonesian Language				3				120	120	lecture course	exam paper	5/210
M 4.1	High-level spoken and written language								0,441666	0,44166666	lecture	essay (100 mins)	
M 4.2	Understanding Indonesian and its aspects and applications								12,45	12,45	lecture		
M 4.3	Theory (competence) and language practice (performance), especially writing and								0,441666	0,44166666	lecture	essay (100 mins)	
M45	Mathematics Learning for Early Childhood Education				6				240	240		Paper and project essay (200 mins and 60	
M 45.1	Theories and practices of the cognitive development of children aged 0-3 years								0,441666	0,44166666	lecture	L	
M 45.2	The foundation for developing mathematical thinking skills								0,441666	0,44166666	lecture; course	L/T	Essay/ Project / Presentation
M 45.3	Instructional theory in mathematic								0,441666	0,44166666	lecture; course	L/T	
M 45.4	Principles of learning mathematics for early childhood								0,648611	0,64861111	lecture; case study	L/T/S	
M 45.5	Mathematical concepts								0,648611	0,64861111	lecture; case study	L/T/S	
M46	Developmental of Language and Literacy				6				240	240		Paper and project essay (100 mins and 300 mi	
M 46.1	ECE language development strategy								0,441666	0,44166666	lecture; course	L/T/S	
M 46.2	Expressive language skills (speaking and writing)								0,648611	0,64861111	lecture; course	L/T/S	Essay/ Project / Presentation
M 46.3	Receptive language skills (listening and reading)								0,648611	0,64861111	lecture; course	L/T/S	
M 46.4	Introduction of foreign languages as second languages to early childhood								0,648611	0,64861111	lecture; course	L/T/S	
M 46.5	Language problems faced by early childhood								0,648611	0,64861111	lecture; case study		
M47	Art Theory for Early Childhood				3				120	120		Essay; presentation (200 mins)	
M 47.1	The nature of art								0,23	0,23	lecture	S/T	
M 47.2	concept of art insight								0,23	0,23	lecture	L	
M 47.3	Basic knowledge and art skills for AUD								0,23	0,23	lecture; course	S	Essay/ Project / Presentation
M 47.4	elements in art (composition, expression, dynamics, etc.)								0,23	0,23	lecture; course		
M 47.5	application of art to ECE, concept art education								0,23	0,23	lecture; course		
M 47.6	art appreciation suitable for ECE								0,23	0,23	lecture; course		
M 47.7	didactic action of probing and art learning assessment								0,23	0,23	lecture; course		
M48	Art for Early Childhood				6				240	240		Paper and project essay (200 mins and 60	
M 48.1	Understanding the characteristics and needs of early childhood on motor, artistic and								0,441666	0,44166666	lecture; course	L	
M 48.2	Early childhood introduction to art and aesthetics								0,441666	0,44166666	lecture; course	L	Essay/ Project / Presentation
M 48.3	The process of creating a work of art								0,441666	0,44166666	lecture; course	L	
M 48.4	Introduction and creation of two-dimensional and three-dimensional forms in fine art								0,648611	0,64861111	lecture; course	L/T/S	
M 48.5	Basic concepts and practices for developing a child's various potentials through fine art								0,648611	0,64861111	lecture; case study	L/T/S	
M49	Statistic and quantitative research methodology for early childhood				6				240	240		exam paper (200 mins)	
M 49.1	Statistical fact										lecture; course		
M 49.2	collection and presentation of data										lecture; course		
M 49.3	analysis of statistical data										lecture; course		
M 49.4	Descriptive and inferential statistics										lecture; course		
M 49.5	nature of research										lecture; course		
M 49.6	Development Social Studies Early Childhood										lecture; course		
M 49.7	Type and design of research										lecture; course		Essay/ Project / Presentation
M 49.8	variable type										lecture; course		
M 49.9	quantitative research data and hypotheses										lecture; course		
M 49.10	research sampling techniques										lecture; course		
M 49.11	data collection techniques, instrument calibration, and data analysis and interpretation										lecture; course		
M 49.12	preparation of quantitative research proposals										lecture; course		

M 22.13	systematic quantitative research reports												lecture; course		
M50	Social Studies Learning					6		240	240					Paper and project essay (100 mins and 300 mi	
M 50.1	concepts and methods of developing social study skills in early childhood							0,234722	0,234722222				lecture	L	
M 50.2	the nature of social knowledge for early childhood							0,441666	0,441666666				lecture; course	T	
M 50.3	Study of the social phenomena that are happening							0,441666	0,441666666				lecture; course		
M 50.4	approaches necessary in the learning of early childhood social knowledge							0,441666	0,441666666				lecture; course		
M 50.5	study and analysis of theory in the learning of social knowledge							0,441666	0,441666666				lecture; course		
M 50.6	Social knowledge in early childhood							0,648611	0,648611111				lecture; case study		
M 50.7	Evaluation techniques in the learning of social knowledge for early childhood.							0,441666	0,441666666				lecture; course		
M31	Quantitative research method in early childhood education					3		120	120					paper exam and project	100 mins and 30
M 31.1	The nature of research							2,49	2,49				lecture		
M 31.2	Research classification							2,49	2,49				lecture		
M 31.3	Problems in research							0,233333	0,233333333				lecture; course		
M 31.4	Research Variable							2,49	2,49				lecture		
M 31.5	Conceptual framework and research hypotheses							0,233333	0,233333333				lecture; course		
M 31.6	Population and sample							2,49	2,49				lecture		
M 31.7	A Research Instrument							0,233333	0,233333333				lecture		
M 31.8	Types of research							2,49	2,49				lecture		
M 31.9	Data analysis techniques							2,49	2,49				lecture		
M 31.10	Writing research reports							2,49	2,49				lecture		
M22	Art and Craft for Early Childhood Education					4,5		180	180						5 / 210
M 22.1	Basic concept of art and craft for ECE												L/T	Presentation and paper exam	
M24	Pre-School Management					3		120	120						5 / 210
M 24.1	Overview of preschool management							4,98	4,98				L/T/S	Project Essay / Presentation	
M 24.2	Social and Physical environment in pre-school							4,98	4,98				L/T/S		
M 24.3	Early childhood staff management							4,98	4,98				L/T/S		
M 24.4	Standard and operating procedure of play and routines							4,98	4,98				L/T/S		
M 24.5	Infrastructure and facilities in pre-school							4,98	4,98				L/T		
M 24.6	Indoor and outdoor environment in pre - school							4,98	4,98				L/T		
M 24.7	Evaluation procedure and process in pre-preschool							9,96	9,96				T/P		
M 24.8	Administering preschool							9,96	9,96				T/P		
M25	Kindergarten Management					3		120	120						5 / 210
M 25.1	Overview of kindergarten management							4,98	4,98				L/T/S	Project Essay / Presentation	
M 25.2	Social and Physical environment in kindergarten							4,98	4,98				L/T/S		
M 25.3	kindergarten staff management							4,98	4,98				L/T/S		
M 25.4	Standard and operating procedure of play and routines in kindergarten							4,98	4,98				L/T/S		
M 25.5	Infrastructure and facilities in kindergarten							4,98	4,98				L/T		
M 25.6	Indoor and outdoor environment in kindergarten							4,98	4,98				L/T		
M 25.7	Evaluation procedure and process in kindergarten							9,96	9,96				T/P		
M 25.8	Administering kindergarten							9,96	9,96				T/P		
M26	Day Care Management					3		120	120						5 / 210
M 26.1	Overview of day care center management							4,98	4,98				L	Paper / Presentation and project essay	
M 26.2	Social and Physical environment in day care center							4,98	4,98				L		
M 26.3	day care center staff management							4,98	4,98				L		
M 26.4	Standard and operating procedure of play and routines in daycare center							4,98	4,98				L/T/S		
M 26.5	Infrastructure and facilities in daycare center							4,98	4,98				L/T/S		
M 26.6	Indoor and outdoor environment in day care center							4,98	4,98				L/T		
M 26.7	Evaluation procedure and process in day care center							9,96	9,96				L/T		
M 26.8	Administering day care center							9,96	9,96				L/T		
M27	Information, communication and Technologies					6		240	240						5 / 210
M 27.1	Development of ICT							4,98	4,98				L/T	Paper / Presentation and project essay	
M 27.2	ICT in Early Childhood Education							4,98	4,98				L/T		
M 27.3	Introducing computer to young childre							7,47	7,47				L/T		
M 27.4	importance of computer learning for young children							9,96	9,96				L/T		
M 27.5	facilitator competencies of computer learning for young children							12,45	12,45				L/T		
M 27.6	ICT as a learning resources for ECE							9,96	9,96				L/T		
M 27.7	Introduction to animation for ECE teacher							12,45	12,45				T/P		
M28	English Learning for Early Childhood					6		240	240						5 / 210
M 28.1	The nature of learning english for early childhood												L		
M 28.2	Strategies of learning english for early childhood														
M 28.3	Developing EFL approach for early-year child														
M 28.4	Designing learning program for EFL (Early-year child)														
M 28.5	Implementing EFL program for early - year child														
M29	Instructional Skills					4,5		180	180						5 / 210
M 29.1	Professionalism in teaching							7,47	7,47				L/T/S	Paper / Presentation and	
M 29.2	Teaching competencies							7,47	7,47				L/T/S		
M 29.3	designing learning resource skill for ECE teacher							7,47	7,47				L/T		
M 29.4	peer group teaching practicum							11,2	11,2				T/P		
M30	Early Childhood Education Research Roadmap					3		120	120						5 / 210
M 30.1	Various research result of early childhood							8	8				L/T	Paper / Presentation and	
M 30.2	Implementation of research to improve science and technology for early childhood							4	4				T/P		
M32	Research Proposal					3		120	120						5 / 210
M 32.1	Developing research proposal							5	5				T/P		
M 32.2	Presentation of research proposal							5	5				T/P		
M 32.3	Revise of research proposal							10	10				T/P		
M33	Qualitative research method in early childhood education					4,5		180	180						5 / 210
M 33.1	The nature of research							4,98	4,98				L/T	Paper / Presentation and	
M 33.2	Research classification							4,98	4,98				L/T		
M 33.3	Problems in research							7,47	7,47				L/T		
M 33.3	Data Analysis							9,96	9,96				T/P		
M51	Early Childhood Education Profession					6		240	240						5 / 210
M 51.1	ECE Profession							4,98	4,98				L/T		
M 51.2	Observation of practice ECE							4,98	4,98				L/T		
M 51.3	ECE practice assistance							7,47	7,47				L/T/S		
M 51.4	Design of activities at ECE institution							4,98	4,98				T/P		
M52	Teaching Competencies					3		120	120						5 / 210
M 52.1	Teaching Professional							8	8				L/T	S/T	Field Report
M 52.2	Teaching practice in kindergarten							4	4				T/P	L	
M53	Research Project					6		240	240						5 / 210
M 53.1	scientific writing (Thesis chapters 1-5) quantitative, qualitative or mix method							4	4				T/P	S/T	Thesis
M 53.2	Research Proposal							4	4				T/P	L	
M54	ELECTIVE COURSE STORY TELLING SKILLS					3		120'	120'						5 / 210
M 54.1	Basic skills of playing music							4,98	4,98				L/T	L/S/P	Indah Juniah, M Pd
M 54.2	music using percussion media and other standard music media							4,98	4,98				L/T	L/S/P	
M 54.3	use of music media as early childhood learning material							9,96	7,47				T/P	L/S/P	

BoPTE:

Curriculum Overview														
Bachelor of Elementary Teacher Education Study Programme (BoPTE)														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester (ECTS)								Workload		Method of Teaching i.e. Lecture Course (L), Tutorial (T), Seminar (S)	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			
1st Semester														
51162	Religion	3								13.28	32			3/ 220.5
	God and Religion									1.66	4	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portofolio (120 Min)	
	Source of Islamic Teachings									1.66	4	L, T		
	Morals towards God's creation									1.66	4	L, T		
	Understand, accept, and develop yourself									1.66	4	L, T		
	Islamic paradigm of Science									1.66	4	L, T		
	The character of an Islamic professional									1.66	4	L, T		
	Mid and final test									3.32	8			
51063	Pancasila	3								13.28	32			3/ 220.5
	Introduction to Pancasila Education									0.83	2	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portofolio (120 Min)	
	Pancasila in the Current History of the Indonesian Nation									0.83	2	L, T		
	Pancasila as the State Foundation of the Republic of Indonesia									1.66	4	L, T		
	Pancasila as State Ideology									1.66	4	L, T		
	Pancasila as a Philosophical System									1.66	4	L, T		
	Pancasila as a System of Ethics									0.83	2	L, T		
	Pancasila as the Basic Value of Science Development									0.83	2	L, T		
	Pancasila and Anti-Corruption Values									1.66	4	L, T		
	Pancasila and Anti-Corruption Values									3.32	8			
16350382	Foundations of Education	4.5								11.62	32			5/ 220.5
	The concept of education and education as theoretical science, and education as an applied science									0.83	2	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portofolio (120 Min)	
	Education concept, educational process, and function of Education									0.83	2	L, T		
	the National education system, basics, goals, and functions of education, managing Education programs									0.83	4	L, T		
	The concept of the teacher, the responsibility of the teacher, the task of the teacher, the role of the teacher, and the competence of professionalism									0.83	4	L, T		
	The foundation of educational practice in Indonesia									1.66	4	L, T		
	The concept of character education, character values, and stages of character development									1.66	4	L, T		
	Analysis of education problems in Indonesia									1.66	4	L, T		
	Mid & Final Test									3.32	8			
16352124	Information and Communication Technology (ICT)	3								13.28	32			
	The nature of ICT									1.66	4	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portofolio (120 Min)	
	The benefits of ICT in education									1.66	4	L, T		
	Application of ICT in Supporting the Learning Process									1.66	4	L, T		
	Impact of implementing ICT in education									1.66	4	L, T		
	The concept of the internet and its use in education, especially in learning in elementary schools									2.49	6	L, T		
	ICT-based media development									2.49	6	L, T		
	Mid and Final Test									3.32	8			
16352102	Basic Concept of Social Science	4.5								13.28	32			4.5/ 220.5
	The essence of social studies									1.66	4	L	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portofolio (120 Min)	
	Concept of geographical science									2.49	6	L		
	Concept of historical science									1.66	4	L		
	Concept of anthropological science									1.66	4	L		
	Basic concept of legal science and government									2.49	6	L		
	mid & final test									3.32	8			
16351552	Physical Education and Health Science	3								13.28	32			
	Concept of Physical Education and Sports									0.83	2	L, T	Quiz (60 Min)	
	Physical ability development									0.83	2	L, T		
	General Methods of Physical Education									1.66	4	L, T		

	Organization of Match Systems in Sports									1.66	4	L, T	Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	Practice athletics running and long jump									1.66	4	L, T			
	Practice Simple Game of Volleyball and Soccer									1.66	4	L, T			
	Practice floor gymnastics and rhythmic gymnastics									1.66	4	L, T			
	Mid & Final Test									3.32	8				
16352302	Basic English for Elementary School Teacher	3								13.28	32			3/ 220.5	
	Younger and Older Learners									1.66	4	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	Theories of Childhood I (Piaget, Vygotsky, Brunner, Montessori dan Gardner)									1.66	4	L, T			
	Older Learners Childhood II: From theories to implementation									1.66	4	L, T			
	How Children Learn Language I: Learning the L1									1.66	4	L, T			
	How Children Learn Language II: Learning English at school									1.66	4	L, T			
	Classroom Language in TEYL									1.66	4	L, T			
	Mid & Final Test									3.32	8				
16352042	Basic Concept of Biology	3								13.28	32			3/ 220.5	
	Concept, theory, and facts about the origin of life									3.32	8	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	Concept, theory, and facts about the living organisms variety									3.32	8	L, T			
	Concept, theory, and facts about the living organisms and their interaction with the environment to maintain internal stability									3.32	8	L, T			
	Mid & Final Test									3.32	8				
16351974	Elementary School Music Arts Education	3								13.28	32			3/ 220.5	
	The essence of elementary school music art education									1.66	4	L, T	Performance Test (90 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	Elementary school music art scope									1.66	4	L, T			
	Playing music									1.66	4	L, T			
	Music Elements									1.66	4	L, T			
	Methodology of learning the art of music in elementary school									1.66	4	L, T			
	Creating Curriculum-based Children's Songs									1.66	4	L, T			
	Mid & Final Test									3.32	8				
16352102	Basic Mathematics	3								13.28	32			3/ 220.5	
	Philosophy of mathematics									0.83	2	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	Logical reasoning in mathematics									0.83	2	L, T			
	Sets in mathematics									0.83	2	L, T			
	Algebra									0.83	2	L, T			
	Combinations and permutations, combination, and odds statistics									1.66	4	L, T			
	mathematical problems and its operation									1.66	4	L, T			
	introduction to trigonometry									1.66	4	L, T			
	Mid & Final Test									3.32	8				
2nd Semester															
0005-318-2	Educational Insight	3								13.28	32			3/ 220.5	
	Educational Paradigm and its urgency in character development,									1.66	4	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	Human culture and civilization									1.66	4	L, T			
	History and thoughts of influential educational figures									1.66	4	L, T			
	Education system in Indonesia and its comparison with other countries,									2.49	6	L, T			
	Analysis of current issues and educational problems in Indonesia and being able to identify solutions									2.49	6	L, T			
	Mid & Final Test									3.32	8				
0005-106-2	Citizenship	3.0								13.28	32			3/ 220.5	
	Personality development									0.83	2	L, T	Quiz (60 Min) Performance Test (90 Min) Reflective Essay (60 Min) Case Study Exam (90 Min) Portfolio (120 Min)		
	National identity and national integration of Indonesia,									0.83	2	L, T			
	State and constitution,									0.83	2	L, T			
	Rights and Obligations of citizens,									0.83	2	L, T			
	Democracy and democratic education									0.83	2	L, T			
	State of Law and Human Rights,									0.83	2	L, T			
	Indonesian Geopolitics,									1.66	4	L, T			
	Regional autonomy									1.66	4	L, T			
	Indonesian Geostrategy									1.66	4	L, T			
	Mid & Final Test									3.32	8				

	objectives and functions of law,								1.66	4	L, T		
	elements and characteristics of law,								1.66	4	L, T		
	various laws and legal principles								0.83	2	L, T		
	legal system								0.83	2	L, T		
	constitutional theories,								0.83	2			
	relationship between legal science and political science.								0.83	2			
	Mid & Final Test								3.32	8			
16352082	Elementary School Management								13.28	32			3/ 220.5
	School-based management								1.66	4	L, T		
	Physical infrastructure management in elementary schools								1.66	4	L, T		
	Financial management in elementary school								1.66	4	L, T		
	Human resource management in elementary school								1.66	4	L, T		
	Elementary school management in the new era								1.66	4	L, T		
	Parental and community involvement in primary school management								1.66	4	L, T		
	Mid and Final Test								3.32	8			
16352062	Elementary Education Innovation								13.28	32			3/ 220.5
	The basic concept of educational innovation								1.66	4	L, T		
	Educational innovation process								1.66	4	L, T		
	educational innovation strategy								1.66	4	L, T		
	the concept of adoption in educational innovation								1.66	4	L, T		
	implementation of innovation in learning								1.66	4	L, T		
	evaluasi inovasi pembelajaran di SD								1.66	4	L, T		
	Mid & Final Test								3.32	8			
	Advanced research methodology								13.28	32			3/ 220.5
	Qualitative Reasearch								1.66	4	L, T		
	Research and development								1.66	4	L, T		
	problem formulation,								0.83	2	L, T		
	data collection techniques,								0.83	2	L, T		
	instrument development,								0.83	2			
	data analysis techniques,								0.83	2			
	data validity techniques,								1.66	4	L, T		
	thesis writing techniques.								1.66	4	L, T		
	Mid & Final Test								3.32	8			
16352124	Educational Communication Skill								13.28	32			3/ 220.5
	The concept of communication and things that support skillful communication								3.32	8	L, T		
	Communication in various activities/purposes								3.32	8	L, T		
	Practice educational communication skills in learning and various other activities.								3.32	8	L, T		
	Mid & Final Test								3.32	8			
16352062	Elementary Dance Arts								13.28	32			3/ 220.5
	The essence of the basics of dance								1.66	4	L		
	Fundamentals and basic concepts of dance education								1.66	4	L		
	Artistic development of children in elementary school								1.66	4	L		
	Art lessons in elementary school								1.66	4	L		
	Steps of appreciation and art criticism								1.66	4	L		
	Dance practice								1.66	4	L		
	Mid & Final Test								3.32	8			
5th Semester													
16352522	Indonesian Language Learning in Elementary School								13.28	32			4.5/ 220.5
	Basic Concepts of Learning Indonesian								1.66	4	L, T		
	Language Learning in Elementary School Curriculum								1.66	4	L, T		
	Learning Listening, Reading, Writing and Speaking in Elementary School								1.66	4	L, T		
	Learning Literature in Elementary School								1.66	4	L, T		
	Development of Teaching Materials and Media								2.49	6	L, T		
	Authentic Assessment in Language and Literature Learning								2.49	6	L, T		
	Mid & Final Test								3.32	8			

16352542	Mathematic Learning for Elementary School					4.5			13.28	32											4.5/ 220.5
	Math Dimension								0.83	2		L									
	Elementary School Curriculum Analysis								0.83	2		L									
	Elementary School Math Book Analysis								0.83	2		L									
	Math Learning Theory								0.83	2		L									
	Mathematics Learning Models and Methods								1.66	4		L									
	Mathematics Media and Teaching Aids								1.66	4		L									
	Math Assessment								1.66	4		L									
	Teaching Device								1.66	4		P									
	Mid & Final Test								3.32	8											
10054051	Science Studies Instruction for Elementary School (2 sks)					4.5			13.28	32											4.5/ 220.5
	The Truth, Function, Destination, Signs and Scops of Natural Science Subjects In Elementary Schools (150 m)								1.66	4		L									
	Describe, Identify, Characteristics, Identify Steps and can choose study material that is in accordance with the learning model								1.66	4		L									
	Analyzing and Reviewing Elementary School Natural Science Curriculum								1.66	4		L									
	Designing Teaching Materials or Teaching Materials, and Student Worksheets, in Learning Natural Science in Elementary Schools								1.66	4		L									
	Designing Media or Simple Tools, in Elementary School Natural Science Learning								2.49	6		L									
	Designing Lesson Plan								2.49	6		L									
	Mid & Final Test								3.32	8		P									
16350932	Educational Statistics					4.5			13.28	32											4.5/ 220.5
	Statistics and Statistics								0.83	2		L, T									
	Presentation of Data in the Form of Diagrams and Tables								0.83	2		L, T									
	Centering Size								1.66	4		L, T									
	Layout Size								1.66	4		L, T									
	Spread Size								2.49	6		L, T									
	Standard Score (z-score) and Coefficient of Variance								2.49	6		L, T									
16350932	Mid and Final Test								3.32	8											
16351974	Learning Assessment					3			13.28	32											3/ 220.5
16351974	the concept and philosophy of learning evaluation								0.83	2		L, T									
16351974	measurement, assessment, and evaluation, assessment based on standard results								0.83	2		L, T									
16351974	Instrument validation								1.66	4		L, T									
16351974	Construction of assessment of learning outcomes in the cognitive, affective, psychomotor domains								1.66	4		L, T									
16351974	Data collection, analysis and reporting								1.66	4		L, T									
16351974	Analysis and validation of research data								1.66	4		L, T									
16351974	Assessment in the curriculum 2013								1.66	4		L, T									
16351974	Mid & Final Test								3.32	8											
10053031	Social Science Learning for Elementary School					3			13.28	32											3/ 220.5
10053031	The Nature of Social Sciences and Characteristics of Social Sciences in Elementary Schools (100 m)								0.83	2		L, T									
10053031	Approach, Models, Methods, Social Sciences Learning Strategies								0.83	2		L, T									
10053031	Social Sciences Learning Media								0.83	2		L, T									
10053031	Evaluation of Social Science Learning								0.83	2		L, T									
10053031	Traditional dan Modern Social Science Learning								0.83	2		L, T									
10053031	Problems of Learning Social Science in Global Chance								0.83	2		L, T									
10053031	21st century Social Science Learning								1.66	4		L, T									
10053031	TPACK (Technological, Pedagogical, Content, Knowledge)								1.66	4		L, T									
10053031	Comparison of Social Science								1.66	4		L, T									
16351974	Mid & Final Test								3.32	8											
10053031	Civics Learning for Elementary School					3			13.28	32											3/ 220.5
	Civis As A personality Development Course								1.66	4		L, T									
	National Identity and National Integrity								1.66	4		L, T									
	Country and Constitution								1.66	4		L, T									
	Right and Obligations of Citizens								1.66	4		L, T									
	Democracy and Democracy Education								1.66	4		L, T									
	Rule of Law and Human Right								1.66	4		L, T									

	Mid & Final Test									3.32	8	P	
16351972	Fundamentals of Scouting Education						3			13.28	32		
	Basic Philosophy of Scouting Education Method									1.66	4	L, T	
	Scouting History; World Scout Pioneers, Scout Education Ideas									1.66	4	L, T	
	Five Factors of Scouting Education									1.66	4	L, T	
	Scout Movement Organization; Scout organizational structure									1.66	4	L, T	
	Basic allusion. System and Method: Volunteering									1.66	4	L, T	
	The Function and Role of Scouting in the Nation's Educational Process									1.66	4	L, T	
	Mid & Final Test									3.32	8		
10054052	Seminar Proposal						3						
10054024	Thesis						6						
	Amount	33	36.0	34.5	30	30	33	24		220.5			

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Labelling BoSE, BoECTE, and BoPTE refers to the following: a. The Decree of the Directorate General of Higher Education, Research, and Technology of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 163/KPT/2022, which pertains to the name of the Study Programme for Academic and Professional Education. b. Regulation of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 32 of 2021, which addresses the labelling of study programmes in the university.

BoSE was established July 11, 1996 based on the Decree Number 242/DIKTI/Kep/1996. Based on the Decree, this study programme is called Special Education and the graduates will get the title of Bachelor of Education (S.Pd).

According to Regulation No. 154 of 2014 from the Ministry of Education and Culture of the Republic of Indonesia, BoECTE graduates are awarded a Bachelor's Degree of Education (S.Pd).

BoPTE's study programme label is "PGSD" in Bahasa Indonesia, which means "Primary School Teacher Education". The graduates will be entitled with bachelor of education (S.Pd).

3.1.3 Integration of theory and practice (Asterisk Criterion)

BoSE, BoECTE and BoPTE have designed the learning plan that would be materialised in a form of Semester Learning Plan (RPS) that shows the integration between theories and practices throughout the curricula. The integration of theory and practice is aimed at making the students to get comprehensive experiences. RPS that has been created by the lecturers has portrayed the integration between theories and practices as well as students-centred learning with an inclusive nuance with interactive, wholistic, integrated scientific, contextual, collaborative and effective learning by applying joyful learning.

Students learn about different age groups, diverse learning needs, and effective teaching strategies across various developmental stages. Practical units integrate theory and practice in the RPS. Further elements of the programmes, which integrate theory and practice are the Lab school, a laboratory school under UNJ, aimed to developing teaching practices, educational research, and innovation in education. This gives students the opportunity to do practical units within the framework of the courses. This allows students to apply what they learn in real-world contexts. They can observe, practice, and refine their skills across different age groups, enhancing their overall effectiveness as educators.

BoSE has a course Teaching Skills Practice (PKM), which integrates theory and practice. BoECTE has a course about Instructional Skills. In the course Effective Communication in Early Childhood Education, the students also learn Designing Early Childhood Education training programmes for the community (parents/teachers). In other courses that utilise case-based and project-based strategies, such as the 'Playing Course,' students are tasked with creating projects related to play activities for children. These projects aim to stimulate child

development, considering factors like age and environment. For instance, in a mathematics course for young children, students receive a case study on the standard learning objectives for early age mathematics. They then compare these standards with the content they've studied. Additionally, BoSE and BoECTE handed in Teaching Skills Practice (Pkm) Reports. BoPTE for example has a module called Micro-teaching course in the 6th semester and a course called Teaching Skills in Elementary School in the 7th semester.

Additionally, the students of all three programmes can do an internship via the MBKM.¹²

3.1.4 Interdisciplinary thinking

The structures of the curricula of BoSE, BoECTE and BoPTE have implemented the concept of interdisciplinary thinking which is applied in several courses. The followings are the sample of courses that has applied the interdisciplinary thinking on all three study programmes in this cluster.

BoSE

BoSE facilitates interdisciplinary thinking among students through various specially designed courses. One such course is “Learning for Children with Autism.” In this programme, students learn to design customised learning programmes tailored to the needs of children with autism. To understand these needs, students should be able to identify individuals with autism, a skill they acquire in the “Education for Children with Autism” course. Additionally, they learn to conduct assessments, which they further develop in the “Assessment of Special Needs Children” course. Both of these prerequisite courses provide essential knowledge for designing effective learning programmes for students with autism. Across all three courses, the disciplines of psychology, sociology, and pedagogy play a crucial role in fostering interdisciplinary thinking, enabling students to create well-informed programmes for individuals with autism. Below, you’ll find a visualisation of how the “Learning for Children with Autism” course relates to several other courses, emphasising interdisciplinary connections.



Figure 4: Visualisation of how the “Learning for Children with Autism”

¹² In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar – Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

BoECTE

To foster interdisciplinary thinking among students, several courses will be designated as prerequisites at the start of the learning semester. For instance, the social studies learning course aims to equip students with the ability to create social studies learning tools. As such, the prerequisite courses include child development, early age assessment, and the fundamentals of social studies learning.



Figure 5: Social Studies Learning

BoPTE

Most of the courses train interdisciplinary thinking in their learning process. For example, in the “integrated learning” course. This course is integrated from various science disciplines among which are mathematics, social studies, language studies, civics studies, and others. The learning method that is used among which are case-based learning and team-based project. The teaching and learning activities become more functional and students can apply their study achievements to solve real problems in their lives. The visualisation of the courses that apply the interdisciplinary thinking among which are:

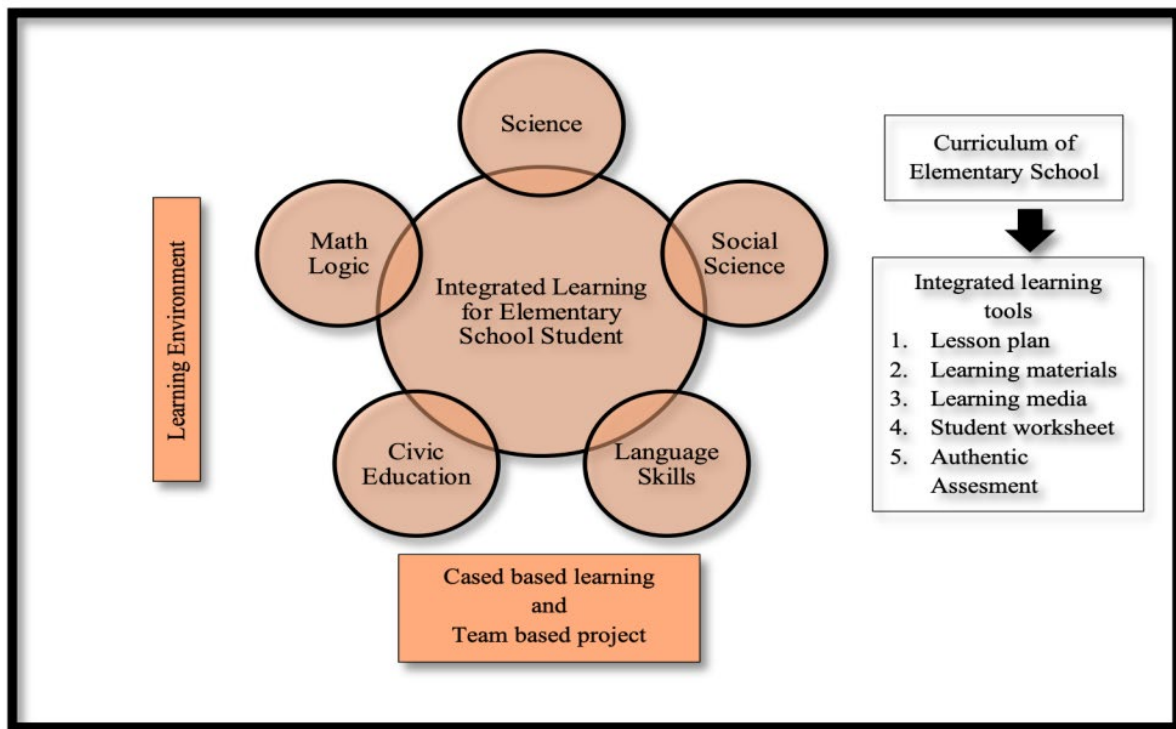


Figure 6: Interdisciplinary Thinking in BoPTE

This is a list of courses in all three study programmes which apply interdisciplinary thinking:

BoSE: Learning For Special Needs Children, Inclusive Education, Educational Philosophy, Learning Evaluation, Special Education Management, Curriculum Development For Special Education, Theme Based/Village Building KKN, Research Methodology, Entrepreneurship, Behaviour Modification For Special Needs Children, Proposal Seminar, Final Paper.

BoECTE: Prenatal and Infant Development, Child Development (2-6 Years Old), Child Development (6-8 Years Old), Neuroscience, Physical Education In Early Childhood Education, Music In Early Childhood Education, Health And Nutrition, Education And Training For Childhood Education, Arts And Craft In Early Childhood Education, Practice Of Early Childhood Education Career, Proposal Seminar, Final Paper.

BoPTE: Integrated Learning, Educated Communication, Curriculum Development, Learning Innovation, Colloquium, Practice of Teaching Skills, Scientific Publication, Development of Teaching Materials and Learning Media in Primary Schools, Learning Evaluation, Education Research Methodology, Multicultural Education.

3.1.5 Ethical aspects

In each study programme at the University of Jakarta (UNJ), academic ethics are governed by the regulations set forth by the rector. These regulations are then communicated to students through the Academic Guidelines Book and are discussed at the beginning of each semester. Additionally, the study programme's ethical standards are also disseminated via the UNJ website.

3.1.6 Methods and scientific practice (Asterisk Criterion)

The learning process in BoSE, BoECTE, and BoPTE incorporates scientific approaches, including case-based learning methods and team-based projects, which enhance the course's

learning outcomes. Beyond acquiring knowledge, students also gain practical experience with various scientific methods through the Students Creativity Programme activities organised by the student affairs department. As part of these activities, students are required to create research proposals for entry into scientific writing competitions.

BoSE: In most courses at BoSE, students engage in a learning process centred around scientific methods and practices. For example, in the ‘Education for Children with Learning Difficulties’ course, students learn to design simple identification tools to recognise students facing learning challenges. Once their identification instruments are approved by course instructors, students visit schools, apply the guidelines, and observe or interview students with learning difficulties. They then present their findings to their peers and lecturers. Similarly, the ‘Assessment for Special Needs Children’ course emphasises scientific methods and practices. However, the process differs in the ‘Final Paper/Task’ course. Here, students typically conduct preliminary observations or interviews and then write proposals to address identified problems.

BoECTE: The process of learning in BoECTE develop the ability of scientific thinking skills of the students through various individual or group work through case based and project-based tasks. Students also trained to conduct studies to current issues in PAUD through capita selecta course using scientific reasoning.

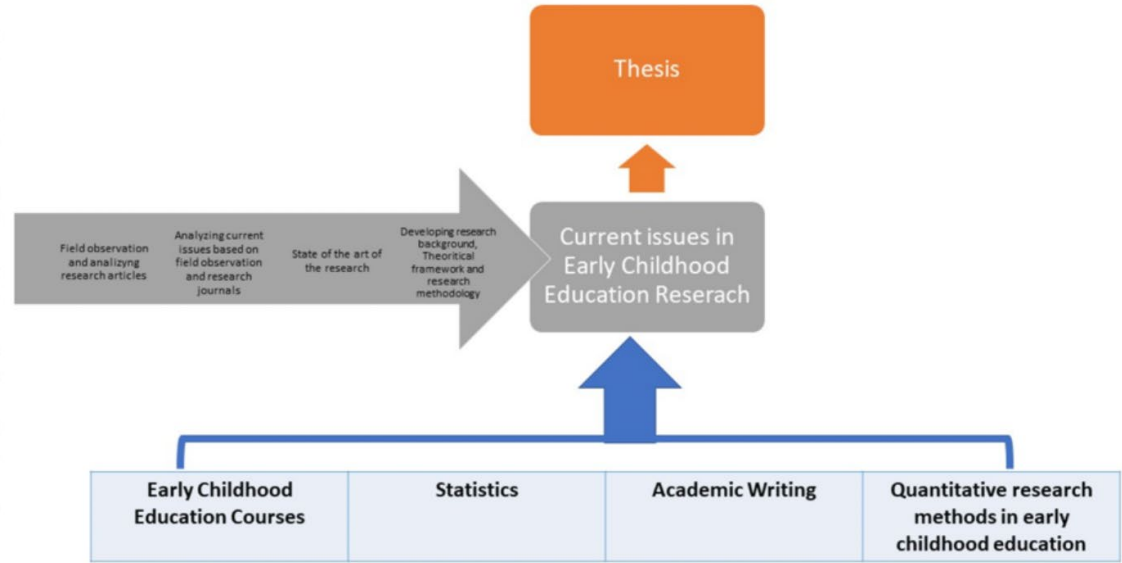


Figure 7: Scientific Practice in BoECTE

The case-based task results inform a subsequent project: developing mathematics learning materials for young children. This project includes components like defining its purpose, designing activities (such as composing songs and stories), and creating an assessment tool based on the students’ work in the “Story Development of Mathematics for Early Age Children” Another course offered is the scientific writing course. This class integrates early childhood education, science, and research methodology. Students are expected to thoroughly analyse current issues and propose solutions using scientific reasoning. The culmination of the course involves writing a final paper, adhering to scientific conventions.

BoPTE: In BoPTE, case-based learning and team-based projects are conducted which focuses on the scientific process. For example, in the course “Learning Mathematic Innovation in Primary School”, the students are asked to conduct a case study, which begins with an observation of mathematic learning in the school. It follows an analysis of the learning difficulties of the pupils. Based on that, the students design learning strategies and learning tools that can help the pupils with their difficulties. Another example of scientific practice is the scientific publication course. The students are required to perform a preliminary analysis in the field to identify research problems. They then explore alternative solutions through further research, culminating in the creation of a systematic scientific research report. In the process, the students conduct research activities using scientific methods. After the research report is completed, the students are asked to develop a research article and publish it in a journal. This process makes the students think scientifically.

In primary school learning evaluations, students engage in scientific practices by developing authentic assessments. This involves analysing measured criteria, creating test grids, designing test rubrics, developing test instruments, and establishing scoring guidelines. Additionally, students explore test validity and reliability. Through this process, students enhance their critical thinking skills, including the ability to analyse, evaluate, and demonstrate creativity in developing valid evaluations.

Several other courses like Microteaching also apply the case-based learning and team-based project which focuses on the scientific process.

3.1.7 Examination and final thesis (Asterisk Criterion)

Examination:

The learning outcomes (PLOs) for each study programme are defined in the course syllabus. PLO success is assessed through various methods, including presentations, class discussions, assignments, projects, simulations, and oral tests. Students participate in mid-semester tests (UTS) and final semester tests (UAS). Attendance is mandatory, with a minimum 80% requirement. UAS formats vary by course, but typically involve working on questions provided by lecturers during scheduled periods. Scoring follows principles of education, authenticity, objectivity, transparency, and accountability. Questions undergo validation by the Quality Assurance Team (TPJM). Bachelor's degree graduates must achieve a C score (with an average score of 56-60% right answers). In the course Teaching Skills Practice (PKM), students write a report. All courses in the three study programmes are integrated with a case-based and team-based project approach, which ultimately requires students to make a work practice report, either in the form of a case analysis, simulation or a project report.

Final Thesis:

A thesis is one of the paths to completing a UNJ student's studies Bachelor Degree. With the provisions that in accordance with the Chancellor's Regulations Articles 33, 34, 35, and 36, a thesis is the result of student research using the method specific research. The preparation of a thesis should be given one semester, namely six months. If it is not finished, then the student fills in the study plan again with the knowledge of the supervisor and study programme coordinator. Once completed, students are asked to publish the results of their thesis research in repository form.

The obligated terms for the students to write the final paper in order to complete their study in BoSE, BoECTE and BoPTE:

1. Pass all mandatory courses required by the study programme.
2. Meet the number of the required minimum credits (a minimum of 138 SKS credits for the programme studies that give a thesis weight of 6).
3. Have a final paper and/or show/performance/exhibition.
4. Have a publication and/or
5. Follow the final paper in accordance with the joined education level.

Specifically, for BoSE, requirements 1 and 2 are the obliged things that need to be met before the students conduct Research Proposal Seminar, requirement 4 needs to be met to follow requirement 5. Whereas requirement 3 is not the requirement to write the final paper task.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. Also referring of the objectives of the study programmes, the panel was enthusiastic about the way in which the programmes connect the contents ensuring a complex education for students in the respective disciplines. The structure of the degree programmes allows students a very flexible choice of modules and individual development opportunities. Overall, the structure of the degree programmes results in a high-quality study programme that is very much in line with the university's strategic goals. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The panel states, that the contents of the courses consistently reflect the strategic orientation of the study programme. Especially courses about media literacy and intercultural learning meet the requirements of learning in kindergarten and elementary schools in the 21st century. Additional electives enhance the graduates' employability (except in BOPTTE).

The degree and programme name correspond to the contents of the curriculum and the programme objectives. National requirements are taken into account.

The integration of theory and practice represents and uses the complex multi perspective view of educational professionalism within the whole course to reflect the experience during practice. The obligatory integrated practical parts of the course are promoting self-reflexive and critical professional thinking as well. At BoECE in particular, the university's own kindergarten has created an outstanding standard for dovetailing theoretical knowledge transfer and practical application. Therefore, the panel see the criteria **exceeding**. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The learning facilities are well used to integrate theory and practice.

The panel states, that there is enough evidence that the programme qualifies for interdisciplinary thinking. Nevertheless, the panel sees room for improvement and **suggests** the study programmes to conduct more interdisciplinary work with other faculties of the University.

Ethical implications are appropriately communicated. Through the interviews conducted on site in course of the visitation, the panel got a good impression concerning ethical aspects of the study programmes. The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

The panel states that the criterion is met because students acquire methodological competences and are enabled to do scientific work on the required level. Nevertheless, the

panel recommends all three study programmes to a) address scientific competencies from the first semester onwards; b) to add a methodology course in the first semester, and c) to add a bigger section of reflective thinking in the internship report.

The panel states that the criterion is met because 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 prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. Nevertheless, the panel **recommends** the three study programmes to give students more opportunities to present a topic in courses, like a portfolio presentation. If this would be seen as an exam, they would be more interested to choose their own project/topic.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Each semester has 16 weeks which includes 14 weeks of classes and two weeks of exams, namely the midterm and final exam. The student workload follows the decree issued by the Ministry of Education, Number 03/2020, which includes a minimum of 144 SKS credits for undergraduate study programmes.

Students can take a maximum of 24 SKS Credits in each semester. The minimum study time is seven semesters and maximum study time is 14 semesters.

BoSE:

Projected study time	4 years/8 semesters
Number of Credit Points (CP)	144 SKS credits = 219 ECTS credits
Workload per CP	Workload per CP in SKS Hours in class: 50 minutes per week per semester (0.83 hour x 16 weeks = 13.33 hours)

	<p>Structured tasks: 60 minutes per week per semester (1 hour x 16 weeks = 16 hours)</p> <p>Independent tasks: 60 minutes per week per semester (1 hour x 16 weeks = 16 hours)</p> <p>Equal 45.33 hours per CP per semester</p>
Number of modules/courses	<p>53</p> <p>University Courses (compulsory with several course choices) 14 SKS = 21 ECTS</p> <p>Foundation to Education Courses 7 SKS = 10,5 ECTS</p> <p>Faculty of Education Courses (elective) 4 SKS = 6 ECTS</p> <p>Study Programme Courses (Compulsory and elective) 120 SKS = 180 ECTS</p>
Time required for processing the final thesis and awarded CP	<p>12 months with approximately 17 hours/week</p> <p>6 credits in SKS</p> <p>2 SKS for Proposal = 3 ECTS</p> <p>4 SKS for final thesis = 6 ECTS</p>
Number of contact hours	1919.5 hours

One SKS credit is equal to 40 working hours (170 minutes per week) in BoSE, compared to 25 working hours per semester in the ECTS system. Therefore, one SKS credit equals 1.5 ECTS credits. One course could have 2, 3, 5 or 6 SKS credits, and these credits could represent various learning activities.

BoECTE:

Projected study time	4 years/8 semesters
Number of Credit Points (CP)	220,5 ECTS credits
Workload per CP	<p>Workload per CP in SKS</p> <p>Hours in class: 50 minutes per week per semester (0.83 hour x 16 weeks = 13.33 hours)</p> <p>Structured tasks: 60 minutes per week per semester (1 hour x 16 weeks = 16 hours)</p> <p>Independent tasks: 60 minutes per week per semester (1 hour x 16 weeks = 16 hours)</p> <p>Equal 45.33 hours per CP per semester</p>
Number of modules/courses	<p>56</p> <p>University Courses (compulsory with several course choices) 13 SKS = 19,5 ECTS</p>

	Foundation to Education Courses 7 SKS = 10,5 ECTS Faculty of Education Courses (elective) - Study Programme Courses (Compulsory and elective) 127 SKS = 190,5 ECTS
6 SKS credits = 9 ECTS	6 SKS credits = 9 ECTS 12 months with approximately 17 hours/week
Number of contact hours	1919.5 hours

One course could have 3, 4.5, or 6 SKS credits, and these credits could represent various learning activities.

BoPTE:

Projected study time	4 years/8 semesters
Number of Credit Points (CP)	147 SKS credits = 220,5 ECTS credits
Workload per CP	Workload per CP in SKS Hours in class: 50 minutes per week per semester (0.83 hour x 16 weeks = 13.33 hours) Structured tasks: 60 minutes per week per semester (1 hour x 16 weeks = 16 hours) Independent tasks: 60 minutes per week per semester (1 hour x 16 weeks = 16 hours) Equal 45.33 hours per CP per semester
Number of modules/courses	62 University Courses (compulsory with several course choices) : 36,4 ECTS Foundation to Education Courses : 18,2 ECTS Faculty of Education Courses (elective) - Study Programme Courses (Compulsory and elective) : 165,9 ECTS
Time required for processing the final thesis and awarded CP	6 SKS credits = 9 ECTS 12 months with approximately 17 hours/week
Number of contact hours	1959.5 hours

One course could have 3, 4.5, 4, 4.5, 6, 9 or 12 SKS credits, and these credits could represent various learning activities.

3.2.2 Study and exam regulations (Asterisk Criterion)

In accordance with academic guidelines, the regulation of learning and course exams for students in the BoSE, BoECTE, and BoPTE programmes includes the following points:

1. Course Exam Conducted by Lecturer: Lecturers administer course exams to assess students' learning competencies.
2. Frequency of Exams: Face-to-face course exams occur at least twice per semester: the Mid Semester Exam (UTS) and the Final Semester Exam (UAS).
3. Exam Formats: Exams can take the form of written tests, oral exams, or projects.
4. Timetables: Exams are scheduled according to the academic calendar.
5. Course Exam Schedule: Study programmes must create a course exam schedule.
6. Question Compilation: Lecturers prepare exam questions following the standards set by the Quality Assurance Unit of UNJ.
7. Assessment Principles: Lecturers evaluate students based on educative, authentic, objective, transparent, and accountable principles.

Mastery Level (%)	Level	Score
86 - 100	A	4
81 - 85	A-	3,7
76 - 80	B+	3,3
71 - 75	B	3
66 - 70	B-	2,7
61 - 65	C+	2,3
56 - 60	C	2
51 - 55	C-	1,7
46 - 50	D	1
0 - 45	E	0

Figure 8: Grading table

Grades at UNJ adhere to the national Indonesian university gradings system. They are assigned using letters and a four-point scale. In Indonesia, A corresponds to a numerical value of 4.0, while E represents 0.0. UNJ also uses intermediate grades like A- and B+. In most exams, the lowest passing grade is typically a 'D' or equivalent to one point. To be eligible for graduation, students must achieve a minimum cumulative GPA of 2.00.

The integration of Internships in the syllabus is manageable for the students.

3.2.3 Feasibility of study workload (Asterisk Criterion)

According to Regulation Number 49 of 2014 from the Ministry of Education and Culture, bachelor's degree students' study load is measured in semester credit units. Each credit corresponds to different learning activities, such as lectures, tutorials, practice sessions, research, and community service. The semester duration is 14 weeks of lectures and two weeks of exams.

Overall, it appears that students can complete tasks on time. If there is a student who is late in finishing the study based on the stipulated time, then the study programme suggests for the

students to resign. Whereas the students who do not pass certain courses, the lecturer will contact the students or vice versa to discuss new assignment for that specific course but if there is an error done by the students and it is too heavy, then the students are suggested to repeat the course in the next semester.

Students generally fall into the medium workload category, allowing them to complete tasks on time. Late students may be advised to resign. If a student fails certain courses, the lecturer will discuss new assignments. In cases of significant errors, students may need to repeat the course next semester.

UNJ assures the feasibility of the study programmes' workloads by:

1. appropriate curriculum design;
2. reasonable workload calculations;
3. adequate number and frequency of inspections, and;
4. proper support services (e.g. Academic Advisor (PA) is responsible for guiding students in their academic journey to ensure timely completion of their studies).

The allotted credit points per semester can be taken by students according to their GPA. The maximum number of credit hours that students can take is 24 if their GPA is quite high, depending at the programme at around 3.00. Students with a lower GPA are not eligible to take the maximum number of credit hours.

The workload is evaluated online and in a detailed manner. The university policy requires students to fill in the workload assessment before students are able to access their grades in the SIAKAD. The student's workload is assessed through an instrument consists of seven sections. The first section is information about the class. In this section, students are required to fill in information about the number of weeks effective for instruction within the semester which normally around 16 weeks. Students also fill information about the number of meetings within a week and the length of time it takes for each meeting. The second section is information about reading assignment students engaged in every subject. This section is further elaborated with questions on (a) the average of page students read per week, (b) the page density with options of 450, 600, or 750 words per page, (c) level of difficulty of the reading materials which includes no new concepts, some new concepts, and many new concepts, (d). the purpose of reading that includes reading to survey, reading to understand, and reading to engage with the content. The third section is writing assignment. This section is further expounded into questions on (a). the average page student read, (b). the page density students write per page with approximant of 250 words and 500 words, (c). the writing genre student produce be it reflective, argumentative, or research work, and (d). the process of writing if students write with no draft, minimum draft, or extensive draft. The fourth section is writing assignment. This section inquires information on the average number of page students write per week, the page density (250 words or 500 words), the types of writing (reflection, argumentation, or research), and the preparation students do to write (with draft, minimal drafting, and extensive drafting). The fifth and the sixth section are assignments that students need to do. The fifth section is structured assignment. It is an assignment that require students to do and submit as part of the lecture discussion. This type of assignment is submitted within the week, and it serves as formative assignment. This section exemplifies the number of tasks/assignments within the semester. It also elicits the time student spent to finish per assignment. The sixth section is project-based assignment. It elaborates the number of projects carried out within semester and the time spent on these projects. The seventh section is workload on exams. It elaborates the number of exams students have within semester and

the time spent to finish the exam. The last part is the sum of the estimated student workload. The estimated workload is automatically calculated by the system once students finish filling out the fields of the workload. After retrieving the result of students' workload from the SIAKAD from all, the results from each section are tabulated to form the data which then be analysed further.

3.2.4 Equality of opportunity

BoSE, BoECTE, and BoPTE accept students from diverse backgrounds, including various economic, religious, cultural, and social contexts. They do not differentiate based on tribe, religion, gender, race, or inter-community groups (SARA).

Throughout the academic journey, UNJ is committed to guaranteeing that students with special needs or disabilities are not disadvantaged due to their unique circumstances. This commitment is upheld through the implementation of guidelines specifically designed for students with disabilities within the university setting. These guidelines elucidate how the university establishes an optimal learning environment, alongside providing facilities and infrastructure that facilitate the learning process for students with disabilities. Universitas Negeri Jakarta guarantees that no student will be discriminated against in the Independent Written Entrance Exam (PENMABA) process, as UNJ provides equal opportunities without distinction of ethnicity, religion, race, and social groups, with affirmative action for economically disadvantaged groups. Disabled students in all three study programmes receive continuous academic and non-academic support through the University Medical Clinic (Klinik UNJ), the Counselling Bureau (BK), UPT-LBK, and the Academic Administration and Student Affairs Bureau (BAAK). UNJ is one of the universities in Indonesia, which has one of the largest number of disabled students in Indonesia (11 students with physical and sensory disabilities spread across various study programmes in 2022).¹³

BoECTE and BoPTE do not admit students with physical or mental challenges because they prepare future teachers for Early Childhood Education institutions and primary schools. This aligns with Law Number 14 of 2005 -teacher-lecturer on Chapter IV Article 8, which states that teachers must have academic qualifications, competencies, educator certification, good physical and mental health, and the ability to fulfil the national education purpose.

BoSE leads in accommodating special needs students at UNJ. Currently, there are two visually impaired students, one hearing impaired student, and one physically impaired student. UNJ's campus facilities and infrastructure support students with special needs through the Central of Academic Development and Disability Services

Appraisal:

The structure of the programmes supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. Nevertheless, the panel suggests to BOSE and BoECTE that they structure the curriculum like BoPTE, as mentioned in the SER on page 38 in the document "Table 3.7 List of BoECTE Courses" did.

¹³ <https://www.detik.com/edu/perguruan-tinggi/d-6535775/daftar-universitas-penerima-mahasiswa-adik-difabel-terbanyak-tahun-2022>, last accessed September 9, 2024.

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 recognition of degrees and periods of study at other HEIs is regulated; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is not supplied with either a relative grade or an ECTS grading table, which leads to the following **condition**:

The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User’s Guide 2015.

The feasibility of all three 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. The study programmes review the workload based on the data in SIAKAD. The programme managers also take into account evaluation findings, including student feedback and the programme’s success rate.

UNJ ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. Nevertheless, the panel gives the **recommendation** to add for the admission procedure and the examination a disadvantage compensation. Additionally, the panel suggests all study programmes that they add more information about diversity education and integrate more literature about gender issues.

	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)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

All study programmes at UNJ, implement the outcome-based education approach. Didactical concepts originate from the intended learning outcomes. The teaching concept is based on a learning process known as Student-Centred Learning (SCL) or active learning.

The common learning and teaching methods in all three programmes are:

- **Introduction to Teaching Roles and Responsibilities:** Students gain insights into the roles and responsibilities of teachers through observation and guided practice in schools.
- **Case-Based and Project-Based Approaches:** Students explore schools using case-based and project-based methods. They conduct surveys, interviews, and other activities to identify relevant issues or work on specific projects related to their studies. Creating lesson plans and learning modules is part of this process, and face-to-face meetings provide direct interaction and immediate feedback.
- **Blended Learning During the Pandemic:** Due to the pandemic and building reconstruction, programmes shifted to blended learning. This approach involves using the Learning Management System (LMS), Edmodo, WhatsApp, Zoom, Microsoft Teams, and Google Meet. The academic information system uses the Academic Information System (SIKAD) on the webpage. Even though the students are not on campus, the entire academic information can be accessed easily.
- **Effective Lectures:** Lectures succinctly convey essential content.
- **Collaborative Learning and Critical Thinking:** Small group work and discussions foster collaboration and critical thinking among students.
- **Applying Theory to Real-World Scenarios:** Working with cases or problems helps students apply theoretical knowledge to practical situations, enhancing their problem-solving skills.
- **Projects and Presentations:** Projects and presentations allow students to delve deeply into subjects, developing their research skills and public speaking abilities.
- **Empathy Through Role-Play:** Role-play activities immerse students in different perspectives, promoting empathy and social understanding.
- **Visual and Practical Demonstrations:** Demonstrations provide visual and practical examples, enhancing comprehension.
- **Hands-On Research and Field Practice:** Participation in research offers valuable hands-on experience and contributes to advancing knowledge in their field of study. Field practice also provides real-world exposure and professional development opportunities.

The implementation of the learning period adheres to the standards set by the ministry and UNJ.

3.3.2 Course materials (Asterisk Criterion)

The course materials across all three study programmes are meticulously designed to meet the standards of graduates' competencies. The curriculum structure is continuously refined to foster a holistic understanding, which is reflected in students' performance based on practical results aligned with the graduates' profiles.

Lecturers integrate their teaching materials with up-to-date research findings, ensuring relevance to current issues. Additionally, the learning materials incorporate recent references from the past five years, as evidenced by the learning plan. These references encompass various sources, including books, conceptual literature, journal articles, research findings, and practical videos.

To keep pace with scientific developments, teaching materials draw from textbooks and direct sources. Guest lecturers, often practitioners in the field, contribute to the richness of content. Students can easily access all referenced materials through the Learning Management System (LMS) or official platforms like Microsoft Teams. Furthermore, each study programme, faculty,

and the university library provide access to these resources. The university library offers digital services, making it convenient for students to explore resources via the webpage here and here.

3.3.3 Guest lecturers

BoSE, BoECTE and BoPTE have implemented a visiting lectures programme. Every study programme has invited several guest lecturers from within the country and overseas in order to improve the learning quality. The guest lecturers have the role to widen the knowledge and skills of the students. Between 2018 and 2022 there were, nine guest lecturers in BoSE mainly from other from Indonesian universities. One of the guest lecturers was from Germany. In the same period, there were 13 guest lecturers in BoECTE mainly from other from Indonesian universities. One of the guest lecturers was from Finland, four from Japan and one from Australia. From 2021 till 2022, BoPTE had five guest lecturers from within Indonesia.

3.3.4 Lecturing tutors

In the BoSE, BoECTE, BoPTE programmes, lecturing tutors are actively involved in various activities, including formal, informal, and non-formal settings. For instance, students with special needs in the BoSE programme receive personalised mentoring from their peers. This includes assistance during written exams and translation support from foreign languages to Bahasa Indonesia. Furthermore, collaborative activities within the Students Creativity Programme (PKM) foster cross-class interactions and group work. During the Introduction of New Students Campus Life Activity (PKKMB), senior students provide essential guidance to new students. This includes helping them navigate the academic information system (SIKAD), complete self-biodata, and plan their study courses using the study plan card (KRS) at the start of the semester. Moreover, alumni actively participate in activities such as Forum Group Discussions (FGD) and provide mentoring for final papers through the teaching alumni programme.

Appraisal:

The didactical concept of all study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The methods are suited for distance learning. They include, for instance, independent work with the course materials, lectures, business games, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

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 invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The panel suggests all three study programmes to enhance the number of international guest lecturers.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 Internationality

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

BoSE, BoECTE, and BoPTE engage in international activities across various academic fields. BoSE: In the realm of Special Education, students participate in exchange programmes with Asia University in Taiwan and attend classes at Harvard University through a programme called “Mou U to U”. Additionally, course materials in the study programmes incorporate foreign references to enhance learning. Students also have access to international journal resources via the University Central Library.

BoECTE: To gain insights into curriculum implementation abroad, the Early Childhood Education Study Programme hosts joint lectures featuring guest speakers from Japan and Finland. These guest lecturers provide valuable perspectives on curriculum policies in other countries, complementing Indonesia’s early childhood curriculum. Five BoPTE students have visited Harvard University.

BoPTE collaborates with several overseas universities, preparing students for global challenges. Activities include student exchange programmes with Asia University in Taiwan, participation in ICE Institute events, attendance at international conferences, research collaborations, and joint research initiatives.

BoPTE has also implemented provisions to foster a global mindset:

1. The integrated course “Multicultural Education” encourages attitudes of sympathy, respect, appreciation, and empathy toward diverse religious and cultural backgrounds, promoting tolerance.
2. In the “Colloquium and Scientific Publication” course, students write research articles and publish them in both national and international journals. They study literature from various sources to support their work.

The Primary School Teacher Education programme offers a bilingual class approach, enhancing mastery of learning materials, English proficiency in scientific and non-scientific contexts, and access to global scientific knowledge."

3.4.2 Internationality of the student body

Until 2023, BoSE, BoECTE, and BoPTE have not received international students. The scope of international collaboration is currently limited to general course activities between Indonesian and Japanese students. These activities are organised through student organisations at the study programme level, specifically the Executive Body of Study Programme Students pursuing a Bachelor's Degree in Early Childhood Education and Teacher Education (BEMPPGPAUD). Additionally, there is an online learning programme involving foreign lecturers and students from Showa University in Japan.

3.4.3 Internationality of faculty

The Faculty of Education have encouraged the lecturers to actively involved in the international activities. Eight lecturers of BoSE have the experiences of further study overseas so that they can provide insights and experiences to the students to continue their study overseas to get a wider academic experience, this is shown to several elected students to join the students exchange programme with the Asia University of Taiwan. Besides, as many as three lecturers held an international conference in Hong Kong.

In BoECTE, three of its lecturers have complete their education in Germany and Australia. Ten of those lecturers are also actively involved in the international conference on early age children's activities either in Australia, Europe, Asia or America. By having such experiences, the lecturers of BoECTE always provide examples and motivation to the students to keep on accomplish an achievement. One lecturer also joins the training overseas to be good teachers of Early Childhood Education and as the academic in the field of PAUD such as in the University of South Florida, USA with Beyond Centre and Circle Time and the University of Eastern, Finland with its concept of play pedagogy, and a comparative study to four Early Childhood Education institutions in Singapore.

As many four lecturers as reviewers of International Journals, two lectures becoming a Keynote Speaker at an International Conferences, there was International seminar involving ten lecturers and five students as the committee. As many as two students from BoPTE carried out teaching skills practice in Saudi Arabia and Malaysia , as many as 13 students from BoPTE attended lectures at Asian University, Harvard, Taiwan University. In addition, BoPTE also hold an international seminar with lecturers from five continents. This seminar is called 1st International Conference of Primary School Teacher Education, which was held on October 12-13, 2015 in Jakarta.

3.4.4 Foreign language contents

BoSE students are enrolled in a two credit English course that covers writing, grammar principles, reading, and speaking.

BoECTE students participate in an English learning course specifically designed for early-age children. This course provides systematic steps for applying English language learning to young learners.

BoPTE has integrated foreign language content into the courses, course materials and literature within the structure of the curriculum in the form of bilingual classes. Relevant courses for English language content are the courses Colloquium, Scientific Publication, Multicultural Education, and English language.

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. There are no students, who come from other language areas or other than Indonesian cultural backgrounds. Therefore, discussions in the classroom and group work can't reflect international aspects in depth. Until now, there are no measures taken, to ensure an international composition of the student body. Nevertheless, the three study programmes plan to establish an international class. The panel **recommends** implementing further concepts to increase the number of international students on an institutional and individual basis. The international academic experiences of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes.

	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)

Soft skills development is outlined in the Decree of Rector Number 1728/SP/2015, which governs the State University of Jakarta's student development patterns. Furthermore, students' activities are detailed in the Counselling Guidelines of the Students of the State University of Jakarta. BoSE, BoECTE, and BoPTE empower students to enhance their communication abilities. The process begins within the classroom, where lecturers help students develop mastery of teaching materials through engaging activities like observation, group discussions, learning presentations, and simulations. Beyond the classroom, students learn socialisation, advocacy, and effective communication with targeted communities during field observations. Additionally, they participate in student organisations, developing their interests and talents within the campus environment.

The BoECTE study programme also prepares students with an effective communication course, enabling them to communicate effectively with children, parents, and colleagues.

The Faculty of Education offers soft skill development services, including English scientific paper writing workshops, scientific camps, paper writing counselling, and volunteer groups focused on education and community services. Additionally, the faculty hosts competitions in public speaking, scientific writing, and debates to enhance student competencies. Through these academic activities, students practice communication, problem-solving, leadership, and other essential 21st-century skills.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions in all three programmes. 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)

BoSE has equipped students with practical skills through entrepreneurship and teaching practice courses in both special schools (SLB) and schools that offer inclusive education (SPPI). Previous field observations revealed that students who chose their own practice institutions often had limited teaching experience, as the quality standards of those places varied. Consequently, the study programme now requires practice schools to meet at least national standards, with the goal of achieving international standards. This ensures that students develop professional teaching competencies

BoECTE prepares students through practical experiences in the early childhood education career practice course. Students visit various educational settings, including Early Childhood Education Units (PAUD), Playgroups (KB), Kindergartens (TK), and equivalent institutions. Additionally, students engage in teaching practice activities for one semester. The study programme also enhances students' competencies through alumni lectures. During these sessions, alumni share insights on preparing for the working world, helping students strengthen their skills.

BoPTE equips students with essential knowledge and skills for the working world, ensuring that Primary School Teacher Education graduates are well-qualified. Over eight semesters, students learn concepts and theories relevant to primary school-age children. They gain practical experience through observation, teaching practice courses, and micro-teaching. Additionally, the teacher profession education programme reinforces students' competencies, preparing them for the unique skills required by primary school teachers.

In addition, the students at UNJ also conduct internship overseas, for instance in the Indonesian School of Jeddah (SIJ) and Indonesian School of Riyadh (SIR). This programme attempts to continue to be socialised to the student so that the student's achievement will improve. The university plans to have the majority of the students to be able to get the opportunity to be able to conduct internship overseas. One of the things that has already been done is conducting International Teaching Skills Practices seminar (PKM), through such activities, it is expected that the students can join the internship in Indonesian Schools Overseas (SILN). In addition, the seminar is expected to bring more students to join internship overseas.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills (see chapter 3.5) – runs as a common thread of the study programmes through all its courses. In addition, the programmes enable their respective students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of schools and other areas the dynamic job market and makes use of the results of graduate evaluations. Therefore, the panel states, that all programmes exceed the requirement.

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

4. Academic environment and framework conditions

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

The organisational structure of the Faculty of Education comprises policy makers, academic executors, supervisors, quality assurance officers, academic support staff, learning resources, and administrators. This structure is based on the Regulation of the Ministry of Education and Culture of the Republic of Indonesia (Number 139 of 2014) regarding university statutes and organisation. Basically, the academic qualification of faculty has been regulated both in national level and university level by the Law. Based on this regulation the qualification to be lecturer in Bachelor Programme is Master graduates.

The faculty's organisational framework also encompasses the structures of BoSE, BoECTE, and BoPTE. These structures define the authorities and correlations between faculty units and study programmes. Within the study programme, the focus lies on threefold activities: teaching, research, and community services for lecturers. The coordination of these activities falls under the responsibility of the vice dean of academics. The alignment of BoSE's activities with scientific fields and research roadmaps further enhances the faculty's organisational effectiveness.

Faculty Members	BoSE	BoECTE	BoPTE
Full Time Lecturers	20	20	35
Professors	2	3	11
Doctors	11	7	8
Masters	7	10	16
Total	20	20	35
Part time lecturers	-	-	-
Professionals	-	-	-
Total Full time + Part time	20	20	35

The ratio of lecturers to students in BoSE is 1:22, in BoECTE 1:20 and in BoPTE 1:39. All lecturer's status mentioned above is an integral part of the learning process in the programmes.

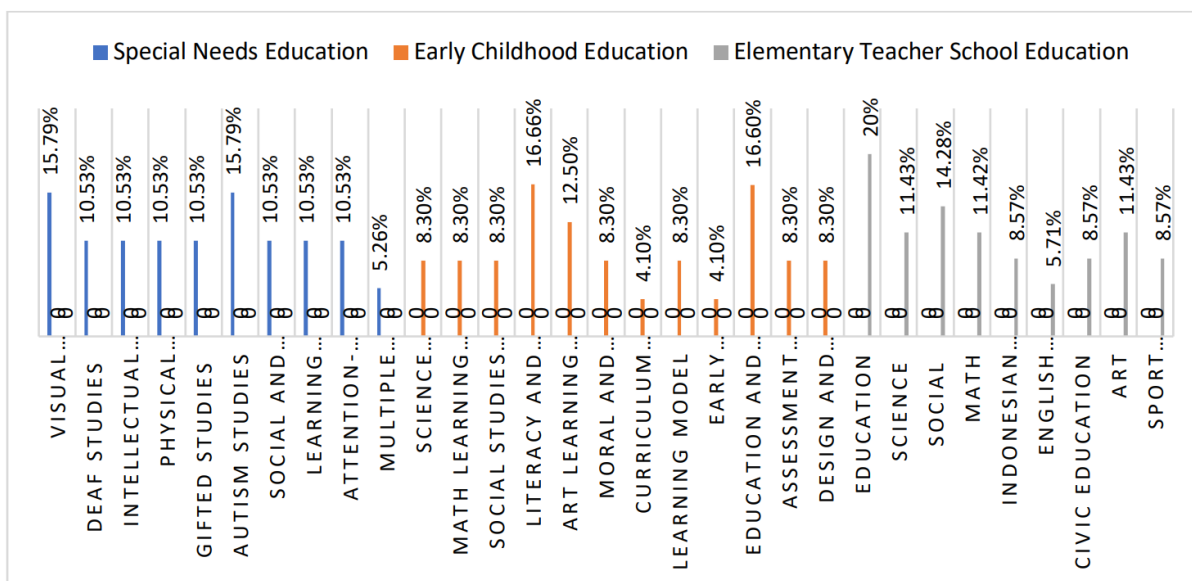


Figure 9: Field of study mastered by the lecturers in all three study programmes

4.1.2 Academic qualification of faculty (Asterisk Criterion)

The required qualification standard for lecturers is a minimum of a Master's degree to teach at the undergraduate level (S-1). Each lecturer must possess a National Registration Number: NIDN (for full-time lecturers), NIDK (for part-time lecturers), or NUP (for lecturers without NIDN or NIDK), depending on their employment classification.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

To ensure quality teaching and learning, the university has ensured that all the faculty members are equipped with sufficient and cutting-edged pedagogical and didactical qualifications. This is necessary to help the faculty perform their main tasks to achieve the educational goals set by the university, ones which are stated clearly in the vision and the missions of the programmes.

Pedagogical and didactic requirements for lecturers include obtaining professional certification and having qualifications equivalent to at least Level 8 of the National Qualifications Framework (KKNI). These requirements are as follows:

1. The ability to develop knowledge, technology, and/or art in their field of expertise or professional practice through research, resulting in innovative and validated works.
2. The ability to solve scientific, technological, and/or artistic problems in their field of expertise using interdisciplinary or multidisciplinary approaches.
3. The ability to manage research and development that benefits society and the field of knowledge, while gaining national and international recognition.

The seven pedagogical aspects that lecturers at UNJ must possess are based on the Law on Teachers and Lecturers Number 14 of 2005. These aspects are as follows:

1. Understanding the characteristics of learners,
2. Mastering learning theories and principles of effective teaching,
3. Curriculum development,
4. Engaging in educational activities that promote learning,

5. Developing the potential of learners,
6. Communicating effectively with learners,
7. Assessment and evaluation.

4.1.4 Practical business experience of faculty

Individually, all lecturers are required to carry out community service as one of three principles in Tri Dharma. In this activity, lecturers' scientific abilities are implemented to the community. This activity is carried out periodically with several forms of activity.

BoSE

The lecturers at BoSE are also members of the committee for the Special Education Profession Association of Indonesia. They serve as assessors for the University National Accreditation Body (BAN PT) and are educational experts and consultants in both government and non-government institutions. These institutions include the Education Agency of DKI Jakarta, the Education Agency of Depok Municipality in West Java, the Ministry of Education, Culture, Research, Higher Education, and Technology, among others.

The role of these lecturers in the field of Special Education is to assist in the development of policies related to the implementation of inclusive education. These policies have a direct impact on the learning process. For instance, they influence the addition of schools as partners in providing inclusive education, which benefits both students and lecturers. To bridge theory and practice, the lecturers of the Special Education Study Programme organise activities such as workshops and webinars, integrating research and community services.

BoECTE

The lecturers at BoECTE have practical working experience and multifaceted roles beyond the study programme. They serve as PAUD (Early Childhood Education) consultants, assessors for the University National Accreditation Body (BAN PT) and the National Accreditation Board (LAMDIK), and assessors for the Early Childhood Education National Accreditation Body in DKI Jakarta. Their responsibilities include evaluating Early Childhood Education institutions in DKI Jakarta, providing instruction and training for TK/PAUD (preschool and early childhood education) teachers, and managing the Early Childhood Education course institution. Additionally, they actively participate in professional associations such as the Association of Early Childhood Education Teacher Education (APGPAUD), the Asia Pacific Early Childhood Educator and Researcher (PECERA) 1, and the National Association for the Education of Young Children (NAEYC) 2. Furthermore, they collaborate with the Ministry of Education and Culture of the Republic of Indonesia to shape government policies related to Early Childhood Education, develop teaching modules for PAUD teachers, and compile competency assessment tools for TK/PAUD educators.

BoPTE

BoPTE operates in the service sector by:

1. Providing professional expertise from our lecturers, who serve as instructors/consultants in the Teacher Profession Programme for primary school

teachers under the Ministry of Education, Culture, Research, and Technology. The lecturers of BoPTE are involved in the Directorate of GTK.¹⁴

2. Collaborating with the composer team to create literacy and numeracy test questions for primary school students in Indonesia.
3. Additionally, one of the lecturers holds the position of Director at Al Azhar Foundation in Rawamangun, East Jakarta.

4.1.5 Internal cooperation (Asterisk Criterion)

The collaboration among lecturers from BoSE, BoECTE, and BoPTE within the Faculty of Education (and other faculties) encompasses several key areas:

1. **Development of Learning Tools on university-level:**

- The lecturers compile learning tools for the General Lecture Course on 'Educational Insights'.
- Additionally, lecturers create learning materials for Basic Skills Courses related to courses like Foundation of Education, Student Development, and Theory of Learning.

2. **Lecturers from other faculties:**

- Lecturers from other faculties collaborate as instructors for Teacher Profession Education (BoPTE).

3. **Independent Learning and Campus (MBKM) Cooperation:**

- Lecturers actively cooperate in independent learning initiatives within the campus.
- Lecturers cooperate for research and community service

4. **Tuning the courses towards the overall qualification objectives:**

- The lecturers from BoSE, BoECTE, and BoPTE collaborate on team teaching and curriculum development.

The President of the Special Needs Centre of UNJ and the Faculty of Education collaborated from 2021 till 2026 for Education/teaching and research.¹⁵

4.1.6 Student support by the faculty (Asterisk Criterion)

BoSE, BoECTE, and BoPTE under the Faculty of Education of UNJ provide services to the students through the following programmes. Each student also has an academic advisory lecturer, providing support throughout the semester. Guidance addresses learning difficulties, cumulative index achievement, and study completion strategies.

Besides, the following support options are available:

¹⁴ The Directorate General of Teachers and Education Personnel (Direktorat Jenderal Guru dan Tenaga Kependidikan, or GTK) in Indonesia is part of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). It focuses on improving the quality and professionalism of teachers and educational staff across the country. The directorate oversees various programmes and initiatives, including teacher certification, professional development, and educational leadership workshops (see <https://gtk.kemdikbud.go.id/channel/direktorat>, last accessed on August 21, 2024).

¹⁵ See <https://fip.unj.ac.id/paud/kerjasama/> (last accessed on July 31, 2024).

1. Interests and Gifts Development Service Programme

The Interests and Gifts Development Service Programme aims to enhance students' competencies and appreciation for arts and sports. It includes activities such as the Sports Activities Unit (UKO), Students Arts Unit (UKM), and Dance Arts. In BoECTE, students participate in extracurricular activities like Traditional Dance (PATRA), Early Childhood acoustic music (Erchidkustik), and the Children Lovers Social Group (KSPA TKK UNJ). Similarly, in the BoSE Study Programme, students engage in extracurricular activities as disability volunteers under the guidance of the Centre of Learning and Disability Services.

2. The Development of Service and Reasoning Programme:

The programme aims to foster a scientific attitude, enhance innovation and creativity, improve scientific paper writing skills, establish community services, boost academic achievements, and promote teamwork. Key components include general lectures for new students, scientific discussions within departments, academic seminars, training for student creativity programme proposals, coaching debate teams, mentoring outstanding students (MAWAPRES), and participating in the National Students Scientific Week (PIMNAS). The BoECTE bachelor study programme holds at least two general lectures annually, while BoSE conducts a minimum of one lecture attended by active students. Scientific discussions occur between lecturers and students, and academic seminars involve active student participation. BoSE also collaborates with the Centre of Educators Competencies Development for Competencies Improvement programmes, engaging students in research and community services activities.

3. Welfare Services and Development Programme

a. Guidance and Counselling Services (UPT-LBK): UNJ has established the Technical Implementation Unit of Guidance and Counselling Services (UPT-LBK) to provide students with welfare services through guidance and counselling. The UPT-LBK involves professional counsellors and psychologists who are lecturers from the Faculty of Psychology and the Study Programme of Guidance and Counselling. To expand services, appointed lecturers are trained as Academic Counsellors/Advisors.

b. Scholarships: UNJ centrally coordinates scholarship acceptance, especially for scholarships from the ministry and local government. For Bidikmisi and Addik scholarships, UNJ receives data from the Ministry of Research, Technology, and Higher Education. The Study Programme of BoECTE had 36 students on a mission from 2017 to 2020. In 2018, the programme collaborated with BAZNAS¹⁶ and the Mayor of East Jakarta to grant education scholarships to 19 students. One student from BoSE received a scholarship from the BAZNAS institution.

c. The University of Jakarta (UNJ) offers health services through its polyclinic. Operating on weekdays from 08:00 to 16:00 WIB, the polyclinic provides facilities such as General Practitioner and Dentist Offices. Additionally, UNJ owns an ambulance for emergencies. During large-scale events like new student orientations, the UNJ polyclinic collaborates with UKM PMI UNJ, involving students from various faculties. Partnerships include the Public

¹⁶ The National Board of Zakat for the Republic of Indonesia (BANZAS) is a government agency in Indonesia that is responsible for Zakat (a form of almsgiving) and other Islamic social funds (See https://www.researchgate.net/publication/370578080_Indonesia's_National_Zakat_Agency_BAZNAS_Digital_Transformation_in_Managing_Zakat_Infaq_and_Shadaqah_ZIS, last accessed on July 31, 2024).

Health Centre of Pulogadung, Surgical Specialty Hospital of Rawamangun, and a Hygiene Primary Facility for medical waste disposal.

4.1.7 Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)

Not relevant. For further information, see 3.1.1.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (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 programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The panel affirms that all three study programmes exceed the requirements. Student support is not only an integral part of the services provided by UNJ, but also by the Faculty of Education. Panel interviews during the visitation process revealed that students are highly satisfied with the support they receive. Regular interactions with academic advisors serve as a personal consultation bridge for students. Additionally, the Faculty of Education actively supports students at every stage and in different areas, like through the Interests and Gifts Development Service Programme, the Development of Service and Reasoning Programme, Welfare Services and Development Programme. These examples collectively demonstrate the exceptional student support provided by the faculty.

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

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

The organisational structure and work procedures of UNJ outline the responsibilities of the programme coordinators. The specific details of the coordinator's duties and responsibilities are also mentioned in the UNJ Academic Guidelines. The programme coordinator is responsible for the implementation of programme activities, which include managerial tasks (developing work programmes, conducting performance evaluations, and providing leadership to enhance faculty competencies), leadership tasks (assessing lecturer performance, facilitating professional development, and promoting effective teaching practices), and academic tasks (assigning academic advisors, allocating teaching assignments, scheduling laboratory sessions, monitoring and evaluating academic courses, supervising guidance activities, scheduling thesis examiners, and overseeing student affairs). The programme coordinator holds regular meetings with faculty members and other programme coordinators at the faculty level to ensure effective coordination and communication.

Leadership:

The faculty's leadership includes the Dean, Vice Deans, and Service Coordinators, all under the guidance of Universitas Negeri Jakarta. Their responsibilities encompass overall faculty management, organising education, research, and community service initiatives. The members of the faculty foster relationships with alumni, the academic community, and the broader environment.

In organising both academic and non-academic activities, the dean receives support from three vice deans and two administrative service coordinators. Specifically:

- Vice Dean One assists the dean in matters related to the academic field.
- Vice Dean Two supports the dean in general and financial matters.
- Vice Dean Three focuses on student affairs and cooperation.
- Vice Dean One and Vice Dean Three are administratively assisted by a coordinator responsible for academic and student administrative services.
- Vice Dean Two is administratively assisted by a coordinator handling general administrative services.

4.2.2 Process organisation and administrative support for students and faculty

The Faculty of Education at Universitas Negeri Jakarta comprises several key components, each fulfilling specific functions and responsibilities. These include the Dean's Office, Faculty

Senate, Quality Assurance Cluster, Faculty Members, and Education Staff. The faculty operates collaboratively, aiming for excellence and prominence. In general, the faculty of education has academic and non-academic staff.

1. The Academic personnel provides essential administrative support to students through: engaging with students to provide guidance on course selection, degree planning, and academic progress, assisting with administrative tasks related to registration, course changes, and graduation requirements and providing counselling and emotional support. Additionally, they prepare periodically educational documents such as the Learning Plan (RPS) and Evaluation of Learning. These documents are validated by the Head of the Field of Expertise Team (KBI) and the Faculty's Quality Assurance Cluster (GPJM). The academic staff coordinates the learning schedule, communicating between the study programme coordinator and the lecturers. They input the schedule into the academic information system and assess students' eligibility for registering their final tasks (such as the final paper).

2. The responsibilities of non-academic staff relate to support services:

Non-academic staff handle administrative, technical, and support functions within the university.

1. Enrolment and Student Support: They assist students with enrolment, financial aid, career advice, and emotional support.
2. Campus Infrastructure: Non-academic staff maintain facilities, manage resources, and ensure smooth operations.
3. Specialised Roles: These staff members may include counsellors, librarians, healthcare providers, and administrative personnel.

Overall, there are 60 non-academic personnel supporting administrative services.

Appraisal:

The panel declares that the programme directors successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The panel suggest the three study programmes to include the students more in the decision making processes of the faculty.

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

4.3 Cooperation and partnerships

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

International activities in the three study programmes:

There are more than 20 international professors, who have visited the faculty of education in the last five years. In January 2018, a MoU was signed between UNJ and **Hansol Education**¹⁷, which promotes new education businesses based on Hansol's early childhood education teacher training. Hansol's education contents, education business know-how and UNJ's local infrastructure in Indonesia come together in this project. UNJ and Hansol review various business co-operations and select the best business model that will generate mutually beneficial profits for both parties and that is appropriate for Indonesia's market environment. The MoU between UNJ and **Philippine Normal University** lasts for five years (2020 -2025) and benefits BoSE and BoPTE. It facilitates the exchange of faculty experts, researchers, academic personal and students, support the exchange of training the programme, facilitate the exchange of literature, research finding and other related publications, research collaboration, etc.

BOSE International memorandums and activities:

Since 2018 BoSE had the following international activities: In July 2019, **Educational Excellence (Bangladesh)**¹⁸ and UNJ conducted exchange programmes, workshops and training services and study camps. The MoU between Jakarta State University and **Victoria University of Wellington** lasts for five years from 2020 to 2025. It encompasses the following areas: a. professional development in teaching pedagogy, b. principal training and educational leadership, c. teaching pedagogy: inquiry based, collaborative learning, project-based learning, problem based learning, d. digital education, e. entrepreneurial skills, f. joint programmes and projects educational research etc. The MoU between Jakarta State University and **University of South Australia** lasts from 2020 till 2025. The content of this memorandum covers a. professional development in teaching pedagogy, b. principal training and educational leadership, c. teaching pedagogy: inquiry based, collaborative learning, project-based learning, problem-based learning, d. digital education, e. big data, f. joint seminars and conferences, etc.

BoECTE International memorandums and activities:

BoECTE had the following international seminars: In October 2022 about Best Practice In Early Childhood Education. A SES (Senior Experten Service) was conducted a professor of the German Research, Publication and Research Collaboration on May 8, 2023. A seminar about "Discovering your passion in the World of Early Childhood Education" was conducted as part of the Studium Generale in 2021. One lecturer was a presenter of a lecture at University of

¹⁷ Hansol Education Co.,Ltd. is engaged in providing educational services for children, students and adults through e-learning solutions. The company also publishes and distributes books covering language, arts, sports, science, math and other subjects being taught at schools. In addition, Hansol Education Co.,Ltd. also offers educational magazines, picture books, workbooks, among others. The company also operates a multimedia flat form offering online and offline integrated learning system using www.eduhansol.com website. Hansol Education Co.,Ltd. is based in Seoul, South Korea. (see https://www.emis.com/php/company-profile/KR/Hansol_Education_CoLtd_en_3519687.html, last accessed on July 26, 2024).

¹⁸ Education Excellence is a well-established management and education consultancy (see <https://educationexcellence.com.bd/>, last accessed on July 26, 2024).

Eastern Finland, and another contributed to the programme at the EECERA Conference in Lisbon, Portugal. There was a visiting academic at the school education of **Nottingham University** from among the lecturers of BoECTE. One lecturer had a Research Collaboration at **Monash University, Melbourne, Australia**. There was a statement of research partnership with the Auckland University New Zealand in 2024. Lecturers participate in the Second International Conference of Child Research Network Asia (CRNA), **Tokyo, Japan**. BoECTE established a collaboration for students and lecturers related to MBKM. This exchange programme with **Showa University in Japan** involves online learning, with one or two meetings per semester, each lasting two hours.

BoPTE International memorandums and activities:

BoPTE has a MoU with the Faculty of Education **University Technology Mara Malaysia**. Both parties have agreed to collaborate in the 2023 **International Volunteerism Programme**, which is organised by FIP UNJ. It helps students between faculties to build shared social awareness. This activity will be published in publication media on each university as information for the wider public. The following activities were conducted with students: a. Teaching English for Early Childhood in TK Labschool Universitas Negeri Jakarta and Elementary School in SD Laboratory PGSD Universitas Negeri Jakarta b. Green activity in SD Laboratory PGSD Universitas Negeri Jakarta c. Charity activity for children in Rusunawa Jatinegara Kaum, East Jakarta. The MoU between Universitas Negeri Jakarta and **Asia University Taiwan** states, that that they want to exchange professional and lecturers, students, staff, scholarly materials and information in the realms of education and research. They want to work together through joint supervisions, joint publications, double degrees, any other field related to educational purposes. Collaboration with Asia University benefits students because students can take part in learning activities at Asia University Taiwan. As many as nine students follow this programme.

The faculty of education of UNJ has the following national research collaboration:

In the last five year there were the following additional collaborations. The following memoranda were made with other Faculties of Education and lasted from 2017 till 2022 and had the scope of collaboration in education, teaching, research, publications and community service:

A Memorandum of Agreement between the Faculty of Education, Jakarta State University and the **Faculty of Education, Surabaya State University**, the **State University of Malang**, the **Faculty of Education, Ganesha Education University** (Singaraja, Bali, Indonesia), **Faculty of Education, Gorontalo University** (Gorontalo, Sulawesi), **Medan State University** (Medan, North Sumatra), **Manado State University** (Tondano, North Sulawesi), **Makassar State University**, **Semarang State University** (Semarang, Central Java), **Padang State University** (Padang, Sumatra), **Yogyakarta State University** (Yogyakarta, Java), and the **Indonesian Education University** (Bandung, Java).

In 2018-2019, a Corporate Social Responsibility Cooperation Agreement was established between **PT Bursa Efek Indonesia**, **PT Mirae Asset Sekuritas Indonesia**, and Jakarta State University. The scope of cooperation included education and training, trainer development for financial planning and investment in the capital market, as well as market outreach and education.

Memorandum of Understanding (MoU) between Jakarta State University's Faculty of Education and **Tazkia Islamic Economics College** (Bogor, West Java) was effective from 2018 to 2023. The collaboration focuses on comparative studies in higher education

management, education and training, research for lecturers and students, relevant community service, and national and international scientific activities. It also includes access to inter-university libraries and other mutually beneficial collaborations. From 2018 till 2022, there was a MoU between the Faculty of Teacher Training and Education, **Muslim Nusantara Al Washliyah University**, Medan and the Faculty of Education, Jakarta State University. The Realm of Simultaneous Partnership encompasses activities in education, teaching, research, community service, and other mutually agreed-upon fields.¹⁹

The following cooperations currently exist in the BoECTE programme:

From 2021-2025, there is an agreement between the BoECTE of UNJ and Undergraduate Study Programme for Teacher Education, Early Childhood Education, Faculty of Education, **Gorontalo State University** for collaboration in the realms of education, research and community service.

From 2021-2024, there is an agreement to organise a Student Exchange Cooperation for the Implementation of Independent Campus Learning and Teaching Lecturer Exchange. Scope of collaboration: Education and teaching which is attended by lecturers, students and both parties, within the framework of the Independent Learning Campus (MBKM) programme, scientific publications and research collaboration and community service.

Between 2021 and 2024, an agreement has been established between BoECTE and the Faculty of Teacher Training and Education, **Jambi University** (Sumatra) to facilitate a Student Exchange Cooperation for the Implementation of Independent Campus Learning and Teaching Lecturer Exchange. The collaboration encompasses education and teaching involving lecturers, students, and both parties, within the framework of the Independent Learning Campus (MBKM) programme. Additionally, it includes scientific publications, research collaboration, and community service.

From 2021 until 2026, there is a collaboration agreement between the Early Childhood Education Study Programme of the **State Islamic University of Maulana Malik Ibrahim Malang** and BoECTE of the State University of Jakarta concerning Laboratory Development, one MoU with the Faculty of Education, Manado State University for student exchange.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

From 2019-2021, there was a MoU with the **Wahana Visi Indonesia Foundation**²⁰ regarding Early Childhood Development and Basic Education and Community Education. Scope of Collaboration: Improving the quality of basic education, early childhood development, improving the quality of community education, increasing accountability and credibility of programme implementation. In 2019, there was a Collaboration Agreement between the **Advocacy Directorate of the National Narcotics Agency** and the Faculty of Education, Jakarta State University concerning Management and Analysis of the Results of Implementing Anti-Drug Family Resilience Intervention Activities in the Context of Organising Advocacy. There is an agreement letter with **PT Suntory Garuda Beverage Mizuiku Scope** of

¹⁹ For all the agreements, see <https://fip.unj.ac.id/paud/kerjasama/> (last accessed on July 31, 2024).

²⁰ Wahana Visi Indonesia is a Christian humanitarian organisation dedicated to working and collaborating to empower the most vulnerable children, families, and communities through community development, advocacy, and emergency response for sustainable transformation regardless of religion, race, ethnicity, or gender (see <https://wahanavisi.org/en/about/about-us>, last accessed on July 31).

Collaboration: social activities in the form of clean water conservation education programmes for teachers, students and communities. ²¹

Since 2022, BoPTE has a cooperation with International School "Global Islamic School for the Practice of Teaching Skills" for as many as six students. Since 2023, BoPTE has a collaboration with Plan Indonesia Foundation. In the same year, BoPTE started a collaboration with PT Yapindo Indonesia, multinational company operating in the field of Information Technology and book publishing.

From 2021 to 2026, an agreement was established between BoECTE and **Bekasi Natural School**. The collaboration encompasses two primary areas: education/teaching and research. Within the field of education/teaching, various aspects are covered, including educational insights, curriculum development, learning plans, teaching strategies, classroom management, learning resources, evaluation methods, and student comprehension.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. Nevertheless, the panel **suggests** the three study programmes to do more intensive networking with more universities from Indonesia. The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

		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

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

²¹ For all the agreements, see <https://fip.unj.ac.id/paud/kerjasama/> (last accessed on July 31, 2024).

UNJ provides several facilities to support the lecturers and students' academic, non-academic, and research activities. The available facilities at UNJ to support academic activities include:

- Libraries within the University, Faculties, and Study programmes that house various collections of references in the forms of books, journals, thesis, and e-books.
- Information and Communication Technology Centre, providing information and communication services through a wide area network and the management of academic information system.
- UNJ Language Centre, providing services, such as language training, language proficiency testing, and translation.
- Guidance and Counselling Centre, providing free of charge services in counselling for students with psychological and academic-related issues.
- International Affairs Office, providing services to students in the form of opportunities to gain international experience through various programmes, such as student exchange, both requiring fees and free of charge (scholarship).
- Study Resource Centre, providing learning media to conduct a blended learning system or the combination of studying offline and online.
- Learning Management System, providing online learning for the academics of UNJ.
- Lab school, a laboratory school under UNJ, aimed to developing teaching practices, educational research, and innovation in education.
- Laboratories are equipped with specialised tools and equipment available in each study programme.

The available facilities at UNJ to support the non-academic activities include:

- Career Development Centre, providing services related to students' soft skill development useful for job search after graduation.
- Sports Arena, providing sports facilities and as a place to train student-athletes.
- Child Growth Garden, Ceria Daycare of UNJ, provides early childhood education and daycare services for pre-school children of UNJ lecturers and the public.
- Medical Clinic (Klinik Pratama), providing health care for the academics of UNJ.
- Professional Services, providing professional competency certification.
- Entrepreneurship Development, providing entrepreneurship development services to the students.
- Places of worship and cafeterias available within the Faculties and University; and
- Dormitory and guest house providing accommodation for students.
- University Training Centre, providing accommodations, special spaces, and programmes for training.
- UNJ has parking spaces for cars and motorcycles

Additionally, the facilities and services provided by the University and Faculty of Education for the study programmes BoSE, BoECTE, and BoPTE are the following:

1. Learning Support Facilities:

- Internet Access: The University ensures students have sufficient internet access, allowing them to engage in online research, access digital resources, and participate in virtual learning activities.

- Learning Management System (LMS) Website: Students can access course materials, assignments, announcements, and collaborate with peers through the LMS platform during their learning process.
 - SIAKAD: The Student Academic Information System (SIAKAD) provides essential services such as course registration, grade tracking, and academic records management.
2. Microteaching Laboratory:
 - The Microteaching Laboratory is a specialised facility where students practice teaching techniques. It allows aspiring educators to refine their pedagogical skills, simulate classroom scenarios, and receive feedback from instructors.
 3. Rooms Available in the Study Programme:
 - Classrooms: These are standard teaching spaces where lectures, discussions, and workshops take place.
 4. Special Academic Rooms:
 - Music Laboratory: Equipped for music-related studies and practice.
 - Natural Sciences Laboratory: Used for scientific experiments and research.
 - Micro Teaching Laboratory: As mentioned earlier, this space is dedicated to teacher training.
 - Sports Facilities: For physical education and recreational activities.
 - Ruang Sidang/Seminar: Rooms for meetings, seminars, and academic presentations.

4.4.2 Access to literature (Asterisk Criterion)

BoSE, BoECTE, and BoPTE are supported by libraries accessible to both students and lecturers. These libraries are available at the University, Faculty, and within the Study Programme's reading corner. They offer printed books, e-books, international journals, accredited national journals, and proceedings. Access is available both directly and online via the webpage here.

Here the basis of reference journal or data bases of literature which are accessible for students

1. <http://lib.unj.ac.id/buku/> library catalog State University of Jakarta
2. <https://opac.perpusnas.go.id/> Indonesian national library catalog to search for references
3. <http://lib.unj.ac.id/services/library-guides/> web to search for special publication collections containing news and information about the library
4. <http://lib.unj.ac.id/services/borrow-reserve-renew/> web to search for the Jakarta State University repository containing a collection of final assignments by the Jakarta State University Community (Thesis, Thesis and Dissertation)
5. <http://lib.unj.ac.id/services/study-spaces-pcs/> web E Magazine to search for online serial publication collections such as magazines, bulletins, newspapers that are subscribed periodically by the Jakarta State University library
6. <http://lib.unj.ac.id/services/scan-print-photocopy/> Digital platform for the latest e-books collection from various publishers famous
7. <http://lib.unj.ac.id/services/archival-special-collections/> to get e-resources that subscribe to the State University of Jakarta
8. <https://journal.unj.ac.id/> web to search for journals owned by the State University of Jakarta

The E-Resources that have subscribed include:

1. search.ebscohost.com
2. www.sciencedirect.com
3. Economic link.gale.com/apps/PPSB?u=fjktbus
4. Engineering link.gale.com/apps/PPSB?u=fjktsci
5. Social link.gale.com/apps/PPSB?u=fjktsum
6. Wiley <https://onlinelibrary.wiley.com/>

Students can visit the University library, which operates daily from Monday to Friday between 08:00 and 17:00, as well as the faculty library, open Monday to Friday from 08:00 to 16:00 WIB. To explore the collection, students and lecturers can use the OPAC application available in the library. Additionally, BoSE features a reading corner within the Study Programme Library, operating daily from Monday to Friday between 09:00 and 15:00. BoPTE has a library which opens from Monday-Friday at 8.00 – 15.00.

Appraisal:

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

For blended-learning/distance learning programmes, the following applies additionally: The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

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. Nevertheless, the panel suggests providing students with a VPN system, so that they can access literature from home. There should be a regular assessment, if students need more open hours in the libraries.

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

4.5 Additional services

4.5.1 Career counselling and placement service

UNJ has the University Counselling and Guidance Technical Implementation Unit (UPT-LBK UNJ), which consists of two divisions. **The Counselling Division** provides individual counselling services, group counselling services, psychological testing, parenting training, human resource development, and psychoeducation in both online and offline modes for UNJ's students, faculty members, educational staff, and the general public. **The Career Centre Division** provides services such as equipping graduates for the job market, campus hiring, tracer studies, workshops, webinars, and job postings for UNJ's students and the general public.

In 2023, the Career Centre Division of UPT-LBK UNJ will collaborate with several partner companies to organise the UNJ Job Fair & Campus Hiring 2023 for UNJ's students, alumni, and the general public who are seeking to pursue their dream careers.

Profession Services and Development Programme of the Faculty of Education:

The Profession Services and Development Programme focuses on fostering entrepreneurship within higher education institutions. Coordinated by the Vice Dean of Students Affairs and Cooperation at the Faculty of Education, it aims to achieve the following:

1. **Soft Skill Enhancement:** Students directly engage with real-world conditions, improving their soft skills.
2. **Encouraging Entrepreneurship:** The programme instils a business mindset, empowering students to start ventures with integrated financial support and mentoring.
3. **Direct Involvement:** Students participate in business activities, reinforcing their entrepreneurial spirit.

Additionally:

- Students actively join the **Students Entrepreneurship Programme (PMW)**, coordinated by the Vice Dean.
- Advisory lecturers guide students in composing business proposals and plans.
- Entrepreneurship courses are offered across study programmes.
- Students showcase their business activities during the Final Semester Exam.

4.5.2 Alumni Activities

The University of Jakarta (UNJ) features an active alumni association known as IKA UNJ. Coordinated under the Vice Rector 3 of Students and Alumni Affairs, IKA UNJ engages in various impactful programmes. These include regular discussions about Foreign Direct Investment (FDP), social services initiatives such as "Pray for Cianjur," providing aid to orphans, and organising Ramadan breakfasts. Additionally, IKA UNJ actively participates in collective work meetings and annual assemblies for the years 2022 and 2023. The association also supports UNJ's graduation ceremonies, serves as an expert resource during Introduction of New Students Campus Life Activity (PKKMB), and equips graduates for success. Furthermore, IKA UNJ conducts research related to the school canteen, disseminates findings,

and collaborates with the LPTKN²² Alumni Association²³ on discussions concerning the SISDIKNAS Bill of Law.²⁴ Notably, IKA UNJ has engaged in public discussions with prominent figures, an example being the event held on July 25, 2022.

IKA UNJ leverages its alumni potential to collaborate with the campus, aligning with UNJ's vision of becoming a reputable university in Asia. The association focuses on four key programmes:

1. Critical Thinking Reinforcement
2. Creative and Innovative Skills Development
3. Cooperation and Networking Reinforcement
4. Collaboration and Stakeholder Engagement

For more information, you can visit their official website: IKA UNJ. Additionally, there's an active Facebook group.²⁵

The communication among the alumni of BoSE, BoECTE is also still established until today through telegram²⁶ social media WhatsApp (cross batch group), Facebook, and Instagram. Alumni activities among which are alumni gathering from some batches, job and business offers, family gathering, accreditation meeting in campus, national webinar/seminar, etc.

Communication with alumni is also still maintained to this day through social media WhatsApp and Instagram.²⁷ Alumni activities include class reunions, job and business opportunities, campus accreditation meetings, and national webinars/seminars.

As stated before, BoSE, BoECTE, BoPTE, conducts research related to tracer study for the alumni and such activities have become the material to improve and sustain the programmes, so that they can meet the needs and demands of the stakeholders.

Appraisal:

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

In addition, career counselling and placement services are offered to the students and graduates on an individual basis, like advisory lecturers, who guide students in composing business proposals and plans. Such activities are planned on a long-term basis, performed

²² LPTKN stands for Lembaga Pendidikan Tenaga Kependidikan Negeri. This translates to "State Educational Institutions for Teacher Training". LPTKN refers to state-run institutions in Indonesia that focus on the education and training of prospective teachers and educational personnel.

²³ The LPTKN Alumni Association is an organisation that unites alumni from State Educational Institutions for Teacher Training (LPTKN) across Indonesia. This association aims to build a strong network among alumni, support professional development, and contribute to the advancement of education in Indonesia.

²⁴ The Sidiknas Bill aims to govern the National Education System, replacing three existing education-related laws: Law no. 20 of 2003 on Sidiknas, Law no. 14 of 2005 on teachers and lecturers, and Law no. 12 of 2012 on higher education. The draft bill has sparked debate due to its perceived failure to address the ongoing education challenges in the country (see <https://voi.id/en/news/206189/>, last accessed on July 31, 2024).

²⁵ <https://www.facebook.com/groups/ikafip.ikip.unj/>, last accessed on July 31, 2024.

²⁶ <https://t.me/ikaplpkhunj>, last accessed on July 31, 2024.

²⁷ <https://www.instagram.com/bemppgsdfipunj/?igshid=MWZjMTM2ODFkZg%3D%3D>, last accessed on July 31, 2024.

regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to UNJs wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises. An alumni organisation has been set up with the aim of developing an alumni network.

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

4.6 Financing of the study programme (Asterisk Criterion)

The sustainability and quality assurance of implementing the Tridharma of higher education at UNJ is supported by providing funding that comes from various sources (see figure below). The main sources of operational funding at UNJ are the 1. community (students), 2. government agencies, and 3. independent income generation.

1. The funding from the students is in the form of tuition fees. Each study programme's tuition fees vary depending on the study programme's needs index and the state higher education operational assistance allocation, particularly for diploma and bachelor's degree levels. The amount of tuition fees also depends on the socioeconomic factor of the students' families.
2. The funding from the government is in the form of state higher education operational assistance.
3. Based on the Decree of the Minister of Finance Number 440/KMK.05/2009, UNJ has become a general service institute since 2009. The financial administration of UNJ is conducted transparently and accountably. As a general service institute, UNJ has the autonomy to manage its earning assets, which includes human resources, facilities, and infrastructures, such as the Lab School, University Training Centre, guest house, sports arena, unutilised land, multipurpose room, business management entity, UNJ Press, and Edura. Therefore, UNJ's funding sources are not limited to the government

and community (students), but it also has other independent funding sources.

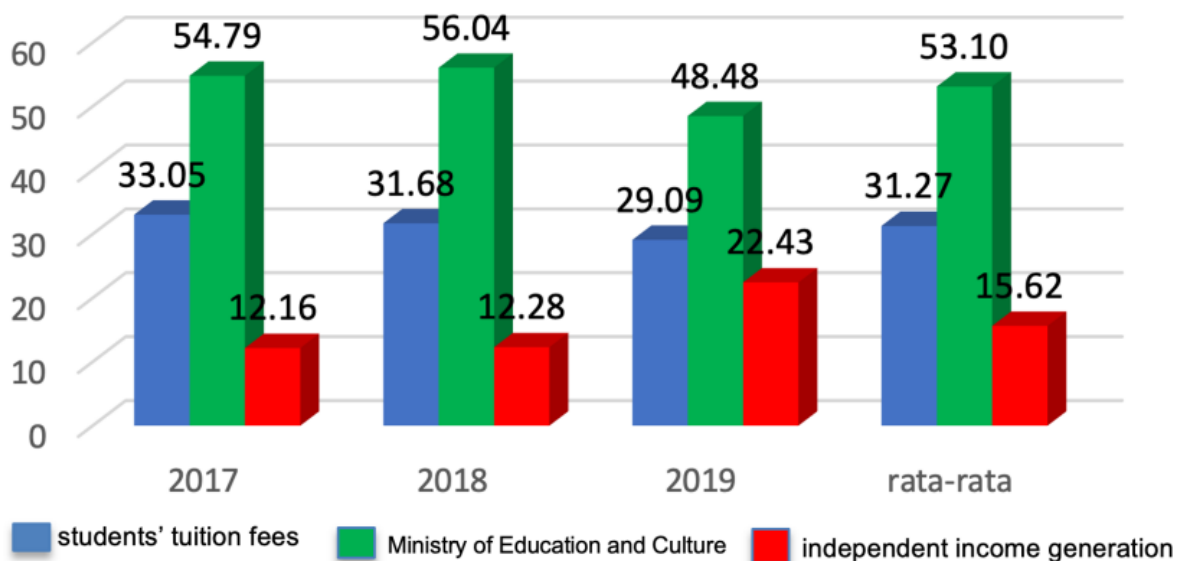


Figure 10: UNJ 2017 – 2019 Funding Sources

The Faculty of Education at UNJ allocates funds for the three study programmes. These funds support various educational operational activities, including research, community services, publications, human resources, student support, and investments in facilities. UNJ manages the funding, distributing it to FIP based on the proposed Work Plan and Budget. The financial management follows government regulations, emphasising economy, productivity, and healthy business practices. The annual operational budget includes costs for education, research, community services, payroll, learning materials, and indirect expenses, totalling Rp 20,452,433.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5. Quality assurance and documentation

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

In addition to being supported with sufficient funding, UNJ also constantly conducts quality assurance to provide the best service to all of its stakeholders. The quality assurance at UNJ refers to the Government Regulation Number 3 of 2020 on the National Education Standards. UNJ performs the quality assurance system to ensure the higher education quality standards' achievement and sustainability. The quality assurance system at UNJ is conducted internally and externally. UNJ openly allows all stakeholders, such as students, lecturers, education personnel, alumni, graduate users, and also domestic and overseas partners to be involved in the quality improvement effort by using the satisfaction level measurement instrument and feedback mechanism through the tracer study that is accessible to the public on <http://spm.unj.ac.id/>. The survey results are published periodically on the website and are accessible to the public.

1. Internal Quality Assurance System (SPMI)

SPMI is a systemic activity established to ensure the quality of higher education implementation in UNJ. This SPMI is established to stipulate, implement, evaluate, control, and improve the performance of the implementation of Tridharma in UNJ consistently and sustainably. The implementation coverage for the Internal Quality Assurance System is in the aspects of Stipulation, Implementation, Evaluation, Control and Improvement of Standard. The policies of SPMI UNJ covers all aspects of academic and other aspects that support learning. In the non-academic aspect among which are the aspects of vision and mission, objectives, caretaker management, leadership, management system, quality assurance and cooperation, students and graduates, human resources, facilities and infrastructure, finance, information system and K3L²⁸. This SPMI policies are applied to all unit in UNJ. The Quality Assurance System of UNJ is developed and implemented since the establishment of the Quality Assurance Institution of UNJ (LPjM) in 2006 with Decree of Rector Number 239/SP/2006 on 20 March 2006. In 2016, LPjM changes its name into Quality Assurance Unit (SPM) based on the Regulation of the Ministry of Research and Technology of RI No 44 of 2016 concerning the organisation and work management of UNJ and the Regulation of Rector of UNJ Number 1/UN39/JM.00/2019 concerning the Internal Quality Assurance System of UNJ.

In general, the organisation that held quality assurance in UNJ is the Quality Assurance Unit (SPM) which currently have joined LP3M²⁹ by changing its name into the Centre of Quality Assurance (PPjM), Quality Assurance Task Force (GPjM), and Quality Assurance Team (TPjM).

²⁸ In the context of Indonesian universities, K3L stands for “Keselamatan, Kesehatan Kerja, dan Lingkungan”, which translates to Safety, Occupational Health, and Environment. It encompasses measures related to security, safety, health, and environmental standards (see <https://lib.ui.ac.id/detail?id=20502541&lokasi=lokal>, last accessed on August 1, 2024).

²⁹ LP3M stands for “Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu” in Indonesian, which translates to the Institute of Learning Development and Quality Assurance. It is an institution within Indonesian universities that focuses on enhancing the quality of education and ensuring continuous improvement. LP3M plays a crucial role in monitoring and evaluating learning activities, maintaining standards, and fostering a culture of excellence among students and faculty (see <https://lp3m.unj.ac.id/>, last accessed on August 1, 2024).

Center of Quality Assurance of the University (PPjM)

Formulate, socialise and audit the implementation of the University quality policies.

Quality Assurance Task Force of the Faculty (GPjM)

Implement the policies of the Faculty quality and coordinate with the Vice Dean (Assistant Director) of Academic Affairs.

The Quality Assurance Team of the Study Program (TPjM)

Implement the policies of the Study Program quality by coordinating with the Coordinator of the Study Program.

Figure 11: The Organisational Structure of Quality Assurance System

FIP UNJ consistently maintains and thoroughly documents four essential SPMI (Internal Quality Assurance System) documents. These documents are specified by the Regulation of the Rector of UNJ (University of Jakarta) Number 4 of 2022 concerning the Internal Quality Assurance System. Here's an overview of each document:

SPMI Policies:

UNJ's quality improvement policies for higher education are consistently applied. These policies align with the National Standard of Higher Education, ensuring that UNJ fulfils its vision, mission, and stakeholder needs in implementing the Tridharma of the University.

SPMI Manual:

This document provides comprehensive guidelines, methods, steps, and procedures related to the stipulation, implementation, evaluation, control, and improvement of higher education practices.

SPMI Standard:

The SPMI Standard outlines criteria, benchmarks, and specifications for various aspects of higher education. It ensures that UNJ meets its vision, mission, and objectives effectively.

SPMI Forms:

These forms serve as records, capturing information related to the implementation of SPMI standards.

SPMI Strategy:

1. **Engage the Academic Community:** Involve all members of the academic community from planning to evaluation and development of SPMI UNJ.
2. **Stakeholder Involvement:** Engage professional organisations, alumni, business, industry, government, and graduates in defining the SPMI standards.
3. **Structured Training:** Provide structured training for lecturers and administrative staff, including internal auditor training related to SPMI UNJ.
4. **Periodic Stakeholder Communication:** Regularly communicate the function and objectives of SPMI UNJ to stakeholders.

FIP UNJ's internal quality assurance activities follow the SPMI mechanism, which operates in cycles: Stipulation, Implementation, Evaluation, Control, and Improvement (PPEPP). These well-executed processes provide valuable insights for sustainable educational quality development."

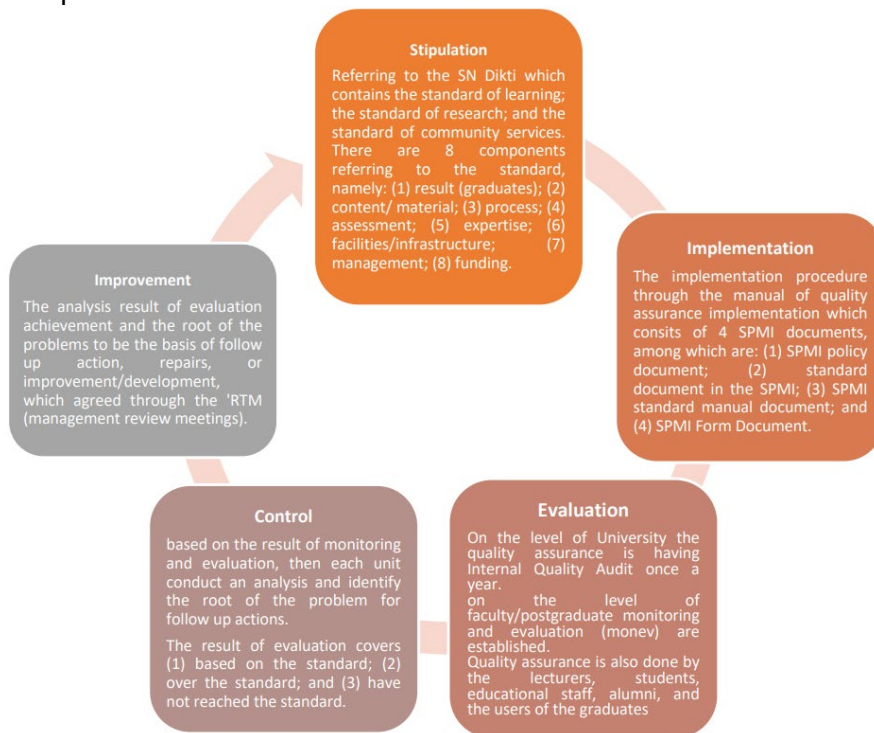


Figure 12: The Flow of PPEPP

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

The quality assurance evaluation for students comprises three components:

1. Learning Monitoring and Evaluation
2. Evaluation of Lecturers' Performance in Teaching Assessed by Students (EDOM)
3. Student Satisfaction Survey for Academic and Non-Academic Services

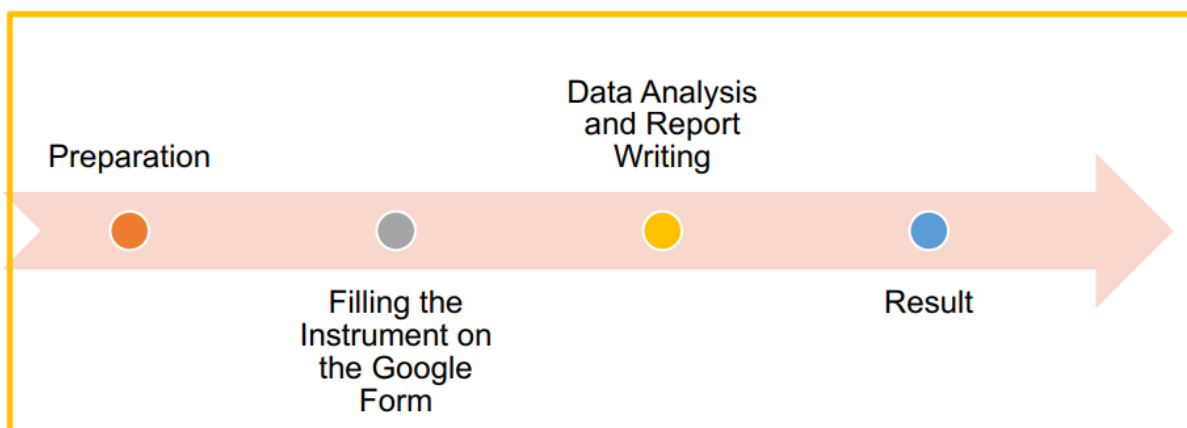


Figure 13: The Implementation Stages of Monev in the Beginning, Middle and Ending of the Semester

1. Learning Monitoring and Evaluation

The monitoring and evaluation of student learning occurs at three points during the semester: at the beginning (weeks 1-5), in the middle (weeks 6-12), and at the end (weeks 13-16). This process aims to gather information on several aspects:

- The total number of students who attended.
- The availability of learning resources (such as RPS) throughout the learning process.
- The average percentage of platform usage at the start of the semester.

Students complete the monitoring and evaluation through a link provided by the class coordinator. The results are accessible via the 'Monev Report Beginning Middle End' link. Based on these results, the class's attendance can be determined.

Monitoring and Evaluation	Monev Period	Number of Attended Students
Monev at the Beginning	Week 1 – 5	76,392 people
Monev in the Middle	Week 6 – 12	96,829 people
Monev at the End	Week 13 – 16	44,679 people

The Number of Students Attendance

The result of the learning monev on the availability of RPS in the process of learning in the Study Programme of BOSE, BoECTE and BoPTE is shown to be good. The result shows that there are 60% of the lecturers prepare RPS and the explanations. In monev in the middle and at the end of learning discusses the platform being used in the classroom. The result is that the Zoom Cloud meeting get the highest survey result of 46%.

2. Evaluation of Lecturers' Performance in Teaching Assessed by Students (EDOM)

The implementation of lecturer's evaluation by the students (EDOM) is conducted through the Academic Information System (SIKAD) of UNJ. Each student is obligated to fill in the EDOM instrument as a preliminary term to access the score of the semester course and as the preliminary term to conduct Study Plan Contract (KRS) in the next semester. Students fill in the EDOM instrument which consists of 25 items to measure the lecturer's performance in planning and implementing planning. The objectives of the implementation of monev for the

implementation of learning/EDOM, is to obtain an empirical description of the lecturer's performance in planning and implementing learning. The instrument which is used in CAT based EDOM in SIAKAD website which measure the lecturer's performance in teaching, covers the competencies of pedagogic, professional, personalities and social.

The evaluation result of the lecturer by the students of FIP UNJ for three years tend to be very good with the average score of 3.44 from the scale of 1-4. The result of EDOM shows that generally the lecturers of FIP UNJ have shown a good performance in teaching.

Based on the result, the lecturer's performance in the Study Programme of BoSE, BoECTE, and BoPTE shows a good performance in teaching. The average result is 3.4 in the scale of 1-4 shows that the lecturers of all three Study Programmes show a good performance in teaching. However, the lecturers still need to improve the performance in responding each students' questions, using the result of the research (scientific article, books, etc.) as a reference in learning, as well as using the result of the community service to enrich the learning material. FIP follow up the result of money through training programmes for lecturers in improving their performance in learning, such as: the basic skills training in teaching specifically to respond the students' questions as well as the workshop of curriculum revision and RPS and the usage of research result and its (Teaching Skills Practices seminar) PkM in teaching, either as the material, media and references.

3. Student Satisfaction Survey

This survey is a valuable tool that UNJ uses to gather feedback directly from students. It covers various aspects of academic and non-academic student activities and services, like support services, extracurricular activities, and well-being.

5.2.2 Evaluation by faculty

The Integrated Resources of Information System (SISTER) evaluates lecturers twice a year. The assessment covers their performance in implementing the University's Tridharma, which includes educational tasks, research, community services, and other additional responsibilities. SISTER's assessment involves two assessors appointed by UNJ's employment division. The results are validated by two assessors and the Dean. Additionally, the Sistem Informasi Remunerasi evaluates lecturers four times a year. Lecturers receive remuneration when they meet mandatory workloads, including teaching at least nine credits per semester, conducting research, and engaging in community services. The evaluation results for FIP UNJ's lecturers meet the university's threefold obligations, with specific requirements based on each functional position.

5.2.3 External evaluation by alumni, employers and third parties

The tracer study website facilitates data collection from alumni and assesses the satisfaction of graduates with the study programme.³⁰ The satisfactory of the graduates' users is measured by the graduate's performance in seven aspects namely ethic, skills, foreign language competencies, the use of information technology, communication competencies, cooperation, and self-development.

BoSE

The results of the tracer study over the past three years indicate a positive outcome for the BoSE Study Programme. Alumni, graduate users, and third parties have expressed high

³⁰ <http://tracerstudy.unj.ac.id>, last accessed on August 1, 2024.

satisfaction with various aspects of BoSE graduates. Specifically, they appreciate the graduates' strong work ethic, excellent performance, and proficiency in technology and self-development. However, there is room for improvement in foreign language mastery. This feedback can serve as valuable input for the BoSE study programme. Going forward, the programme plans to offer study groups with tutors to enhance students' English language skills.³¹

BoECTE

In the Study Programme of BoECTE, the satisfactory of the users of BoECTE study programme graduates is in the very good and good category.³²

BoPTE:

The results of the tracer study on the satisfaction of BoPTE graduates' users indicate very good and good outcomes in several areas. These include ethics, major competency (skills in the field of study), foreign language proficiency, information technology usage, communication skills, cooperation, and self-development.

The follow-up actions based on the tracer study results are as follows:

1. Enhancing students' integrity through socialisation and adherence to appropriate behavior both inside and outside the classroom. This includes wearing suitable attire and maintaining respectful communication with lecturers and fellow students.
2. Tailoring courses to improve students' competencies and skills in alignment with their field of study.
3. Providing expert resources through the Study Programme of the Stadium General activities.
4. Strengthening English language competencies through participation in the English Club UKM and language UPT.
5. Enhancing competencies in Information and Communication Technology (TIK) by offering TIK courses and computer training.
6. Improving students' communication skills through presentations during PBM (Pembelajaran Berbasis Masalah) sessions and assessing speaking competencies in Bahasa Indonesia skills courses.
7. Fostering student development through group work or PKM (Programme Kreativitas Mahasiswa) activities, both within and outside the classroom.
8. Encouraging self-development through extracurricular activities.³³

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

The information of the description of BoSE, BoECTE, and BoPTE can be accessed through the website <https://fip.unj.ac.id/>. The documents of Curriculum and RPS are documented and can be accessed online in Bahasa.³⁴ Students can easily access the learning

³¹ The tracer Study for the BoSE Study Programme can be seen in the following link <https://fip.unj.ac.id/plb/tracer-study/>, last accessed on August 1, 2024.

³² The tracer Study for the BoECTE Study Programme can be seen in the following link <https://fip.unj.ac.id/paud/tracer-study/>, last accessed on August 1, 2024.

³³ The tracer Study for the BoPTE Study Programme can be seen in the following link <https://fip.unj.ac.id/pgsd/tracer-study/>, last accessed on August 1, 2024.

³⁴ at <https://sikur.unj.ac.id/>, last accessed on August 1, 2024.

content/materials, the mid semester exam and also the final semester exam on the website page of Learning Management System (LMS).

Other than the link, the description of the Study Programme is also available in the Academic Guidance Book (BPA) published in the Siakad UNJ. The regulation of learning and terms of course exams for the students of the study programme have been arranged in the Academic Guidelines Book. The Curriculum and Regulation of the exam also socialised through the Academic Guidelines Book of FIP. This documentation continues to be updated as the transparent form so that it is easily accessed by the interest parties both in printed and digital.

5.3.2 Information on activities during the academic year

The information on activities during the academic year is accessible to the public and can be found on the respective websites of Universitas Negeri Jakarta (UNJ), Faculty of Education (FIP), and the homepage of the respective study programme. Additionally, there is information on Facebook pages,³⁵ Instagram and Twitter.

Instagram of FIB: <https://www.instagram.com/fipunj/?igshid=YmMyMTA2M2Y%3D>

Instagram of BoSE: <https://www.instagram.com/prodipkhunj/?igshid=YmMyMTA2M2Y%3D>

Appraisal:

The panel states that quality assurance and development procedures are systematically and continuously in place, because they monitor and develop the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on student workload, and graduate employment (see chapter 1.3.2) as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Nevertheless, the panel sees room for improvement. Neither the statistical data handed in with the SER, nor the new excel tables show the drop-out rate or success rate of the three study programmes.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The study programmes' content, curriculum and examination scheme have been suitably documented and published. The panel **recommends** A) publishing comprehensive information about the three study programmes on the homepage in English and Bahasa and updates them periodically and B) ensuring reliable statistical data about the study programmes' development (e.g. number of foreign students, success rate and drop-out rate). The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

³⁵ BoECTE: https://www.facebook.com/pgpaudfipunj/?locale=id_ID

		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

Universitas Negeri Jakarta

Bachelor / Master programme:

1. Bachelor of Special Education (BoSE)
2. Bachelor of Early Childhood Education (BoECTE)
3. Bachelor of Primary Teacher Education (BoPTE)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)				condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			x		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body				x	
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		x			
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					

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