Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	22/130 Cluster 1
Higher Education Institution:	Universitas Negeri Jakarta
Location:	Jakarta, Indonesia
Study Programmes:	1. Bachelor of Business Education (B.Ed)
	2. Bachelor of Office Administration Education (B.Ed)
	3. Bachelor of Economics Education (B.Ed)
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) the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with three conditions.

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

Conditions for all three study programmes:

Condition 1
The University provides an ECTS grading table for each study programme (see chapter 3.2).

Condition 2
The study programmes should develop a strategy of internationalisation as a common threat on an operational level in the curriculum (see chapter 3.4).

Condition 3
The study programmes ensure the provision of transparent and standardised documentation of regulations concerning grading and the awarding of points in their courses (see chapter 5).

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Negeri Jakarta, Indonesia

Bachelor/Master programme:

1. Bachelor of Business Education
2. Bachelor of Office Administration Education
3. Bachelor of Economics Education

Qualification awarded on completion:

Bachelor of Education

General information on the study programme

Brief description of the study programme:

Bachelor of Business Education (BBE)

BBE aims to produce professional individuals in the fields of business education, entrepreneurship, and technology-based digital business management that are adaptive and modern. In alignment with this aim, the programme wants to enable its graduates with the necessary skills to work as business teachers, business analysts, corporate trainers, and entrepreneurs in both the public and private sector.

Bachelor of Office Administration Education (BOAE)

The Bachelor of Office Administration Education (BOAE) has the vision of becoming a professional, competitive, and global-minded undergraduate programme in the field of digital-based office administration education. In line with this vision, the programme aims to produce graduates with profiles as office administration educators, office administrators, public relations officers, executive secretaries, and entrepreneurs. This profile provides extensive job opportunities for BOAE programme graduates as entrepreneurs or in various industries, government or private companies.

Bachelor of Economics Education (BEE)

The BEE is designed to produce graduates who excel in the field of economics education. These graduates are expected to understand and apply both educational and economic theories, effectively use their knowledge, learning methods, and models, as well as data sets and software, to teach economics subjects in senior high schools. Additionally, they are trained to conduct empirical analysis on various topics within the field.

Type of study programme:

Bachelor programme

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

1. BBE: Four years/148 SKS/ 222 ECTS credits
2. BOAE: Four years/147 SKS/ 220.5 ECTS credits
3. BEE: Four years/145 SKS/ 217.5 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

1. BBE: Two parallel classes, 82 students
2. BOAE: Two parallel classes, 83 students
3. BEE: Two parallel classes, 94 students

Programme cycle starts in:

September

Initial start of the programme:

1. BBE: June 18th, 2009
2. BOAE: November 8th, 2016
3. BEE: November 29th, 2007

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the programmes Bachelor of Business Education, Bachelor of Office Administration, and Bachelor of Economics Education was made between FIBAA and Universitas Negeri Jakarta on November 11, 2022. On November 3, 2023, UNJ submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel.[1] UNJ has agreed with the chosen experts. The panel consisted of:

Prof. Diah Ariani Arimbi
University of Airlangga, Indonesia
Head of Language and Multicultural Centre
(Country expert)

Fynn Lohre
Vienna University of Economics and Business
Economics (M.Sc.)
(Student representative)

Prof. Dr. Harald Meier
Bonn-Rhein-Sieg University of Applied Sciences
Professor of Business Administration with a focus on International Management, HR and Project Management, Entrepreneurship and Social Business

Iman Andrea Reimann
Kita Regenbogen-Kidz Berlin-Charlottenburg
Chairwoman and Pedagogical Management
(Business representative)

Prof. Dr. Christian Schachtner
RhineMain University of Applied Sciences
Professor of Business Informatics with a focus on digitalisation in administration

Prof. Dr. Frank Schultmann
Karlsruhe Institute of Technology
Chair of Business Administration with a focus on Production Management and Logistics

FIBAA project manager:
Lisa Lubomierski

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[1] The panel is presented in alphabetical order.

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 UNJ's premises in Jakarta. At the end of the on-site visit, the panel gave short feedback on its first impressions to representatives of UNJ.

The assessment report based on this was delivered to UNJ for comment on August 23, 2024. The statement on the report was given up on August 30, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The **Bachelor of Business Education, Bachelor of Office Administration Education, Bachelor of Economics Education** offered by Universitas Negeri Jakarta fulfils the FIBAA quality requirements for bachelor programmes with few exceptions 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 programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[2] of structure, international outlook, quality assurance, and programme documentation. They recommend the accreditation for the **three study programmes** on condition of meeting the following requirements:
- **Condition 1** (see chapter 3.2): The University provides an ECTS grading table for each study programme.
- **Condition 2** (see chapter 3.4): The study programmes should develop a strategy of internationalisation as a common threat on an operational level in the curriculum.
- **Condition 3** (see chapter 5): The study programmes ensure the provision of transparent and standardised documentation of regulations concerning grading and the awarding of points in their courses.

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

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body (see chapter 3.4), Internationality of faculty (see chapter 3.4), and evaluations by students (see chapter 5) – are not asterisk criteria and therefore do not lead to a condition. The measures UNJ takes to solve the identified problems are to be considered during the re-accreditation.

The panel members identified several areas where **all three study programmes** could be further developed:
- integrating international and local students in a few joint classes or organizing international student clubs where exchange and national students can meet (see chapter 3.4).
- using the strategy to promote fellowship positions and further intensify the involvement of lecturers with international backgrounds (see chapter 3.4).
- providing the students with further opportunities for certifications aligned with the KPIs set by the Ministry of Education and Culture (see chapter 3.6).

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[2] These aspects are asterisk criteria which means that they are essential for the study programme.

- strengthening the English proficiency and intercultural competencies of the lecturers teaching in the study programmes, as it is a core pedagogical skill needed (see chapter 4.1).
- implementation of a workload evaluation that uses more suitable measures to assess student workload, for example the number of hours students spend attending and preparing for a course each week (see chapter 5).
- communicating the results of the course evaluations to the students of the study programmes (see chapter 5).

The panel members identified one area where the **Bachelor of Economic Education** could be further developed:
- clearly defining which methods are taught and how they are used (see chapter 3.1).

The measures that UNJ 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 **three study programmes** exceed the quality requirements:
- Counselling for prospective students (see chapter 2)
- Integration of theory and practice (see chapter 3.1)
- Interdisciplinary thinking (see chapter 3.1)
- Logic and plausibility of the didactical concept (see chapter 3.3)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Quantity, quality, media and IO equipment of teaching and group rooms (see chapter 4.4)
- Career counselling and placement service (see chapter 4.5)

Additionally, the **Bachelor of Business Education** and the **Bachelor of Office Administration Education** exceed two quality requirements:
- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme on the job market for graduates (see chapter 1.3)

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

List of Tables

General information about the study programmes

Information

<u>Information on the Institution</u>

The State University of Jakarta (abbreviated to UNJ) is a public university located in the city of Jakarta, Indonesia which was founded in 1964. Formerly, UNJ was named Jakarta Institute of Teacher Training and Education (IKIP Jakarta). The change from IKIP to UNJ as an Institute of Teachers' Education (LPTK), providing educational services to the community in the educational and non-educational fields.[3] Since all IKIP campuses in Indonesia turned into universities, UNJ established several new faculties and study programmes. The education sector is a continuation of IKIP Jakarta which produces graduates of Bachelor of Education or *S.Pd*. Meanwhile, the non-educational field is an expansion of the institution into a university that emphasises science with a variety of majors.

In 2020, UNJ ranked 20th referring to the Higher Education Cluster ranking by the Ministry of Education and Culture. This is an increase from 2019 where UNJ was in 59th place. Furthermore, based on the assessment by Scimago Ranking University in 2023, UNJ is the 32nd university in Indonesia for overall rank category consisting of research rank, innovation rank, and societal rank. Its position has been increasing year by year from previous years (42nd in 2021, 35th in 2022). Moreover, data from Webometrics revealed that UNJ is the top 39th university from 3.381 universities in Indonesia. This ranking is based on an assessment of four aspects: presence, visibility impact, openness, and excellence.

The State University of Jakarta is designated as a Public Service Agency (BLU).[4] This agency is a government institution established to provide educational services, research, and community service without prioritizing profit. Its activities are based on the principles of efficiency and productivity, with the rector serving as the head of the Public Service Agency. BLU employees at UNJ include both faculty and administrative staff, whether they are civil servants or BLU lecturers and administrative staff who receive salaries according to statutory regulations. The BLU university comprises a supervisory board, BLU management officials, technical managers and implementers, and BLU employees, including civil servant lecturers, prospective civil servant lecturers, permanent lecturers, civil servant administrative staff, permanent administrative staff, and an audit committee. Students are not part of the university's organizational structure while it is in the BLU status. However, students are often invited to participate in various activities for consultations.

UNJ has nine faculties with a total of 114 study programmes. The study programmes consist of twelve applied bachelor study programmes, 62 bachelor study programmes, 27 magister programmes, and nine doctoral programmes. Of all the study programmes, 41 study programmes

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[3] Based on Presidential Decree No. 93/1999.

[4] Rector's Regulation No. 1/2021 concerning Amendments to the Rector's Regulation of State University of Jakarta Number 5 of 2020 on the Policy for Implementing Remuneration for the Public Service Agency of State University of Jakarta.

received A accreditation, and eight study programmes received superior accreditation from the national accreditation institute BAN-PT. UNJ has also obtained international recognition from two accreditation institutions, namely the Agency for Quality Assurance through Accreditation of Study Programmes (AQAS) for eighteen study programmes, and the Accreditation Agency for Degree Programmes in Engineering, Informatics/Computer Science, the Natural Sciences and Mathematics (ASIIN) for eleven study programmes.

UNJ is committed to improving its quality in providing educational services to the community by upholding the vision of "Being a reputable university in Asia" through its mission "Upholding the threefold of the university which is being excellent and useful for the benefit of the people". In its pursuit of achieving its mission to excel in implementing the three pillars of higher education (Tri Dharma) for the benefit of humanity, Universitas Negeri Jakarta has established collaboration with partners both domestically and internationally. These collaborations take the form of 152 Memorandums of Understanding, 827 Memorandums of Agreement, and 225 Implementation Arrangements.[5]

In Indonesia, the Faculty of Economics (FE) is a favourite among prospective students in almost all universities. The students prefer this study programmes in this area, as the graduates have promising job prospects. FE UNJ was established on May 2nd, 2005.[6] It oversees a total of 13 study programmes: three study programmes for master's degrees and ten bachelor's degrees consisting of non-educational and educational study programmes. Of the four education programmes in this Faculty, the current accreditation procedure focusses on three study programmes: the Bachelor of Business Education, Bachelor of Office Administration Education, and Bachelor of Economics Education. Lastly, FE also offers applied undergraduate study programmes.

Statistical data and evaluation results

Bachelor of Business Education (BBE)

In the initial phase of the establishment of FE in 2005, the BBE was originally named the Bachelor of Commerce Education. However, in line with adjustments to a ministerial decree[7] and the needs of graduate users e.g., schools, the business field, and the industrial field, the study programme was changed into the Bachelor of Business Education.[8]

BBE has the vision to transform the study programme into an excellent and internationally recognised programme that produces professional individuals in the fields of business education, entrepreneurship, and technology-based digital business management that are adaptive and modern. In line with this vision, the programme aims to produce graduates equipped with the skills needed to excel as business teachers, business analysts, corporate trainers, and entrepreneurs.

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[5] A detailed list can be found at: http://sikerma.unj.ac.id/#info.
[6] Based on UNJ Rector Regulation No. 297/SP/2005.
[7] Ministerial Decree No. 257/M/KPT/2017.
[8] In line with the Decree No. 327/E/O/2021.

Bachelor of Office Administration Education (BOAE)

BOAE is a bachelor's programme under FE UNJ which has officially started operating in 2016.[9] The Bachelor of Office Administration Education (BOAE) has the vision of becoming a professional, competitive, and global-minded undergraduate programme in the field of digital-based office administration education. In line with this vision, the programme aims to produce graduates with profiles as office administration educators, office administrators, public relations officers, executive secretaries, and entrepreneurs. This profile provides extensive job opportunities for BOAE programme graduates in various industries, government or private companies, and even entrepreneurship.

Bachelor of Economics Education (BEE)

BEE was originally located at the Faculty of Social Sciences (FIS), in the Department of Economics. In its developments, the Department of Economics separated from FIS and belongs to the Faculty of Economics since 2005. BEE provides education-oriented teaching services in economics, conducts research and development that focuses on education in economics (basic or applied research), and conducts community service to support the implementation and development of education in economics.

Based on the statistical data below, the success rate in four years of study decreases while the average duration of study increased, due to the Covid-19 pandemic. However, the dropout rate decreased, and the average grade of final degree increased as well, because there was a policy of extending the study period. The University hopes that as the Covid-19 pandemic ends, the success rate will increase, and the average grade of final degree and dropout rate will be reduced in the future.[10]

In terms of further development, to implement the internationalisation strategy, an inbound student programme in the short term and an international undergraduate programme in the long term will be developed, nevertheless, many BEE students have participated in the international arena. In addition, to improve students' employability, practical skills and work performance continue to be improved through innovation in learning methods and student national certification, domestic and international student exchanges, industrial/institutional and school apprenticeships, as well as personal development programmes that are in line with future labour market demands.

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[9] Based on the Decree of the Ministry of Research, Technology, and Higher Education No. 459/KPT/I/2016 concerning the opening of the BOAE UNJ.
[10] See SER, p. 12.

Table 1: Statistical Data

Study Programme		BBEP				BOAEP				BEEP			
Description		2018/2019	2019/2020	2020/2021	2021/2022	2018/2019	2019/2020	2020/2021	2021/2022	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		93	80	88	80	89	80	88	83	132	120	132	120
#Applicants	Total	2398	1763	1568	1319	3288	2343	1902	2992	2244	1755	1300	1794
	Female	1390	987	893	738	1841	1265	1103	1948	1234	1053	754	1059
	Male	1008	776	675	581	1447	1078	799	1090	1010	702	546	735
Application rate		2578,49%	2203,75%	1781,82%	1648,75%	1625,84%	1347,50%	907,95%	1313,25%	1700,00%	1462,50%	984,85%	1495,00%
#First year student	Total	88	80	87	82	89	76	88	85	139	117	141	134
	Female	69	52	55	51	74	65	81	64	115	82	107	89
	Male	19	28	32	31	15	11	7	21	24	35	34	45
Rate of female students		78,41%	65,00%	63,22%	62,20%	83,15%	85,53%	92,05%	75,29%	82,73%	70,09%	75,89%	66,42%
#Foreign students	Total	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0
Rate of foreign students		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Percentage of occupied study places		94,62%	100,00%	98,86%	102,50%	100,00%	95,00%	100,00%	102,41%	105,30%	97,50%	106,82%	111,67%

#Graduates	Total	81	66	74	29	0	0	39	61	119	115	109	105
	Female	56	52	55	26	0	0	38	53	97	94	90	87
	Male	25	14	19	3	0	0	1	8	22	21	19	18
Success rate		100,00%	97,50%	N/A	N/A	98,88%	98,68%	N/A	N/A	93,55%	93,51%	N/A	N/A
Dropout rate		0.00%	2,50%	N/A	N/A	1,12%	1,32%	N/A	N/A	6,45%	6,49%	N/A	N/A
Average duration of study		4,53	4,19	N/A	N/A	4,56	4,17	N/A	N/A	4,41	4,31	N/A	N/A
Average grade of final degree		3,75	3,82	N/A	N/A	3,77	3,82	N/A	N/A	3,77	3,79	N/A	N/A

Appraisal:

In **all three study programmes** the application rates are very high, by far exceeding the number of available places. Therefore, almost all study places are filled in each of the reported cohorts. The number of available study places stays relatively stable for the reported cohorts. In all cohorts, the number of female students exceeds the number of male students. The percentage of female students ranges from 62% to 92%.

The data shows that no foreign students have been enrolled in the cohorts. Efforts need to be made with regards to the foreign student population in all three study programmes.

During the conference, students, and graduates of the three programmes reported a high satisfaction with their studies. The average duration of study ranges from 4.1 to 4.5 years and the average grade of the final degree is around 3.8 across all study programmes.

Programme Description and Appraisal in Detail

1. Objectives

 Objectives of the study programme (Asterisk Criterion)

As outlined above, educational science is the origin of learning at UNJ, so that the development of educational science in various branches of science is based on the needs of stakeholders, namely the world of education. In the strategic plan 2020-2045, one of UNJs missions is to develop science, technology, and art that can improve the quality of human life and the environment. Therefore, all study programmes deliberately make various changes in structure and management increasing impact and reputation at the Asian level.[11] The educational study programmes adjust their objectives by considering professionals, the job market, society, the university's strategic plan, internal stakeholders, and the Indonesian National Qualifications Framework.

Table 2: The relationship between academic vision, graduate profile (GP) and study programme objectives (PEO)

	Academic Vision	GP	PEO
BBE	Transforming the study programme into an excellent and internationally recognised programme in producing professionals in the field of business education, entrepreneurship, and technology-based digital business management that are adaptive and modern	1.Business and Marketing Teachers 2. Business Analysts 3. Corporate Trainers 4. Entrepreneurs	1. Producing professional and competent educators in the fields of business and marketing who are capable of competing in the global arena in accordance with the demands of the 21st-century workforce. 2. Cultivating graduates who are competent in analysing business operations in various areas such as marketing, finance, and operations, and are also capable of devising business plans and strategies. 3. Generating reliable instructors who can develop curricula related to relevant business topics for government institutions. 4. Producing graduates who can apply their business knowledge to entrepreneurship.
BOAE	Becoming a professional, competitive and global-minded undergraduate	1. Office Administration Educators 2. Office Administrators	1. Producing professional education staff in the field of office administration education at the vocational level and HR training institutions.

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[11] These changes include the shift from the previous KKNI curriculum to outcome-based education, new elective courses, inclusion of the MBKM programme, project-based and case-based learning methods, and the implementation of Higher Education Key Performance Indicators.

	Academic Vision	GP	PEO
	programme in the field of digital-based office administration education	3. Public Relations Officers 4. Executive Secretaries 5. Entrepreneurs	2. Producing secretarial and public relations professionals. 3. Producing prospective entrepreneurs with character and mastery of digital technology.
BEE	Become a study programme that produces professional human resources with noble character and high competitiveness who have global insight and master 21st century science and technology in the field of economic education.	1. Economics Teacher/ Educator who are master's in digital technology 2. Practitioners in Economic/ Financial/ Non-Financial Institutions 3. Entrepreneurs / Business Managers	1. Producing graduates who are prospective economic educators and managers of educational institutions, who have academic and professional skills in line with the needs of the world of work in the 21st century. 2. Producing economic researchers and practitioners in economic/financial institutions who have academic and professional skills in accordance with the needs of the world of work. 3. Preparing prospective entrepreneurs in the Micro-small-medium enterprises (MSEs) and Cooperatives Institution.

Bachelor of Business Education (BBE)

BBE aims to produce graduates capable of filling various job positions and running independent businesses. For example, graduates can become teachers at vocational high schools in the Department of Business and Marketing, business analysts, corporate trainers, and independent entrepreneurs. These profiles provide broad job opportunities for graduates not only to become teachers but also to apply business knowledge in various industries, government or private companies, and independent businesses.

Based on the objectives above, the graduates have the following graduate profiles:

1. Business and Marketing Teachers: Graduates can become educators or vocational teachers in the Online Business and Marketing (BDP)/Organisational Education Commerce/Business Education majors and become educators in educational institutions.
2. Business Analysts: Graduates can also become professionals in the industry, both as employees in state-owned enterprises (BUMN) and private sectors, who can bridge the gap between information technology and business by using analytical data to evaluate processes, determine needs, and provide recommendations and report data based on the interests of executives or stakeholders.
3. Corporate Trainers: Graduates can work as trainers in the fields of education and business (start-up, retail, etc.).
4. Entrepreneurs: Graduates can become entrepreneurs who are superior, independent, innovative, and have integrity.

Based on the profiles of the graduates above, the learning result programme has been designed and compiled to strengthen the aspects of knowledge, skills, and attitude of all students. The designed Programme Learning Outcomes (PLO) are listed in the courses distributed for eight semesters. The focus of the programme learning outcome is to support the production of the expected graduate profiles described:

- PLO 1: Demonstrate responsibility for tasks in their field of expertise independently.
- PLO 2: Internalise the spirit of self-reliance, perseverance, and entrepreneurship.
- PLO 3: Possess outstanding personal qualities, including professionalism, sociability,
- openness, honesty, and trustworthiness.
- PLO 4: Master the understanding of creative and innovative entrepreneurship to develop
- business opportunities into profitable ventures for themselves and their community
- or consumers.
- PLO 5: Master the understanding of research methodology concepts in the field of business
- education to identify issues and opportunities and improve overall performance.
- PLO 6: Mastering data literacy and technology literacy for utilisation in the development of business education learning
- PLO 7: Capable of documenting, storing, securing, and retrieving data to ensure authenticity and prevent plagiarism
- PLO 8: Possess communication skills within the workplace and/or the community.
- PLO 9: Possess Communication and Information Technology literacy in line with the
- demands of the era of the Fourth Industrial Revolution.
- PLO 10: Able to develop lesson plans (RPP) and syllabi in line with the characteristics of the subjects or training areas they teach, by applying various approaches, strategies, models, media, and technology, to enhance critical, scientific, and innovative thinking abilities in accordance with the latest developments in science and technology (IPTEKS)
- PLO 11: Capable of making informed decisions in managing businesses based on research
- information and available data for effective business management
- PLO 12: Capable of applying creative and innovative ideas in the design, creation, and
- marketing of business opportunities

Against this background, the learning outcomes of BBE consist of attitudes, knowledge, general skills, and specific skills. BBE prepares students to possess high knowledge competencies, technical aspects (both general and specific technical skills), and soft skills/attitudes by providing additional communication, leadership, and training competencies to think creatively and analytically through student-centred learning methods. Lectures also incorporate the principle of outcome-based education (OBE) in which lecture materials are designed to support graduate profiles. It is hoped that the outcomes of the learning process will achieve the objectives, including:

1. Creating learning designs related to business education by involving relevant pedagogical skills, learning strategies, learning methods, and ICT[12],
2. Integrating information technology and business insights to be utilised in conducting business analysis,

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[12] Information Communication Technology.

3. Making business development strategies that are needed for professional purposes as a business analyst,
4. Analysing business opportunities to build a business that is run and developed independently.

Bachelor of Office Administration Education (BOAE)

The vision of BOAE is elaborated in the study programme's objectives to produce graduates with high credibility and integrity as well as adequate skills to adapt to the world's changes, as educators, professional practitioners in office sectors, and entrepreneurs. Based on these objectives, the graduates have the following graduate profiles:

1. <u>Office Administration Educators</u>: Graduates are professional educators in office administration at the vocational level possessing pedagogical, personal, professional, and social competencies. They are equipped with the ability to develop innovative learning models and utilise information technology in learning. They are also equipped with the ability to conduct classroom action research.

2. <u>Office Administrators</u>: Graduates are office administrators providing day-to-day administrative support to companies or organisations. They are equipped with basic administrative skills e.g., processing documents, managing meetings, preparing reports, handling calls, operating modern office machines, and managing digital archives. Additionally, they can manage inventory, process and analyse data, present it in the form of narratives, analyse results, present reports, and increase the efficiency and effectiveness of organisational operations through digitalisation systems.

3. <u>Public Relations Officers</u>: Graduates possess professional attitudes to bridge or communicate company programmes to stakeholders by utilizing digital technology. They are creative and good communicators (oral and written) and possess public speaking skills. Moreover, they are able to develop a corporate image, skilled in processing information in printed and digital forms, provide information quickly and accurately, and establish relationships with the mass media and other stakeholders.

4. <u>Executive Secretaries</u>: Graduates are equipped with the abilities, skills, and professional attitudes necessary to manage administrative tasks and optimise workflow procedures in the office. They are also proficient in preparing materials and information for leaders to facilitate decision-making. Moreover, they can effectively utilise information technology to expedite and simplify decision-making processes.

5. <u>Entrepreneurs</u>: Graduates are equipped with the abilities, skills, and professional attitudes necessary to excel as entrepreneurs, particularly in the digital field. They are adept at leveraging information technology to create and develop business opportunities and marketing strategies. Graduates possess the courage to make decisions and take risks, exhibit high levels of creativity and innovation, think strategically with a long-term perspective, and demonstrate strong leadership, passion, and determination. Additionally, they are capable of accurate analysis and can use their office management skills to develop businesses. As a result, they can effectively serve as creators, mediators, or facilitators of businesses with strong character.

Based on the graduates' profiles, the learning outcomes have been designed and compiled to reinforce the aspects of knowledge, skills, and attitude of all students. The designed PLO are

distributed in courses across eight semesters. The focus of the learning outcome programme is to support the creation of the expected graduate profile:

- PLO 1: Devotion to the Almighty God and able to show religious behaviour.
- PLO 2: Highly upload the value of humanities in performing their task based on religion, moral, and ethics.
- PLO 3: Contribution in the improvement of the quality of life of the community, nation and state, as well as the improvement of the civilisation based on Pancasila.
- PLO 4: Be able to apply the logic, critical, systematic, innovative and integrity thinking in the context of development, or the implementation of science and technology adjusted to the field of office administration education.
- PLO 5: Be able to make proper decision in the context of problem solving in the field of office administration education.
- PLO 6: Be able to maintain and develop a network with colleagues and peers both inside and outside the institution.
- PLO 7: Master pedagogic concepts from planning to evaluating office administration learning.
- PLO 8: Master knowledge of information and communication technology in managing the learning process and completing other work.
- PLO 9: Mastering managerial concepts in managing offices, events and other office activities
- PLO 10: Able to develop lesson plans (RPP) and syllabi in line with the characteristics of the subjects or training areas they teach, by applying various approaches, strategies, models, media, and technology, to enhance critical, scientific, and innovative thinking abilities in accordance with the latest developments in science and technology.
- PLO 11: Skilled in utilizing science and technology in carrying out secretarial functions, communicating well and collaborating with colleagues in utilizing the digital world as well as managing teams virtually.
- PLO 12: Has creative and innovative ideas in designing and creating business opportunities with his office management skills, so that he can act as a creator, mediator or facilitator of a business.

Bachelor of Economics Education (BEE)

BEE is a study programme that produces professional human resources with noble character and high competitiveness who have global insight and master 21st-century science and technology in the field of economic education. The mission of BEE is to implement the Tri Dharma [13] of Higher Education and establish cooperations with stakeholders to produce high-quality graduates. This supports the development of skilled human resources in order to prepare competent graduates, through training and partnerships.

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[13] In the context of Indonesian higher education, Tri Dharma refers to the "Three Principles of Higher Education." These principles are fundamental to the mission and activities of universities and higher education institutions in Indonesia. The Tri Dharma encompasses education, research, and community service.

Based on the graduate profile above, the learning results have been designed and compiled to reinforce the aspects of knowledge, skills, and attitude of all students. The designed PLO is registered in the courses distributed for eight semesters. The focus of the programme learning outcomes is to support the creation of the expected graduate profile:

- PLO 1: Fear of God Almighty and able to show a religious attitude, and uphold human values, and promote morals and ethics.
- PLO 2: Contributing to improving the quality of life in society, nation and state, and advancing civilisation based on Pancasila, being proud of and loving the motherland, having nationalism, respecting the diversity of cultures, religions and the opinions of others.
- PLO 3: Have a commitment as educators, practitioners in economic/financial institutions, and as entrepreneurs, who are able to work together and have social sensitivity and concern for society and the environment, to be independent and responsible, to uphold academic values, norms and ethics.
- PLO 4: Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values appropriate to their field of expertise.
- PLO 5: Able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis.
- PLO 6: Able to carry out the process of self-evaluation of work groups under their responsibility, able to manage learning independently.
- PLO 7: Understand the philosophical, juridical, historical, sociological, psychological, and
- empirical foundations of education.
- PLO 8: understand the concepts and theories, instrumentation, methodology and practice in the field of Economics Education and Economics.
- PLO 9: master the objectives, content, learning experiences, and assessments in their science.
- PLO 10: Providing services and developing the potential of students to be creative according to their characteristics optimally.
- PLO 11: Select and apply 21st century learning approaches and models, teaching materials that are inspiring and applicable, and assessments for the benefit of learning.
- PLO 12: Manage the education unit level curriculum according to the field of Economics Education and Economics.

Appraisal:

The qualification objectives of the three programmes **Bachelor of Business Education**, **Bachelor of Office Administration Education**, and **Bachelor of Economics Education** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

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

International orientation of the study programme design (Asterisk Criterion)

To reinforce the internationalisation of UNJ and be actively involved in various global scale communities and activities, UNJ has established an Office of International Affairs (OIA) under the coordination of the Vice Rector IV of planning and cooperation of UNJ. OIA has the following roles:

1. Assess and establish international cooperation intensively with overseas partner institutions,
2. Provide services for foreign students such as immigration affairs, campus orientation, and academic consultation from the preparation of their arrival in UNJ until they finish their studies,
3. Assists the learning process and the students of UNJ participate in the collaboration programme with the partner universities overseas, as well as
4. Support the collaboration development for the guest lecturers and foreign research affiliated with UNJ.

The University's internationalisation strategy is a reference for the development of study programmes. At the study programme level, this internationalisation strategy is reflected in curriculum content and its implementation, faculty and staff competencies, research and publications, and community service.[14]

The Faculty of Economics organised a series of events held at the Economic Expo, which was the anniversary event of FE UNJ. Some of the events had an international orientation:

a.8nderline{National and International Seminars for the latest economic and business topics}

This event consists of two activities: a national seminar and a national colloquium. The 2023 National Seminar had the theme: "Transformation to Achieve Sustainable Development through Great Research". The second activity is the National Colloquium under the sub-theme of the national seminar. This sub-theme is divided into several sub-themes such as 1) development of science and economic education for sustainable development, 2) development

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[14] See chapter 3.4 for further information on the international content of the curriculum and internationality of faculty.

of governance oriented towards sustainable development, and 3) accountable sustainable development.

b. <u>International Stock Portfolio Analysis Competition</u>

It is a global competition that requires a team of three diploma or undergraduate students from the same university to participate. It consists of two rounds, with the first round requiring each team to compile a portfolio of five stocks from the Indonesia Stock Exchange (IDX). Participants will then monitor their portfolio's growth for 14 days, after which they will prepare investment strategy reports and perform industry and company analyses.

Bachelor of Business Education (BBE)

To support the internationalisation, BBE designs a learning curriculum with local, national, and international perspectives. This can be seen from the courses in International Business, Digital Business, Business English, Business Analysis, Law, and Business Ethics. Moreover, the designed courses refer to the industry needs so that graduates can familiarise themselves with the professional field.

On the other hand, a number of students have taken part in the summer course programme at Asia University, Taiwan since 2020. Lecturers are also actively involved in international conferences or publications. Since the BBE strategy related to future international orientation is closely aligned with the Faculty's strategic plan, the study programme hopes to see an increase in the number of students and lecturers participating in international activities.[15] To realise this vision, BBE has implemented a range of international initiatives. These include organizing guest lecturers from University Malaysia Sabah and Hiroshima University, facilitating student exchange programmes with Asia University, conducting international fieldwork programmes in Jerman, conducting research collaborations with UMS and Universiti Teknologi Mara (UiTM), and establishing partnerships with foreign companies through community engagement, such as UMS and Universiti Kebangsaan Malaysia. Some of the Tri Dharma of Higher Education activities of BBE have an international outlook:

1. In the field of <u>education and teaching</u>, several students took a one-semester-course in the "Asia Youth International MUN Virtual Conference 2020" programme, which was attended by two students, and the "Virtual Exchange Programme Fall Semester 2021", which was attended by eight students. Additionally, in 2023, the study programme carried out a "Lecturer Exchange" with Universiti Malaysia Sabah. Lecturers of the BBE teach at Universiti Malaysia Sabah, and vice versa. The study programme has committed to playing an active role in international teaching activities by collaborating with international universities.

2. In relation to <u>research and international scientific publications</u>, especially those indexed by Scopus, several lecturers have published their work, and the number of publications in internationally reputable journals continues to increase. This development is supported through the One Lecture One Scopus (OLOS) programme.[16] In addition, the lecturers conduct joint research with domestic and international universities.

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[15] See SER, p. 23.

[16] https://fe.unj.ac.id/jamu2021/?page_id=1813, last accessed July 30, 2024.

3. Since 2023, BBE lecturers conduct <u>international community service</u> in collaboration with international universities and institutions.

However, the study programme recognises that there is room for improvement in the area of internationalisation. Therefore, several international activities will continue to be enhanced, both for faculty, students, and the institution.[17]

In the context of <u>students</u>, BBE will increase the number of students participating in the Asia University international student exchange programme every semester, involve students in the International Student Mobility programme both independently and through the Ministry of Education and Culture's Indonesian by International Student Mobility Award (IISMA) programme, facilitate students participation in international competitions in the fields of education and business organised by partners or independently, engage students in international conferences regularly organised by partners and other institutions, and enhance the publication of student work on the international stage.

In the context of <u>educators</u> or <u>lecturers</u>, BBE will continue to boost lecturer exchange activities, where its faculty members will deliver lectures at partner universities in Malaysia, Turkey, and Singapore (based on established faculty collaborations), building on the success of previous collaborations. Additionally, there will be an increase in collaborative research and community engagement efforts with UMS and Universiti Teknologi Mara (UiTM). Also, enhancing the international-level certification of lecturer competencies

On an <u>institutional level</u>, BBE will periodically conduct benchmarking with business education-based programmes at foreign universities to ensure that the BBE curriculum remains relevant on an international scale. Thus, this will encourage the study programme to actively join associations in the fields of education and business at the international level.

Bachelor of Office Administration Education (BOAE)

BOAE implements an internationalisation strategy in various aspects, such as developing a curriculum that is in line with international developments in the field of office administration education. The curriculum development is based on the needs of graduate users and the needs of the community with an internationalisation orientation, through benchmarking the curriculum with several international universities.[18] BOAE offers courses with an international perspective, such as Office English and English Correspondence. BOAE also builds networks with international universities, by assigning lecturers for further studies, including two lecturers who are currently studying at Universiti Teknologi MARA, Malaysia, and Universiti Selangor, Malaysia. BOAE also encourages teaching staff and students to attend scientific meetings on an international scale with funding provided by the university.

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[17] See SER, p. 9-10.

[18] For example, benchmarking with UiTM (Universiti Teknologi Mara, Malaysia), and UKM (Universiti Kebangsaan Malaysia). Additionally, the curriculum was reviewed with a professor from SES Germany and Konstanz University in February and March 2024.

Collaborations in the form of research, international community service, lecturer exchanges, and international seminars with several international universities resulted in increased relevance and productivity in various aspects. Moreover, this has led to improvements in research performance, publication quality of journal articles, lecturer qualifications and competencies, student quality, innovative capacity, quality of entrepreneurship programmes, international programmes, and academic reputation. In addition, the study programme encourages internationalisation of students. For instance, one of the BOAE students, conducted a teaching internship programme abroad at the Indonesian School of Mecca, Saudi Arabia, with the financial support from the University. Students have also accomplished academic and non-academic achievements by participating in various international conferences and competitions.[19]

Despite the efforts outlined above, the study programme states that the international achievements have not yet reached their full potential.[20] Therefore, several international activities will continue to be increased, both in the fields of education, research and community service. To achieve this, in the coming period in the education sector, BOAE will hold international guest lectures with resource persons from universities from various countries such as Singapore, Malaysia, Japan, and European countries. Furthermore, BOAE will also try to conduct lecture exchanges, where BOAE lecturers will deliver lectures at foreign universities, and vice versa. For students, to enrich their off-campus experiences and encourage internationalisation, starting in the seventh semester, the study programme intends to place students for internships in the global business and industrial sector for one full semester. Student exchange programmes are offered for students which include summer courses, e-mobility, IISMA, ICE Institute, Certified Independent Internships, and Self-Employment Programmes.

In the field of research, BOAE will also try to encourage lecturers to collaborate with lecturers from universities abroad, not only through collaboration and publication in high impact factor journals, in the field of research, BOAE's vision will be realised by seeking international research grants in two next year from international institutions collaborating with foreign universities and cooperation partners. In the field of community service, BOAEP's vision will be realised by carrying out community service activities abroad, for example carrying out training related to learning innovation in Indonesian schools abroad. Furthermore, BOAE is also seeking international community development grants, which are funded by foreign agencies.

Bachelor of Economics Education (BEE)

BEE's international orientation is represented in the curriculum design which provides courses in a global context such as Foundations of Education, Macroeconomics, International Economics, Monetary Economics, Development Economics, Digital Economy, Central Banking, as well as other

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[19] For example, International Conference on Innovative Approaches in Business, Education and Technology 2021, Youth International Science Fair, Universitas Dian Nuswantoro 2022, International Business Model Competition, and 2nd Kuala Lumpur International Multidisciplinary Conference on Social Sciences, Innovation, Business and Economics 2022 (KLIMCSIBE2022).

[20] See SER, p. 9.

courses that use international references. These courses discuss theory and empirical evidence in national and international contexts. In addition, the curriculum allows students to attend lectures abroad (in elective courses), publish papers in journals and conferences, and do school internships abroad. For staff development, lecturers are encouraged to engage internationally through research, publications/conferences, and community service with partner universities, thereby enhancing their impact on teaching students. Occasionally, a series of international guest lectures is organised to facilitate knowledge exchange and provide valuable experiences for both lecturers and students. Additionally, some alumni continue their studies abroad. According to the study programme, these initiatives demonstrate that students gain international experience, enabling graduates to competently handle international assignments.[21]

Appraisal:

The design of the **three programmes** 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		

Positioning of the study programme

Positioning of the study programme in the educational market

Bachelor of Business Education (BBE)
The high demands for teaching staff in the fields of business and marketing make a popular choice for students who are interested in becoming teaching staff. Research by lecturers and students are published and indexed nationally and internationally. The study programme also actively cooperates with many stakeholders in the public sector, vocational high schools, and universities, as well as the business and industrial world.
Currently, competitors offering a Bachelor of Business Education in local and regional markets include the following universities:
- Indonesia University of Education – UPI
- The Learning University of Malang – UNM
- Surabaya State University – UNESA
- State University of Semarang– UNNES
- Jenderal Soedirman University – UNSOED
- State University of Medan – UNIMED
- State University of Makassar– UNM

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[21] See SER, p. 24-25.

Therefore, according to the University, the following aspects lead prospective students to choose the BBE offered by UNJ:[22]

- BBE has an excellent reputation in the national accreditation scores.
- BBE is located in Jakarta, the capital city of Indonesia which is surrounded by good facilities, technology, and mobility.
- BBE has good facilities for educational purposes, e.g., computer laboratories, digital marketing laboratories, micro-teaching laboratories, and mini markets.
- BBE has outstanding alumni.
- BBE has a curriculum suitable for local, national, and international students.

Bachelor of Office Administration Education (BOAE)

The positioning of BOAE on the educational market is illustrated by the high application rate of students every year.[23] In the 2021/2022 academic year, BOAE UNJ was in the top ten of applicant interest level.[24] The achievements have motivated the University and study programme managers to continue to compete at the national and international levels.[25] This is also in line with the vision of the study programme to produce professional human resources, who have a competitive advantage, highly competitive, have global insight, and master science and technology in the field of office administration education, in building an advanced, democratic, and prosperous Indonesian society based on *Pancasila*.[26]

Bachelor of Economics Education (BEE)

BEE is the only state study programme in the province of DKI Jakarta. It has been holding lectures since August 2000, hence possessing many employed graduates. With a long implementation history, BEE has contributed to educate prospective economics teachers in Indonesia. In addition to becoming prospective economics teachers/educators, one of the latest curriculum redesigns is the decision to develop student competencies i.e., preparing students to become practitioners in financial/economic institutions and to become entrepreneurs at MSEs. These competencies were developed because the strategic location of the study programme in the centre of Jakarta, surrounded by government institutions and businesses. The programme has also collaborated with many high schools, companies, industries, and other educational institutions. These collaborations were conducted to give graduates manifold opportunities to enter the work field. Since the 2006/2007 classes, all students have been required to have a minimum TOEFL score of 450.

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[22] See SER, p. 25-26.

[23] See statistical data in the Information.

[24] https://edukasi.sindonews.com/read/1069405/211/10-prodi-unj-paling-diminati-di-2022-dan-daya-tampungnya-untuk-snbt-2023-1681142678

[25] See SER, p. 26

[26] Pancasila, the philosophical foundation of the Indonesian state, consists of five principles that reflect the core values and guiding ethos of the nation: Belief in one supreme god, just and civilised humanity, unity of Indonesia, democracy, and social justice.

Positioning of the study programme on the job market for graduates ("Employability")

The Faculty of Economics has a Career Development Centre (CDC), which equips students with soft skills through various training and workshops, so they are ready to enter the job market. It fosters good relationships with employers (graduate users), alumni, and other related parties, and acts as a mediator between graduates as job seekers and employers. The various activities of CDC that can be viewed online.[27] CDC also collaborates with the UPT LBK UNJ Career Centre unit providing an online job portal.[28] The activities carried out by CDC to strengthen the positioning of the study programmes in the job market include Super Keepers[29] and provisions for students before graduation, SIMAKER (Internship Information System for students) Socialisation, public lectures, Certified Independent Internship and Study Programme (MSIB), UNJ Job Fair, and various national and international seminars.

Graduates are actively recorded through a tracer study that is held either by the University through the Career Centre Unit, the Faculty through the Career Development Centre (CDC) unit, or internally by study programmes. Thus, the study programmes can find out the work fields of graduates in the job market and ensure their suitability with the graduate profile.

Bachelor of Business Education (BBE)

Based on the results of the 2022 tracer study, it was found that 33.82% of graduates felt that the fields of study pursued during college and supported their work were very suitable, 28% felt they were suitable, 24% felt they were quite suitable, 9% felt they were not suitable, and 5% felt that the field of study is not at all related to the job they are currently doing. On the other hand, when viewed from the suitability between the absorption of graduates in the job market and the profile of graduates, tracer studies conducted by the study programme so far have noted that 43% of graduates work as teachers, 25% as business analysts, 8% as corporate trainers, 8% as entrepreneurs, and 0.3% of graduates who work outside the graduate profile.

BBE continues to develop strategies to enhance the employability of its graduates, ensuring their profiles align with industry demands. Strategies include maintaining a curriculum relevant to the industry, hosting Teaching Alumni and Teaching Practitioner programmes, and supporting University and Faculty efforts to organise job fairs through the Central Careers Unit and the CDC Unit. The goal is to maximise the potential of graduates to enter the workforce by fostering positive relationships with employers, alumni, and other relevant organisations, acting as a liaison between job-seeking graduates and employers.

Bachelor of Office Administration Education (BOAE)

The study programme states that its graduates are equipped with the 21st-century skills needed to face the challenges of the 5.0 society era and to compete in the job market both at the national and international levels.[30] This is shown by the results of tracer studies. These results are submitted

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[27] https://fe.unj.ac.id/?page_id=20027

[28] https://unj-careercenter.prosple.com, last accessed on May 6th, 2024.

[29] This event was organized to help participants prepare for finding employment and navigating the job selection process (CV writing, job interviews).

[30] See SER, p. 26.

to the study programme to be analysed and used as the basis for performance evaluation. The results are then followed up by the study programme by inviting alumni to regular meetings. Based on the data from the 2022 tracer study results, the number of graduates traced was 147. Based on job suitability and graduate competence, 52.3% graduates hold jobs with a high suitability level, 29.9% with a moderate suitability level, and 17.7% with a low suitability level. For this reason, BOAE strives to make innovations in coaching students and alumni to increase the level of graduates' conformity.

Bachelor of Economics Education (BEE)
Based on the most recent tracer study, feedback from employers shows that graduates are perceived to demonstrate professionalism and have excellent working skills, especially as economics teachers in high schools, and in other workplaces. In regard to working attitudes, graduates are considered to be quite effective team members and good leaders as they are equipped with leadership training through the Basic Level of Student Management Skills Training programme (LKMM-TD) during the freshman year and soft skills through various training and workshops before graduation. Employers also recognise the communication skills and integrity of the graduates, as they have conducted internships at economic/industry/financial institutions and apprenticed at schools for two terms. The results of the latest tracer study also reflect the characteristics of graduates. One of the results shows that the majority of graduates have jobs relevant to the Economics Education curriculum (as economics teachers, bank/other companies' employees, and entrepreneurs). Additionally, based on data retrieved with a tracer study in 2020, the average waiting period for graduates to get a job is 1.46 months This illustrates the effective strategies of the programme in increasing the relevance of the programme in the job market.

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

Bachelor of Business Education (BBE)
BBE refers to the vision and mission of the Faculty and University so that the programmes will always be aligned, especially in implementing Key Performance Indicators (KPIs) designed by the University or Faculty. KPI consists of optimizing off-campus student experiences, involving lecturers in off-campus activities, teaching practitioners on campus, offering lecturer and student exchanges, offering learning that involves case-based and project-based learning (CBL & PjBL) models, and being a study programme that is internationally accredited.

Bachelor of Office Administration Education (BOAE)
The vision of UNJ is to become a reputable university in the Asian region. To achieve this vision, the University develops a strategic plan that must be followed by the study programme management unit and BOAE. BOAE lecturers and students conduct research in the field of office administration education. This research has an impact on national and international development as well as the wider community. BOAE continues to develop partnerships in teaching, research, and service. Through these efforts, BOAE continues to strive to provide a good learning experience for students. These various efforts are in accordance with the policy direction and strategic goals set out in the UNJ strategic plan.

Bachelor of Economics Education (BEE)

BEE organises superior, creative and innovative academic education to produce graduates who have adequate knowledge, skills and attitudes, which is in line with the vision and mission of the University. Lecturers and students of BEE conduct research in the field of economics education. This research has an impact on national and international development as well as the wider community. BEE also continues to develop partnerships in teaching, research and community service. Through these efforts, BEE continues to provide a good learning experience for students. These efforts are in accordance with the policy direction and strategic goals set out in the UNJ strategic plan.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible for **the three study programmes**. Based on the interviews and the self-evaluation report, the panel found that the study programmes **Bachelor or Business Education** and **Bachelor of Office Administration Education** both thoroughly examined the educational market and used the results in establishing their own unique and competitive profile. The high application rate presented above is an indicator for high student interest and a good position on the educational market.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented and the future fields of employment for graduates are plausibly set forth for **the three study programmes**. Additionally, for the study programmes **Bachelor or Business Education** and **Bachelor of Office Administration Education**, the expert panel was pleased with the thorough analysis of the job market for graduates and a comprehensive incorporation of the results in the study programmes.

The study programmes are convincingly integrated into UNJ's overall strategic concept. The study programmes' qualification goals align with UNJ's mission and strategic planning. The expert panel acknowledges that initial operational steps at the study programme level have been taken to achieve the internationalisation goal of the University.

		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		BBE, BOAE	BEE		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")		BBE, BOAE	BEE		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		x			

2. Admission

Admission Requirements (Asterisk Criterion)

Admissions for the study programmes BBE, BOAE, and BEE of Universitas Negeri Jakarta are conducted on university level by the admissions department.[31] Nationally, the acceptance of new students is regulated by the Ministry of Education and Culture concerning the acceptance of new students for undergraduate programmes at state universities,[32] and then updated with the regulation concerning admission of new student for diploma and undergraduate programmes at state universities.[33]

Admission of prospective students is carried out through several selection types, namely:

a. National Achievement-Based Selection (SNBP)
   This option is conducted and managed nationally by the Higher Education Entrance Test Institute (HEETI/LTMPT) under the Ministry of Education and Culture of the Republic of Indonesia. This path is intended for admission to state universities. Selection is based on the results of academic, non-academic, and/or portfolio achievements. SNBP is a substitute for the National Selection for State University Entrance (SNMPTN).

b. Test-Based National Selection (SNBT)
   This selection path is also managed centrally under the Ministry of Education and Culture of the Republic of Indonesia, by HEETI, and the acceptance is based on the results of the Computer Based Examination (UTBK) scores. There are four subtests: tests of cognitive potential, mathematical reasoning, Indonesian language literacy, and English literacy. SNBT is a substitute for the Joint Entrance Selection of State Universities (SBMPTN).

c. Written Independent Selection
   This admission is coordinated by the UNJ Admissions Office, which directly reports to the UNJ Rector and Vice Rector for Academic Affairs. Prospective students go through a written exam and receive the acceptance decision based on the results of the test scores. The decision is based on the report cards and CBE/UTBK exams organised by UNJ. The decision-makers and administrators for the admission consist of the rector, vice-rector, dean, and study programme elements.

d. Independent Achievement
   This pathway is an admission selection that is conducted by UNJ independently for high school students or equivalent who have achievements based on predetermined criteria. Several types of achievements have been determined i.e., in the fields of science and technology, social humanities, arts and literature, sports, and *Musabaqah*[34]. The scope is at the international and national levels.

e. Independent Transfer
   This path can be chosen by active students in the current term at UNJ or outside UNJ. Additionally, these students have attended lectures for a minimum of one term and a maximum of four terms and are not in the process of dropping out of college.

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[31] UNJ Rector Regulation No. 13/2020 concerning UNJ Academic Regulations.
[32] Regulation of the Ministry of Education and Culture No. 6/2020.
[33] Regulation of the Ministry of Education and Culture No. 48/2022.
[34] Indonesia International Quran Competition.

f. Outstanding *Santri* Program
    This pathway is a form of collaboration between the Ministry of Religious Affairs of the Republic of Indonesia and the Higher Education Partners of the Outstanding *Santri*[35] Scholarship Programme (PBSB), one of which is UNJ. This pathway at FE has been implemented in BEE since 2021. Every year, BEE accepts as many as ten outstanding *Santri* from several Islamic boarding schools across various provinces, such as West Java, Central Java, Aceh, Sumatra, DKI Jakarta and others. Thus, this programme provides an opportunity for outstanding *Santri* in various regions to be able to continue their studies at FE UNJ.

g. International Student Admission Pathway
    HEI accommodates the acceptance of international students for BBE, BOAE, and BEE of FE UNJ through the independent selection process for international student admissions.

Counselling for prospective students

UNJ Admission Office provides online and offline help desk to provide services to prospective students. On its website[36], all information regarding the admission procedures can be found, such as:

- Registration path,
- Study programmes in undergraduate, bachelor, master, doctoral, and applied profession programmes for engineers,
- Indonesia Smart Card (*Kartu Indonesia Pintar*),
- University entrance examination program, and
- Scholarships at UNJ

Prospective students can also access all information by visiting the Student Admission Office which is open Mon – Fri 08.00 - 16.00.

Prospective students can also consult with staff for guidance to get the detailed information regarding personal interests, career plans, and self-development via:
- Telephone during working hours (8.00-16.00)
- E-Mail
- Instagram

For direct consultation at the Faculty of Economics prospective students can contact via:
- Phone
- Fax
- Email
- Instagram
- CDC Instagram
- Website

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[35] *Santri* is the term for students who take Islamic religious education at Islamic boarding schools. They follow a religious curriculum and live a communal life in an Islamic boarding school environment.
[36] https://penmaba.unj.ac.id/.

Aside from FE UNJ's public relations activities, the faculty through its study programmes organises many events to introduce their programmes to the public. One example was the series of events held at the Economic Expo, which was the anniversary event of FE UNJ. The events included:

a. National Accounting Competition

It is a quiz competition in the field of accounting with participants from high schools, vocational schools, and the equivalent on a national scale. It has been running since 2022 and is planned to become an annual event to introduce FE study programmes.

b. International Digital Enterprise Competition

This competition is an international level of business simulation competition using the concept of gamification of all business functions e.g., sales, production, retail, marketing, human resources, operations, etc. It was held for the first time in 2023. It is intended for students both from within and outside the country, as well as for high school/vocational school students, and the equivalent for the national scope. It will be held annually to introduce the study programmes.

c. International Digital Creative Marketing Competition

This competition aims to introduce FE through social events, e.g., competitions and seminars at the international level, to the public both nationally and internationally. It aims to increase the knowledge and experience of high school/vocational high school students and international-level equivalents in the field of digital marketing. Through the theme "Innovative Digital Era of Marketing", it is hoped that it can encourage participants to innovate in forming pre-existing digital marketing strategies.

d. The Office Explorer

It is one of the activities in a series of Economic Expo focusing on the field of office administration for vocational high school students. Apart from encouraging students at the national level to excel, it also aims to introduce **BOAE** to vocational high school students of the same level.

e. The Dean Cup

It is a competition in the academic and non-academic fields, especially in the field of sports and arts, intended for students, as well as for high school/vocational school students, and the equivalent for a national scope. It also aims to increase the knowledge and experience of SMA (Sekolah Menengah Pertama/high school)/SMK (Sekolah Menengah Kejuruan/vocational high school) and equivalent students in competing at the national level as well as introducing FE UNJ to the public.

Selection procedure (if relevant)

UNJ has several entry routes that have different objectives/targets and selection procedures, which are:[37]

a. *Seleksi Nasional Berbasis Prestasi* (SNBP). This selection replaces the National Selection for State Universities (SNMPTN). In the SNBP pathway, prospective students are tested to have holistic and cross-disciplinary competencies. To be successful in the future, various competencies are needed. In the achievement-based national selection, the selection will

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[37] This pathway admissions can be accessed on the following site https://penmaba.unj.ac.id.

focus on success of students in comprehensive learning in secondary education. This is done by giving a minimum weight of 50% to all subjects' average report card scores. With this high weighting, students are expected to be encouraged to perform well in all subjects holistically. As for the remaining weighting, a maximum of 50% is taken from the interest and talent exploration component. This aims to encourage students to explore their interests and talents more deeply.

b. *Seleksi Nasional Berbasis Tes* (SNBT) focuses on reasoning and problem-solving skills. In a test-based selection, there are no more school subject tests but only scholastic tests that measure four things: cognitive potential, mathematical logic, literacy in Indonesian, and literacy in English. The questions in this selection will emphasise students' reasoning ability rather than their memorisation. This selection scheme is more objective, and every learner can succeed in the national selection based on a test (SNBT).

c. **Independent Selection** *(Ujian Mandiri)* requirements are generally the same as SNBT. Universitas Negeri Jakarta still opens an independent selection path through Independent New Student Admission (PENMABA). There are three categories of UNJ new student admissions: Mandiri, Achievement, and Postgraduate. Penmaba Mandiri UNJ is a written exam that is conducted online. One of the mechanisms is a computer-based test consisting of TKA, Indonesian language, English, and social-humanities or science and technology knowledge.

Another form of selection is utilizing a portfolio of academic and non-academic achievements obtained in high school. In the selection process, study programme coordinators are involved in selecting portfolios using an assessment rubric that they must complete. Entrance tests are organised following applicable rules. The process is computer-based, and the results (including the scores they obtained) are announced openly so applicants and organisers cannot commit fraud in the entrance test process.

Ensuring foreign language proficiency (Asterisk Criterion)

After students are accepted into the BBE, BOAE, and BEE programme, they are required to have a minimum TOEP (Test of English Proficiency) score of 450 as a graduation requirement.[38] As their English proficiency will be measured through the TOEP test as one of the graduation requirements before obtaining a bachelor's degree, BBE, BOAE, and BEE do not offer special English classes for students. The English proficiency test is part of the written and portfolio test. This requirement is important to ensure that prospective students can be actively involved in the teaching and learning process.

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[38] This is based on Decree No. 1790/UN39.5.FE/KM/2019 concerning the determination of TOEP scores for students of FE UNJ in 2019.

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

Prospective students can access information regarding admissions policies and selection criteria through the PENMABA website[39]. The admissions system and policies follow the university's stipulated Standard Operating Procedures. This standardisation ensures that new students admitted to the programme meet the criteria set by the university and study programme.

Registration information consisting of study programme information, admission policies, and selection criteria is published on the PENMABA website, social media platforms, flyers, brochures, posters, and newspapers. The admission process includes online registration through the website, exams by PENMABA, and announcements of the results. PENMABA provides online and offline services.

PENMABA announces the decisions of successful candidates through the website along with detailed registration procedures. The decision-making process is fully documented in reports for quality assurance purposes, final results are accessible to all candidates through their enrolment accounts, and reports are sent to all faculties and related units. Additionally, the results of the selection are announced through an official letter. All procedures and processes at PENMABA are audited by external auditors to provide transparency and process documentation.[40] Unsuccessful applicants can contact PENMABA for questions, complaints, or appeals. Apart from being audited externally, the student admission process is also audited internally by the quality assurance group (GPjM) of UNJ.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented conclusively, and the University follows all processes required by the state.

Applicants can directly turn to the Admission Office or the Faculty of Economics for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UNJ is provided by defined office hours, by telephone, via e-mail and social media. UNJ ensures a constant availability for prospective students and reacts quickly to in-coming enquiries. The counselling options are based on the target group's needs. The faculty and programmes are introduced to the community and prospective students in various events. The expert panel **suggests** that the counselling of prospective students could further strengthen the promotion for working professionals without a high school diploma to enter the University by getting a diploma from Kejar Paket C programme. This Kejar Paket C is an equivalent education programme which has two programme majors, namely natural sciences and social sciences, both of which are non-formal education programmes equivalent to high school. This would open up a promising new target group for the **three study programmes**.

The selection procedure is transparent and ensures that qualified students are admitted.

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[39] https://penmaba.unj.ac.id/, last accessed on May 6th, 2024.
[40] Based on ISO 9001:2008/IWA 2:2007 standards.

The admission requirements regarding required language proficiency level or required result in a concrete language test ensure that students are able to successfully complete the study programmes at hand. This is regulated on national level, as one part of the national admission procedure is an English proficiency test of students.

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

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

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

3.1 Contents

The curriculum in its entirety is designed to progressively shape attitudes, knowledge, and skills, which are based on the results of tracking graduate employability and developments of the business and industrial world. It aims to align with the needs of the business and industrial world. Therefore, the preparation of the curriculum refers to the tracer study results of graduates of the study programmes, which is then narrowed down to graduate profiles and translated into the formulation of Graduate Learning Outcomes (CPL). From the graduate profiles, the study programmes then identify the attitudes, knowledge, and skills needed which will influence the determination of supporting courses. A good curriculum must always be evaluated periodically to adapt to developments in science, technology, and business practices. This evaluation is carried out annually through the Faculty Quality Assurance Group (GPjM).

In coping with the era of Industry 4.0 and Society 5.0, where people have adapted to technological developments and taken advantage of this technology, the learning methods at BBE, BOAE, and BEE are designed to hone the technical and non-technical skills of graduates. In general, learning methods focus on students, known as Student-Centred Learning (SCL). It includes and follows collaborative learning, project-based learning, CBL, and problem-based learning. All learning methods facilitate students to be actively involved in the learning process. The study programmes also train students in strengthening teaching/educational skills as well as understanding and thinking through various courses designed to achieve these goals.

Logic and Conceptual Coherence (Asterisk Criterion)

The development of the curricula of the study programmes cannot be separated from the government's directives.[41] The development of the curriculum refers to the Indonesian National Competency Standards (SKKNI), in which the formulation of work ability includes the aspects of knowledge, skills, and/or expertise along with work attitudes. Those abilities are relevant to the implementation of the assigned duties and positions determined by the Indonesian Qualification Framework (KKNI). This is a qualification framework for Indonesian human resources that juxtaposes, equalises, and integrates the education sector with the training and work-experience sectors in a work ability recognition scheme that is adapted to the structure in various work sectors. The two references affect the description of attitudes and values that must be possessed by graduates of the study programmes.

Bachelor of Business Education (BBE)

The BBE curriculum is designed to provide knowledge and skills gradually from the first year to the final year of study, which is based on the results of tracer studies. Students are expected to understand and apply educational and business theory so they can link and match with the needs in educational and business markets. To achieve this goal, BBE develops a curriculum which is

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[41] Referring to Permenristekdikti No. 44/2015, eventually changed to Permendikbud No. 3/2020 in line with the Ministry of Education and Culture's policy regarding MBKM associated with National Education Standards.

categorised into 1) educational theory and practice; 2) basic theory and business practice; 3) quantitative and qualitative analysis methods, and 4) research projects. These groups were formed based on the characteristics of basic skills in education and business. Moreover, there are several courses offered as study programmes, faculty, and university courses.

Table 3: Course Classification by Students' Skills

Year	Term	Required Skills	Supporting Courses
1	1 & 2	Basic understanding and skills in education and business through introductory courses	- Introduction to Economics - Introduction to Accounting - Introduction to Business - Introduction to Management - Educational Foundation - Education Insight - The Development of Student
2	3 & 4	The ability to study the evaluation and development of education and business based on students' expertise through basic courses	- Logic and Scientific Reasoning - Theory of Learning - Education Evaluation - Curriculum Analysis of Secondary School - Organisational Behaviour - Feasibility Study - Digital Marketing - Big Data and Coding
3	5 & 6	The ability to think strategically for problem-solving and implementation skills in education and business through secondary and advanced courses	- Risk Management - Teaching and Learning Strategy - Marketing Research - Field Work - Business Policy and Strategy - Strategic Management - Internship Report
4	7 & 8	The ability to find novelty and compile research results through the work of the final project or thesis	- Student Teaching Practice & Report - Learning Set Development - Learning Process Evaluation - Classroom Action Research - Professional Ethics - Thesis

In 2020, BBE received a curriculum development grant from the Saudi Fund for Development (SFD), a Saudi Arabian government agency that assists regarding the development of tertiary institutions, one of which is to finance projects based on information communication technology (ICT)-based curriculum. Therefore, this has an impact on updating the curriculum of the study programme that

is developed based on ICT and OBE. In addition, this grant has resulted in an integrated web-based curriculum system at the university level. At the same time, the government is also implementing the MBKM curriculum[42], a programme that aims to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of times and preparing graduates as future leaders of the nation. It is hoped that experiential learning programmes with flexible pathways will facilitate students in developing their potential following their passions and talents. Thus, in its implementation, BBE specifically designed terms six and seven for internships in industry and at schools, which are equal to 20 credits off campus. BBE also adjusts lectures in terms two and four to allow students to take part in student exchange programmes both nationally and internationally.

Table 4: Distribution of BBE Courses

Course Group	Course Distribution	Course Names
Educational Theory and Practice	14 courses 34 SKS/51 ECTS	Education Insight, The Development of Student, Theory of Learning, Educational Foundation, Lesson Planning, Educational Evaluation, SMA/SMK Curriculum Studies, Learning and Teaching Strategies, Teaching Practicum, Learning Media Design, Learning Evaluation, Professional Ethics, PLP (Introduction to the School Environment) Reports, CAR (Classroom Action Research) Proposals
Business Theory and Practice	22 courses 63 SKS/94,5 ECTS	Business Computer Applications, Marketing Management, Human Resource Management, Banks and Financial Institutions, Business English, Service Marketing Management, Organisational Behaviour, Consumer Behaviour, Digital Marketing, Business Feasibility Study, Business Management Information System, Risk Management, Marketing Research, Taxation, International Business , Business Communication, Strategic Management, Business Negotiations, Retail Business Management, Business Policy and Strategy, Financial Management, Leadership and

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[42] 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.

Course Group	Course Distribution	Course Names
		Organisational Dynamics
Quantitative and Qualitative Analysis Methods	4 courses 10 SKS/15 ECTS	Logic and Scientific Reasoning, Economic and Business Statistics, Economic and Business Statistics II, Research Methodology,
Research Projects	2 courses 6 SKS/9 ECTS	Thesis Proposal Seminar, Undergraduate Thesis
Others	5 courses 10 SKS/15 ECTS	Religion, Pancasila, Indonesian, Citizenship Education, Big Data and Coding

In this modular structure, students must take 46 compulsory and six elective courses. In essence, the structure of the study programme curriculum must also be designed in accordance with the vision, mission, and objectives that have been previously set, as a derivative of the vision and mission of the university and faculty. Courses are developed according to the knowledge and needs of stakeholders based on the results of tracer studies and also involve the Alliance of Indonesian Business Educators and Practitioners (APSIBI) in the preparation of curricula and courses. To maintain and ensure that the curriculum runs according to the needs, BBE also tries to periodically conduct focus-group discussions (FGD) with a number of stakeholders with APSIBI, alumni and practitioners, and vocational high schools in the field of Business and Marketing as most of BBE graduates become SMK (vocational high school) teachers in the fields.

Table 5: Curriculum overview BBE

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	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	i.e. lecture course (L), Tutorial (T), seminar (S)		
Compulsory Modules														
RELIGION (each student enrols one of these religion courses)		3								27,24	56			
M1	Islamic Religion Education (2 SKS)											L/S	Written examination	
M1	Christian Religion Education (2 SKS)											L/S	Written examination	
M1	Catholic Religion Education (MEL)											L/S	Written examination	
M1	Hindu Religion Education (MEL)											L/S	Written examination	
M1	Budha Religion Education											L/S	Written examination	
M1	Konghucu (Confucian) Religion Education											L/S	Written examination	
8005-010-3	Introduction to Business	4.5								39,84	84	L/S	Written examination	4.5 / 219
0005-307-4	Educational Foundation	3								26,56	56	L/S	Written examination	6 / 219
8005-008-3	Introduction to Accounting I	4.5								39,84	84	L/S	Written examination	4.5 / 219
8005-002-3	Mathematics for Economics	4.5								39,84	84	L/S	Written examination	4.5 / 219
8005-002-3	Introduction to Management	4.5								39,84	84	L/S	Written examination	4.5 / 219
0005-112-2	Pancasila Education		3							26,56	56	L	Written examination	3 / 219
0005-210-2	The Development of Student		3							26,56	56	L	Written examination	3 / 219
8165-302-3	Fundamentals of Financial Accounting		4,5							39,84	84	L/S	Written examination	4.5 / 219
0005-113-2	English		3							26,56	56	L	Written examination	3 / 219
8005-007-3	Introduction to Economics II		4,5							39,84	84	L/S	Written examination	4.5 / 219

Code	Course	C1	C2	C3						Value	Hours	Type	Assessment	Credit
8135-003-3	Marketing Management	4,5								39,84	84	L/S	Written examination & Project Presentation	4.5 / 219
8005-005-3	Computer Application	4,5								39,84	84	L/S	Written examination & Project Presentation	4.5 / 219
8105-330-2	Civil and Commercial Law	3								26,56	56	L	Written examination	3 / 219
0005-126-2	Basic Social and Cultural Science		3							26,56	56	L	Written examination	3 / 219
0005-214-4	Theory of Learning		3							26,56	56	L	Written examination	6 / 219
8165-129-2	Banking and Other Financial Institution		3							26,56	56	L	Written examination	3 / 219
8165-128-3	English for Business		4,5							39,84	84	L/S	Written examination & Project Presentation	4,5 / 219
8165-306-2	Computer For Marketing		3							26,56	56	L	Cased based examination & Project Presentation	3 / 219
8135-005-2	Sales Management		3							26,56	56	L/S	Written examination	3 / 219
8135-008-2	Transportation Management		3							26,56	56	L	Written examination	3 / 219
8135-007-2	Human Resource Management		3							26,56	56	L	Written examination	3 / 219
8135-008-2	Fundamentals of Social Studies		3							26,56	56	L	Written examination	3 / 219
8135-440-2	Business Ethic		3							26,56	56	L	Written examination	3 / 219
8165-312-2	Profession of Educators & Education Personnel			3						26,56	56	L	Written examination	3/219
8005-002-3	Lesson Plan			4,5						39,84	84	L/S	Written examination	4,5/219
52144	Indonesian Language			3						28,22	56	L/S	Written examination	3/219
0005-115-3	Philosophy of Science			3						26,56	56	L	Written examination	3/219
82152173	Operation Management			3						26,56	56	L	Written examination	3/219
80050033	Economic statistics I			4,5						39,84	84	L/S	Written examination	4.5/219

0003-106-2	Civic Education				3				27,24	44	L/S	Written examination	3/219
1	Business Communications				3				26,56	56	L	Cased based examination & Project Presentation	3/219
2	Entrepreneurship				4,5				39,84	84	L/S	Cased based examination & Project Presentation	4.5/219
8165-002-3	Education Evaluation					4.5			39,84	84	L/S	Written examination	4,5 / 219
8165-008-3	Research Methodology					3			26,56	56	L/S	Written examination	3 / 219
8165-322-2	Feasibility Study					3			26,56	56	L/S	Written examination	3 / 219
8165-007-2	Statistic economics II					3			26,56	56	L/S	Written examination	3 / 219
8105-011-2	Financial Computation					3			26,56	56	L/S	Written examination & Project Presentation	3 / 219
82152203	Entrepreneurship practice					3			26,56	56	L/S	Project Presentation	3 / 219
8165-301-3	Cost accounting					4.5			39,84	84	L/S	Written examination	4,5 / 219
8165-319-2	Marketing Research					3			26,56	56	L/S	Written examination	3 / 219
8165-005-2	Curriculum analysis of secondary school					3			26,56	56	L/S	Written examination	3 / 219
81650034	Teaching and Learning Strategy						6		49,8	112	L/S	Written examination & Microteaching	6/219
81653172	Organisational Behavior						3		26,56	56	L/S	Written examination	3/219
1707600040	Financial Management						3		26,56	56	L/S	Written examination	3/219
81653162	Foreign Trade						3		26,56	56	L/S	Written examination	3/219
81653132	Strategic Management						3		26,56	56	L/S	Written examination	3/219
81053203	Taxation						4,5		39,84	84	L/S	Written examination	4,5/219
81653212	International Marketing						3		26,56	56	L/S	Case based examination	3/219
81653032	Managerial Economics						3		26,56	56	L	Written examination	3/129

Code	Module	1	2	3	4	5	6	7	8			Type	Assessment	Grade
81650092	Research Methodology Deepening						3			26,56	56	L/S	Written examination & Project Presentation	3/219
8005-011-2	Internship								3	4,98	4	P	Field work report	3 / 219
8165-004-2	Student Teaching Practice								3	4,98	12	P	Microteaching & teaching practice report	3 / 219
8105-901-1	Field Work								1.5	0,83	2	P	Field work report	1.5 / 219
M1	Bachelor's Thesis Proposal Seminar								3	48,14	116	P	Proposal presentation	3/219
M2	Bachelor's Thesis								6	179,28	432	P	Thesis presentation	6/219
	Elective Modules													
8165-218-2	Islamic Bank		3							26,56	56	L	Written examination	3 / 219
	Risk Management				3					26,56	56	L	Written examination	3/219
8165-320-2	Tourism marketing management					3				26,56	56	L/S	Written examination	3 / 219
E1	Sharia Economics						3			26,56	56	L/S	Written examination	3/219
81651042	Public Relation						3			26,56	56	L/S	Written examination	3/219
Total		24	33	31,5	34,5	33	37,5	0	16,5	1951,03	4166			

Bachelor of Office Administration Education (BOAE)

In 2020, BOAE received a curriculum development grant from the SFD which emphasised ICT-based and OBE-based curricula. This grant has resulted in an integrated curriculum system at the university level. At the international level, the BOAE curriculum benchmarks several international universities including the Bachelor of Science in Office Administration (BSOA) Polytechnic University of the Philippines, the Office Administration Degree Programme at Wayne State College, Bachelor of Business Administration in Office Administration University of Eastern Africa, Baraton. The curriculum is based on graduate profiles and desired learning outcomes. The curriculum structure has been designed in accordance with the predetermined vision, mission and objectives. Courses are developed conforming to the knowledge and needs of stakeholders based on the result of tracer studies and the involvement of practitioners and the Association of Indonesian Office Administration Graduates and Practitioners (ASPAPI) in the preparation of curricula and courses.

In its development, the curriculum was evaluated in stages by academics, practitioners, graduate users, alumni, students, stakeholders, professional associations as members of ASPAPI, and the government's directives following the Ministry of Education, Culture, Research, and Technology concerning the implementation of MBKM. The curriculum review is carried out through industry brainstorming to identify the required skills, then the graduate learning outcomes in the curriculum is reviewed and evaluated to be synchronised with the needs of graduates in accordance with the needs of the job market and the demands of future competency skills in the office sector.

Table 6: BOAE Course Distribution

Course Group	ECTS	%
Educational Theory and Practice	60	27%
Office Administration Theory and Practice	102	46%
Quantitative and Qualitative Analysis Methods	15	7%
Research Projects	9	4%
Others	34,5	16%
Total	220,5	100%

The first group is intended to provide an understanding of educational theory and practice (in terms one – five) and field practice (in term seven), while the second group is designed to facilitate students in putting office administration theory into practice (in terms one – five) and conduct field practice (in term six). The third group will equip students with the skills to use data sets and software for empirical analysis (in terms one – five). The fourth one is the final assignment consisting of a research proposal (in terms seven) and thesis writing (in term eight), while the last group is university and faculty courses outside the field of education and economics (in terms one – four).

Table 7: Curriculum overview BOAE

Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester								Workload		Method of Teaching	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	i.e. lecture course (L), Tutorial (T), seminar (S)		
<td colspan="15" align="center">Compulsory Modules</td>
RELIGION (each student enrols one of these religion courses)		3								27,24	56			
M1	Islamic Religion Education (2 SKS)											L/S	Written examination	
M1	Christian Religion Education (2 SKS)											L/S	Written examination	
M1	Catholic Religion Education (MEL)											L/S	Written examination	
M1	Hindu Religion Education (MEL)											L/S	Written examination	
M1	Budha Religion Education											L/S	Written examination	
M1	Konghucu (Confucian) Religion Education											L/S	Written examination	
00053243	Education Fundamentals	4,5								39,84	84	L	Written examination	4.5/216
80050093	Introduction to Management	4,5								39,84	84	L/S	Written examination	4.5/216
80052283	Introduction to Economics	4,5								39,84	84	L/S	Written examination	4.5/216
81152443	Economics and Business Mathematics	4,5								39,84	84	L/S	Written examination	4.5/216
81150123	Secretariat	4,5								39,84	84	L	Written examination	4.5/216
81154163	Computer Application	4,5								39,84	84	P	Written examination	4.5/216
00051122	Pancasila Education		3							26,56	56	L/S	Written examination	3/216
00051062	Civic Education		3							26,56	56	L/S	Written examination	3/216
00051142	Indonesian Language		3							26,56	56	L/S	Written examination	3/216
53072	Student Development			3						26,56	56	L/S	Written examination	
00051142	Educational Insight					3				26,56	56	L/S	Written examination	
81150073	Office Management		4,5							39,84	84	L/S	Written examination	4.5/216
80050033	Economic and Business Statistics		4,5							39,84	84	L/S	Written examination	4.5/216
80050083	Introduction of accounting		4,5							39,84	84	L/S	Written examination	4.5/216
80050013	Digital Entrepreneurship		4,5							39,84	84	L/S	Written examination	4.5/216
81651262	Office English I		3							26,56	56	L/S	Written examination	3/216

Code	Course									Mode	Examination	Ratio
52202	Logic and Scientific Reasoning		3					24	64	L/S	Written examination	3/216
52142	Learning Theory		3					26,56	56	T	Written examination	3/216
81650053	High School / Vocational High School Curriculum Study		3					26,56	56	L/S	Written examination	3/216
81154133	Human Resource Management (HRM)		4,5					39,84	84	L/S	Written examination	4.5/216
81651283	Digital Office		4,5					39,84	84	L/S	Written examination	4.5/216
81150023	Indonesian Correspondence		4,5					39,84	84	L/S	Written examination	4.5/216
81651273	Office English 2		4,5					39,84	84	L/S	Written examination	4.5/216
81154173	Logistic Management	4,5						39,84	84	L/S	Written examination	4.5/216
81651123	English Correspondence	4,5						39,84	84	L/S	Written examination	4.5/216
81154283	Database Processing Application	4,5						39,84	84	L/S	Written examination	4.5/216
81651172	Financial management				3			26,56	56	L/S	Written examination	3/216
81154712	Research methodology	4,5						39,84	84	L/S	Written examination	4.5/216
81154372	Taxation		3					26,56	56	L/S	Written examination	3/216
81154782	Teaching Planning		3					26,56	56	L/S	Written examination	3/216
81651363	Digital Archiving	4,5						39,84	84	L/S	Written examination	4.5/216
81651383	Meeting, Incentive, Convention, Exhibition			4,5				39,84	84	L/S	Written examination	3/216
81154213	Management information System			4,5				39,84	84	L/S	Written examination	4.5/216
81154133	Education Evaluation			4,5				39,84	70	L/S	Written examination	4.5/216
81651273	TEACHING LEARNING STRATEGIES			4,5				39,84	84	L/S	Written examination	4.5/216
81154173	Research Methodology Deepening			3				26,56	56	L/S	Written examination	3/216
81154173	Public Relations			3				26,56	56	L/S	Written examination	3/216
81154173	Internship					3		3,32	56	L/S	Field work report	9/216
81154173	Office Communication					4,5		39,84	84	L/S	Written examination	4.5/216
81154173	Public Speaking					4,5		39,84	84	L/S	Written examination	4.5/216
81154262	Organisational Behavior					4,5		39,84	84	L/S	Written examination	4.5/216
53172	Big Data and Programming					3		26,56	56	P	Written examination	3/216
81154143	Skills Practice Teaching					9		6,64	192	P	Microteaching & Teaching practice report	9/216
81651283	Educational Digital Technology						4,5	39,84	84	L/S	Written examination	4.5/216
51082	Classroom Action Research						4,5	39,84	56	L/S	Written examination	3/216
	Learning Instrument Development						6	46,48	112	L/S	Written examination	6/216
	Development of Teaching Materials						6	46,48	112	L	Written examination	6/216

Code	Module	1	2	3	4	5	6	7	8	ECTS	SWS	Hours	Mode	Examination	Weight
81154283	SEMINAR PROPOSAL									3	26,56	64	L/S	Proposal Presentation	3/216
81651123	Thesis									6	46,48	112		Thesis Presentation	6/216
Elective Modules															
81651333	Digital Business					4,5					39,84	84	L/S	Written examination	4.5/216
81651303	Business and Professional Ethics						4,5				39,84	84	L/S	Written examination	4.5/216
Total		30	30	27	28,5	29	35	30	9		1767	3974			

Bachelor of Economics Education (BEE)

BEE graduates are expected to understand and apply both educational and economic theories, effectively use their knowledge, learning methods, and models, as well as data sets and software, to teach economics subjects in senior high schools. Additionally, they are trained to conduct empirical analysis on various topics within the field. To achieve this goal, BEE compiles a curriculum that is categorised into 1) educational theory and practice; 2) basic theory and practical economics; 3) quantitative and qualitative analysis methods, and 4) research projects. These groups were formed based on the characteristics of basic skills in the field of education and economics. There are also several courses, based on the four main groups, offered as study programme courses, faculty courses as university compulsory subjects, and faculty courses outside the field of economics education e.g., religion, Indonesian, Pancasila, Citizenship, Big Data and Programming.

In total, BEE offers 46 study programme's compulsory courses (88.5%), while the remaining minimum of six courses are elective courses (11.5%). Elective courses are designed to accommodate a broad range of student's interests, taken outside of the study programme, both within and outside the university, within the MBKM framework. In detail, each group is shown in the table below.

Table 8: BEE Course Distribution

Course Group	Course Distribution
Educational Theory and Practice	15 courses (28.9%); 44 SKS/66 ECTS (30.3%)
Economic Theory and Practice	21 courses (40.4%); 59 SKS/88.5 ECTS (40.7%)
Quantitative and Qualitative Analysis Methods	6 courses (11.5%); 18 SKS/27 ECTS (12.4%)
Research Projects	2 courses (3.9%); 6 SKS/9 ECTS (4.1%)
Others	8 courses (15.4%); 18 SKS/27 ECTS (12.4%)

Table 9: Curriculum overview BEE

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	i.e. lecture course (L), Tutorial (T), seminar (S)	Form and Duration of Examinations	weight of exam related to final grade
		Credit Points per Semester								Workload		Method of Teaching		
	Compulsory Modules													
	RELIGION (each student enrolls one of these religion courses)	3								27,24	56			
M1	Islamic Religion Education (2 SKS)											L/S	Written examination	
M1	Christian Religion Education (2 SKS)											L/S	Written examination	
M1	Catholic Religion Education (MEL)											L/S	Written examination	
M1	Hindu Religion Education (MEL)											L/S	Written examination	
M1	Budha Religion Education											L/S	Written examination	
M1	Konghucu (Confucian) Religion Education											L/S	Written examination	
000-51122	Pancasila Education	3								26,56	56		Written examination	3/216
000-51142	Indonesia Languages	3								26,56	56		Written examination	3/216
000-53243	Educational Foundation	4,5								39,84	84		Written examination	4.5/216
80052283	Introduction to economics 1	6								53,12	112		Written examination	6/216
80052053	Economic Mathematics	6								46,48	112		Written examination	6/216
81650392	High School Curriculum Study	4,5								39,84	84		Written examination	4.5/216
000-51062	Nationality Education		3							26,56	56		Written examination	3/216
000-52102	Student Development		3							26,56	56		Written examination	3/216
81252713	English		3							26,56	56		Written examination	3/216

Code	Course	1	2	3	4	5	6	7				Assessment	Weight
81652423	Teaching and Learning Strategy	6							53,12	112		Written examination	6/216
81252563	Introduction to Economics 2	6							53,12	112		Written examination	6/216
81252423	Bank & Financial Institution	6							59,76	128		Written examination	6/216
000-53182	Education Insight	3							26,56	56		Written examination	3/216
000-53202	Logic & Scientific Reasoning		3						26,56	56		Written examination	3 / 216
000-53252	Study & Learning theory		3						26,56	56		Written examination	3 / 216
80052063	Statistics of Ecomomic		6						53,12	112		Written examination	6 / 216
81250212	Econometrics		6						53,12	112		Written examination	6 / 216
81252203	Evaluation of Education		6						53,12	112		Written examination	6 / 216
000-53192	Big Data and Programming			3					26,56	56		Written examination	3 / 216
81652113	Industrial Economics			4,5					39,84	84		Written examination	4.5 /216
80052463	Digital Entrepreneurship			3					26,56	56		Written examination	3 / 216
81250233	Monetary Economics			6					53,12	112		Written examination	6 / 216
81652222	Computer Applications			3					26,56	56		Written examination	3/216
81250143	International Economics			6					46,48	112		Written examination	6/216
81252433	Digital Economy			4,5					34,86	84		Written examination	4.5/216
80054103	Research Methods				6				19,92	48		Written examination	6/216
81250133	Public Economics				6				26,56	48		Written examination	6/216
81250123	Regional Economics				6				26,56	48		Written examination	6/216
81053512	Educational Economics				6				26,56	48		Written examination	6/216
81250222	Sharia Economic				6				26,56	48		Written examination	6/216

Code	Module												Assessment	Weight
KM-01126	Industrial and Business World Practices					9				7,47	18		Field work report	9/216
KM-00973	Communication Skills					6				23,24	48		Written examination	6/216
KM-00993	Problem Solving and Decision Making					6				23,24	48		Written examination	6/216
KM-01023	Information and Digital Literacy					6				23,24	48		Written examination	6/216
80059011	Field Work					6				4,98	12		Field work report	6/216
KM-00016	Practice Teaching Skills						9			79,68	144		Mircoteaching & Teaching practice report	9/216
KM-00934	Development of Teaching Materials						3			26,56	84		Written examination	3/216
KM-00944	Development of Learning Media						3			26,56	56		Written examination	3/216
KM-00954	Development of Learning Instrument						3			26,56	56		Written examination	3/216
80059042	Thesis Proposal Seminar						3			48,14	116		Proposal Presentation	3/216
80054024	Thesis								6	53,12	112		Thesis Presentation	6/216
Elective Modules														
81256122	Development Economics			6						53,12	112		Written examination	6/216
81351-443/453	Micro and Macro Economic Theory			6						53,12	112		Written examination	6/216
81250062	Capital Market				6					53,12	112		Written examination	6/216
81250062	Taxation				6					53,12	112		Written examination	6/216
Total		30	30	30	30	36	33	21	6	1679,77	3574			

To achieve the objectives and graduate profiles, BEE provides opportunities for students to acquire educational and economic knowledge and skills in a balanced manner starting from terms one to five, business/industry internships in term six, and school internships in term seven. The first group of courses is intended to provide an understanding of educational theory and practice (in terms one – five) and field practice (in term seven), while the second group is designed to facilitate students in putting economic theory into practice (in terms one – five) and conducting field practice (in term six). The third one will equip students with the skills to use data sets and software for empirical analysis (in terms one – five). Additionally in term five, elective courses are offered, students are welcome to choose whether to take elective courses outside the study programme within the "Freedom to Learn-Independent Campus" (MBKM) framework or the regular framework. The fourth group of courses is the final assignment consisting of a research proposal (in term seven) and thesis writing (in term eight), while the last group is university and faculty courses outside the field of education and economics (in terms one – four). In term eight, students write a thesis and publish the results of their thesis in the form of articles in national/international journals/conferences. While attending lectures, students are required to take part in various extracurricular activities to improve their competence. These requirements are included in the academic handbook, which is given to all students when they enrol in BEE. In addition to supporting the achievement of the objectives, students are also given multidisciplinary courses in the form of education and skills learning covering Basic Education, Lesson Planning, Learning Evaluation, Teaching and Learning Strategies, and Curriculum Studies. Meanwhile, economics science and skills include Big Data and Programming, Introduction to Economics, Introduction to Accounting, Introduction to Management, Mathematics, Econometrics, Monetary Economics, International Economics, Digital Economy, Economics, and Digital Entrepreneurship. Elective courses in term five, taken outside the study programme/university, include Communication Studies, Educational Technology, etc.

Rationale for degree and programme Names (Asterisk Criterion)

The Ministry of Research, Technology, and Higher Education regulates the naming of study programmes and degrees.[43] These regulations determine how to write study programmes' names in Indonesian by considering the curriculum, content, and structure, as well as the possibility of specialisation, and regulate English translation. Most of the contents of the BEE, BBE, BOAE are educational and practical courses. Therefore, students will graduate with the following academic degree: Bachelor of Education – *S.Pd.*[44] For **the Bachelor of Business Education**, the initial name used to be Bachelor of Commerce Education. However, along with the development of education and technology and the growing need for the business and industrial world, in 2021, the study programme changed its name to BBE.

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[43] Through regulation No. 33/2018 concerning the naming of study programmes in higher education and regulation No. 59/2018 concerning degree titles and procedures for writing degrees.
[44] Based on regulation PP 4/2014 (Permenristekdikti 63/2016).

Integration of theory and practice (Asterisk Criterion)

All study programmes place importance on the integration of theory and practice. To put theory into practice, students conduct up to 20 credits of on-the-job training (PKL) and teaching practicum (PKM).[45] To date, several internship activities for BBE, BOAE, and BEE students have included conducting apprenticeships at several state-owned banks (BCA Bank, Mandiri Bank, etc.) and in other business entities, doing internships in various high schools, participating in community teaching programmes within the country (Campus Teaching), teaching in international schools, etc.

Bachelor of Business Education (BBE)

To integrate theory and practice in the teaching and learning process, BBE uses project-based learning (PjBL) and case-based learning (CBL) methods. With PjBL and CBL, students are required to think critically about learning outcomes, correlate them to real-life situations, and formulate solutions. This type of learning is implemented through case study and group projects. BBE also involves practitioners in lectures to integrate a balance between theory and practice. In addition, in term five BBE students are required to attend Field Work Lectures (KKL) by visiting and studying directly in organisations or companies.

Integration of theory and practice is also implemented through an internship programme (field work practice) by providing opportunities for students to gain practical experience, broaden horizons, and increase competence by being directly involved in educational and business activities at partner institutions that are in line with the vision, mission and objectives of BBE. In addition to the internship, students can choose to take part in Certified Independent Study activities which are part of the MBKM programme with the aim of providing opportunities for students to learn and self-develop through activities outside the campus but are still recognised as part of the lecture.

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[45] PKL/Internships are practical activities in the business and industrial world to improve students' competence according to the graduate profiles of the study programmes. They are held in two types, namely: 1. PKL/Internship of MBKM, conducted by students for a minimum of five to six months or one term which is recognised as equivalent to 20 SKS either through the Certified Internship Programme (PMMB) or not; 2. regular PKL/Internships, conducted for a minimum of two months or less than five months and equivalent to three SKS. PKL/Intern partners are institutions/government agencies/BUMN/schools or educational institutions/universities/private companies or MSMEs

Table 10: Integration of BBE Courses

Skills	Descriptions	Practical Objectives	Examples of Courses
Planning, organising, practising, evaluating teaching	Able to apply educational theory and practice, both in micro-teaching laboratories and teaching practice at schools	Applying educational theory into practice in mini-labs and at schools	Theory of Learning, Educational Foundation, Lesson Planning, Educational Evaluation, SMA/SMK Curriculum Studies, Learning and Teaching Strategies, Teaching Practicum, Learning Media Design, Learning Evaluation, Professional Ethics, PLP Reports, CAR Proposals
Analysing business problems	Able to apply business theory and quantitative methods in analysing various business problems, and communicate them in written and spoken language	Applying economic theory to analyse practical data-driven business problems	Marketing Management, Human Resource Management, Business Feasibility Study, Business Management Information System, Risk Management, Marketing Research, Strategic Management, Business Negotiations, Retail Business Management
Planning and applying entrepreneurial skills	Able to apply business and digital knowledge in developing ideas into micro-enterprises	Practising being new entrepreneurs	Business English, Service Marketing Management, Consumer Behaviour, Digital Marketing, Business Policies and Strategies

Bachelor of Office Administration Education (BOAE)

The integration of theory and practice in BOAE is conducted through PjBL and CBL methods. Students are required to think critically about learning outcomes, correlate them to real-life situations, and formulate solutions. This learning is applied through case study and group projects. BOAE also involves practitioners in lectures to integrate a balance between theory and practice. In

the sixth term, BOAE students are required to take part in On-the-Job Training (PKL) in various institutions, both private and government, national and international. In term seven, they are required to take part in the Teaching Practicum (PKM) programme at Vocational High Schools (SMK). Additionally, students can choose to take part in Certified Independent Study activities which are part of the MBKM programme with the aim of providing opportunities for students to learn and self-develop through activities outside the campus but are still recognised as part of the lecture. The table below shows how practical skills can be developed through a combination of courses.

Table 11: Combination of Courses and Related Skills

Skills	Course Group	Practical Objectives	Examples of Courses
Planning, organising, practising, evaluating teaching	Able to apply educational theory into practice, both in micro-teaching laboratories and teaching practice at schools	Applying educational theory into practice in mini-labs and at schools	Planning, Learning Evaluation, Teaching and Learning Strategies (micro-teaching practicum), School Internship
Planning, organising, practising, analysing, and evaluating office administration activities and public speaking	Able to plan, organise and implement, analyse, and evaluate office administration theory in various office administration activities in related agencies	Applying office administration theory into practice in related agencies	Digital Office, Secretariat, Correspondence, Computer Application, Office Management, Public Relations, Public Speaking, Research Methodology, Statistics, Economic Maths

Bachelor of Economics Education (BEE)

Through its curriculum, BEE prepares students for their job career. Therefore, the integration between theoretical and practical components is an important feature of the curriculum. The table below shows how practical skills can be developed through a combination of courses.[46]

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[46] In addition to the curriculum overview, the expert panel was also provided with a list of courses based on graduate profiles.

Table 12: Combination of Courses and Related Skills

Skills	Course Group	Practical Objectives	Examples of Courses
Planning, organizing, practicing, evaluating teaching	Able to apply educational theory into practice, both in micro-teaching laboratories and teaching practice at schools	Applying educational theory into practice in mini-labs and at schools	Planning, Learning Evaluation, Teaching and Learning Strategies (micro-teaching practicum), School Internship
Analysing economic-related problems	Able to apply economic theory and quantitative methods in analysing various economic problems, and communicate them in written and spoken language	Applying economic theory to analyse the practical problems of a data-driven economy	Microeconomics, Macroeconomics, Research Methodology, Econometrics, Statistics, Economic Maths, Economic Development
Planning and applying entrepreneurial skills	Able to apply economic and digital knowledge in developing ideas into micro-enterprises	Practicing as new entrepreneurs	Microeconomic Theory, Digital Economy, Digital Entrepreneurship, Introduction to Management, Digital Marketing

Interdisciplinary Thinking

To practice interdisciplinary thinking, BBE, BOAE, and BEE offer several elective courses. Students are required to take compulsory courses outside of disciplines, such as Introduction to Management and Introduction to Accounting. Students are given internship opportunities that are carried out in term six or seven, which are equal to 20 credits (30 ECTS) per term. The study programmes prepare students for jobs requiring trans- or interdisciplinary knowledge. Internship opportunities will broaden students' knowledge and improve communication and critical thinking skills, which will help them compete in the business and industrial world.

UNJ has a strong commitment to ensuring that students are accustomed to interdisciplinary thinking through intra-curricular and extracurricular activities like student activity units. Students take part in student activities at the university level through Student Orientation, Community Service, Student Creativity Programme, International Teaching Internship, Leadership, etc. After completing their studies, students also receive a Diploma Supplement (SKPI) which contains

information about non-academic activities during students' studies.[47] These activities apply to all faculties and study programmes.

Moreover, the Ministry of Education and Culture of the Republic of Indonesia has facilitated Indonesian tertiary institutions through the MBKM internship programme. Through this programme, students have the right to study outside their study programme for a maximum of three terms. Additionally, BBE, BOAE, and BEE provide opportunities for students who want to take part in learning programmes outside the field of study programme; for instance, in 2022, several BBE, BOAE, and BEE students took part in the Turkish Language and Culture course organised by the Sulaimaniyah Institute, and the Chinese course by Asia University, Taiwan.

Ethical Aspects

As soon as students start their studies, they receive the university academic regulations, student manuals, and etiquettes which include the code of conduct at BBE, BOAE, and BEE. Ethics and ethical codes are instilled in students through the learning process and included in the content of Research Methodology, Professional Ethics, Organisational Behaviour, Religion, and Pancasila courses. In addition to the courses, ethical codes for lecturers and students are available. FE has established ethical code guidelines for lecturers[48] and for students[49]. BBE, BOAE, and BEE believe that ethical aspects are crucial both in both academic and non-academic life. Therefore, UNJ's slogan, "Educating and Dignifying the Nation", is a reference for preparing UNJ graduates to become future leaders who are intelligent, honest, innovative, creative, and love the country. This entails the commitment of the academic community to consistently exert maximum effort, uphold ethical principles and religious morals, excel in academic pursuits, research endeavours, community service, and university activities. It also involves fostering a robust academic culture and maintaining a focus on both the process and outcomes. UNJ has policies, regulations, and organisations to oversee ethical aspects, including Ethical Codes and Academic Ethics regulating the ethics of all academics, including lecturers, education staff, and students.[50] Student ethic regulations are also formalised and available.[51]

Methods and scientific practice (Asterisk Criterion)

BBE, BOAE, and BEE offer various courses that support scientific thinking skills. They designed several theoretical courses to support students in completing their final assignments, with a choice of topics: developing learning methods and/or models, analysing learning problems at schools, and analysing problems in the business and industrial world. To improve scientific practice, BBE, BOAE, and BEE use several strategies.

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[47] Some example diploma supplements were made available for the expert panel.
[48] Decree of the Dean of FE UNJ No. 1809B/UN.39.5/FE/XII/2014.
[49] Decree of the Dean of FE UNJ No. 1809A/UN.39.5/FE/XII/2014.
[50] UNJ Rector Regulation No. 9/2019.
[51] Article twelve in UNJ Rector Regulation No. 7/2018 concerning UNJ Academic Regulations.

Students are facilitated with research training, which is carried out by student organisations. They must go through the preparation of a research proposal and thesis as the final project. The undergraduate thesis is defended in a thesis defence and published in a national or international journal or a conference proceeding book. This procedure trains students to communicate their scientific results in written and oral language. Two supervisors guide the process of the research project. The Faculty of Economics also provides laboratories, reading rooms, database centres, and publication services for students at all levels. Students can see the student assessment mechanism in the form of monitoring, through indicators such as supervision process, supervision progress, and final results.

Bachelor of Economics Education

BEE designed several intense theoretical courses to support students in completing their final assignments, with the option of developing learning methods and/or models, analysing economic and entrepreneurship issues within MSMEs[52]. For instance, courses for teaching skills are designed starting from Curriculum Studies, Lesson Planning, Learning Evaluation, and Teaching and Learning Strategies, all of which are used for micro-teaching and six-month school internships. Second, to guarantee methodological competence and the ability to conduct scientific work, students are provided with a group of research methods courses. It consists of Economic Statistics, Econometrics, and Research Methodology.

Examination and final thesis (Asterisk Criterion)

In exams, BBE, BOAE, and BEE refer to university regulations.[53] Requirements, formats, procedures, and other details can be accessed at the faculty website[54]. BBE, BOAE, and BEE take ELOs of the study programme and course learning objectives into account in designing student assessments. Alignment between expected learning outcomes (ELO), course learning objectives, and assessment methods is explicitly stated in the Semester Learning Plan (SLP). The SLP also describes the assessment criteria and rubrics, and it can be accessed by all students who are registered for each subject through the UNJ's learning management system (LMS). In general, the test provisions at the study programmes follow the university governance and can be seen in the academic guidebook.

Assessment methods include:
1. Class participation: This is assessed based on students' opinions, creativity, punctuality, and communication skills.
2. Essays, quizzes, and assignments: They are given in the form of CBL and PjBL to assess students' ability to explain complex concepts or tools appropriately according to the specified topic.
3. Midterm and Final Examinations to assess student knowledge.

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[52] Micro, small, and medium enterprises.
[53] UNJ Rector Regulation No. 7/2018 concerning UNJ Academic Regulations, where Chapter XII regulates lecture evaluation (Article 26), face-to-face course examination (Article 27), and assessment system (Article 28).
[54] https://fe.unj.ac.id/?page_id=8881, last accessed May 7th, 2024.

4. Papers and presentations to evaluate students' creativity, originality, and suitability of problem-solving skills with theory.
5. The final project in which students are also assessed in groups based on the quality, application, and creativity of their solutions, as well as on punctuality and communication skills.

Assessment scores range from 0–100. The contribution of each assessment type is determined based on considerations of interest and relevance. The scores are then converted into a grade.[55]

Table 13: Score Conversion

Mastery Level	Grade	Weight	Predicate
86 –100 %	A	4	Very Good
81 – 85 %	A-	3,7	
76 – 80 %	B+	3,3	Good
71 – 75 %	B	3	
66 – 70 %	B-	2,7	
61 – 65 %	C+	2,3	Enough
56 – 60 %	C	2	
51 – 55 %	C-	1,7	Not Pass
46 – 50 %	D	1	
‹ 46 %	E	0	

Students are required to write a thesis that they must prepare according to scientific standards.[56] However, to take the thesis course, they must pass the Research Methodology course and take a minimum of 129 SKS (Semester Credit Units). After completing the process of writing a thesis, they are required to make scientific publications based on their thesis research, under the guidance of a supervisor. In conducting a thesis defence, they must deliver a presentation in English. Certificates of student participation in scientific forums will be recognised as SKPI, in which students must submit at least four certificates to graduate.

To meet the requirements for writing a thesis proposal, they must have a minimum of 120 SKS, a minimum GPA of 2.50 (out of 4.00), and have passed the Research Methodology course with a minimum grade of 'C.' Meanwhile, to conduct the thesis defence, they must have taken all courses, a minimum of 140 credits; have a TOEFL score of 450 and a competency certificate; and have published the thesis article in national/international journals or conferences.

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[55] As stated in the UNJ Rector Regulation No. 13/2020 concerning UNJ Academic Regulations.
[56] The expert panel examined the guidelines for the final thesis proposal and the final thesis.

The thesis proposal and the thesis defence are conducted orally by the board of examiners. Assessment of **thesis proposals** consists of writing systematics, originality, relevance of theory with areas of expertise, presentation (systematics of presentation, use of tolls, use of good and appropriate spoken language), depth and breadth of relevant scientific theories, theoretical arguments in developing a thinking framework, accuracy of data collection techniques/data analysis techniques/research instruments, questions and answers (accuracy of answers, ability to defend arguments).

Meanwhile, the assessment in the thesis defence includes the following components:

1. Structure and logic of writing (10 points),
2. Depth and breadth of relevant literature review (15 points),
3. Data collection techniques, instrument validity, and data analysis (10 points),
4. Depth and breadth of discussion of research results (15 points),
5. Conclusion, implications, and suggestions (15 points),
6. Presentation related to: (a) systematic presentation; (b) use of assistive devices; (c) the use of good and appropriate spoken language (10 points),
7. Question and answer: (a) accuracy of answers; (b) the ability to defend arguments (25 points), with grades as listed in the following table.

To ensure academic integrity, before students register for their thesis examination, they are required to undergo a plagiarism check by the programme study staff. Plagiarism checking is performed using the Turnitin programme, which can also be utilised to detect works produced by artificial intelligence. All students are required to publish the results of their thesis in a journal or in a national/international scale proceeding book.[57]

Appraisal:

The curriculum adequately reflects the qualification objectives of the **three study programmes**. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The electives enable students to acquire additional competences and skills. For the future development of the **Bachelor of Economic Education**, the expert panel **suggests** a review of the curriculum to ensure it adequately covers quantitative methods. The integration of quantitative techniques is essential for equipping students with the analytical skills necessary for modern economic analysis. This can be done by a mixed-method setting using case studies for maximum transfer-oriented assets. The design could be guided by a committee that includes input from graduates. By doing so, the programme can better prepare current students to meet the demands of the job market and excel in various professional and academic pursuits.

The name of the degrees and study programmes are regulated on national level and correspond to the contents of the curriculum and the programme objectives.

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[57] The expert panel saw some examples of this.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The panel is impressed with the amount of project-based coursework done by students. They also highlight that students get the opportunity to create their own start-ups and present this work to their peers. The study programmes invite practitioners to teach which facilitates students understanding of their fields. Lastly, the experts applaud the various laboratories provided for students and especially highlight the microteaching lab, which provides students with the chance to practice their teaching skills in a monitored environment.

The expert panel recognises that the **three study programmes** puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. The MBKM provides the students with the opportunity to broaden their horizon and take up to 20 credits outside of their study programmes. The expert panel encourages the study programmes to aim for excellence in the area of interdisciplinary knowledge. A **suggestion** would be to offer electives in other faculties and use the resources available in UNJ. Students could also be encouraged to use the MBKM effectively to learn valuable skills (for example advancing their skills in mathematics).

Ethical implications (for example those of economical ways of thinking and acting) are appropriately communicated. The study programmes provide courses like Research Methodology, Professional Ethics, Organisational Behaviour, Religion, and *Pancasila* to raise awareness in ethics. Additionally, the programmes provide ethical codes for lecturers and students.

Students acquire methodological competences and are enabled to do scientific work on the required level. As outlined above, the expert panel **recommends** that the **Bachelor of Economic Education** clearly defines which methods are taught and how they are used. A suggestion would be to orient the methodological competences towards the "hidden curriculum" in academia within the field of Economics. This includes a core toolkit for Causal Inference, i.e. various estimation methods (e.g. Difference-in-Differences or Instrumental Variables/Shift Share) and identification strategies (e.g. Regression Discontinuity Designs), enabling students to do scientific work in this field.

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 **three study programmes** use a variety of test formats including written, oral, and project-based (micro teaching) exams. 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 programmes' qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		

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

Modular structure of the study programme (Asterisk Criterion)

The curricula presented in chapter 3.1 show the modular structure of the study programmes. Semester Credit Units (SKS) is a national credit point system that can be converted to the European Credit Transfer System (ECTS). In accordance with the provisions in the UNJ academic regulations, one credit is equivalent to 170 minutes of study time per week.[58] This results in a total of 2,380 minutes (or 39.7 hours) for 14 weeks. In this system, one ECTS is equal to 25 hours so one SKS credit is equivalent to 1.5 ECTS.

Learning outcomes and module handbooks for all courses are outlined in the curriculum book. The curriculum book and module handbooks contain course descriptions, course codes, number of credits, supporting lecturers, learning outcomes, recommended literature, teaching materials, and methods for 14 face-to-face meetings, in addition to the midterm and final exams. Each course also has a Semester Learning Plan (SLP). The SLP documents of each course explain ELOs, weekly topics, learning methods, course assessments, and references. The lecturer will explain the SLP at the first class meeting. Each course consists of 14 meetings (seven meetings before the mid-exam, midterm, and seven meetings before the final exam).

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[58] Consisting of 50 minutes of face-to-face learning activities, 60 minutes of structured assignments, and 60 minutes of independent activities.

Table 14: Study Programme Structure

Projected study time	Minimum of eight terms (4 years), maximum of 14 terms (7 years)
Number of Credit Points (CP)	BBE 148 SKS / 222 ECTS
	BOAE 147 SKS / 220,5 ECTS
	BEE 145 SKS / 217.5 ECTS
Workload per CP	1 ECTS = 25 hours (independent study, structured assignments, in-class activities)
Number of modules	BBE 48 compulsory courses, one elective course
	BOAE 53 compulsory courses, four elective courses
	BEE 46 compulsory courses, six elective courses
Time required for processing the final thesis and awarded CP	6 months
Number of contact hours	BBE 5.437,5 hours
	BOAE 5.817,8 hours
	BEE 5.400 hours

BBE offers 148 SKS (222 ECTS credits) which can be completed in seven to eight terms. The maximum study load per term is 24 SKS (36 ECTS credits) and the average student study load per term is 21 credits or the equivalent of 31.5 ECTS. BBE offers 46 compulsory courses and nine elective courses.

BOAE offers a minimum of 220.5 ECTS which can be completed in eight terms and a maximum of fourteen terms. The maximum study load per term is 22 SKS (33 ECTS) and the average student study load per term is 20 credits or the equivalent of 30 ECTS. BOAE offers 53 compulsory courses and three elective courses.

BEE offers 46 compulsory study programme subjects (88.5%), while the remaining minimum of six courses are elective courses (11.5%). Elective courses are designed to accommodate a broad range of students' interests, which are taken outside the study programme, both inside and outside the university, within the MBKM framework. BEE require students to complete a minimum of 145 SKS in a minimum of eight terms and a maximum of 14 terms to graduate as a Bachelor of Education. Thus, the maximum study load for each term is 22 SKS.

Study and exam regulations (Asterisk Criterion)

In general, the lectures and examination process are regulated on university level.[59] On the national level, these provisions refer to the National Education System[60] and Regulation of the Ministry of Education and Culture[61] concerning National Standards for Higher Education. Additionally, the examination and assessment processes are also regulated in the Faculty Academic Handbook which is distributed to all students at the beginning of the academic year and can be accessed through the university and faculty websites. This document regulates various academic aspects in detail, including rules regarding the credit system (credit unit), study workload, student status, registration, learning administration, attendance, midterm exams, final exams, exam procedures, assessment, evaluation of student study progress, academic leave, graduation predicate, study transfers, mentoring, as well as academic violations and sanctions. Assessment methods include:

- Assignments on certain topics,
- Quizzes to measure students' ability,
- Papers to be presented and discussed with other students,
- Assessment of soft skills,
- Midterm Examination (meeting eight) and Final Examination (meeting 16),[62]
- Thesis defence and scientific publication.

The assessment criteria for the course are determined by supervising lecturers, provided that the assessment can measure the achievement of the course objectives. Assessment of the final project/thesis ranges from 0–100. The minimum score for passing the course is B.

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[59] UNJ Rector Regulation No. 13/2020 concerning Academic Regulations.
[60] Constitution No. 20/2003.
[61] Regulation of the Ministry of Education and Culture No. 3/2020.
[62] To take part in the final exam, students must meet the minimum attendance of 80%.

Table 15: Final Grade Conversion

Mastery Level	Grade
86 -100	A
81 - 85	A-
76 - 80	B+
71 - 75	B
66 - 70	B-
61 - 65	C+
56 - 60	C
51 - 55	C-
46 - 50	D
‹ 46	E

BBE, BOAE, and BEE use a credit system where the amount of credit that can be taken is determined by the latest GPA and prerequisite courses. Term two students and so forth can only take certain courses if they have passed the prerequisite courses. For instance, Educational Evaluation is a prerequisite course for term three courses such as SMA (high school)/SMK (vocational high school) Curriculum Studies. The number of credits in one term is determined by the previous GPA and prerequisite courses. The maximum number of credits that must be taken adjusts to the cumulative GPA (IPS) with the following provisions:

- IPS 3.30, the maximum number of credits is 24,
- IPS 2.75 - 3.29, the maximum number of credits is 22,
- IPS 2.00 - 2.74, the maximum number of credits is 20, or
- IPS ‹ 2.00, the maximum number of credits is 16.

Students also have the flexibility to conduct practical work outside the campus, e.g., internships at various companies or independent studies with partners appointed by the Ministry of Education through the MBKM programme. Internships can be converted into 20 SKS (30 ECTS), with the approval of the study programme coordinator. This programme is available for fifth-term students and above.

Feasibility of study workload (Asterisk Criterion)

All three study programmes use the Indonesian credit system to weigh the study workload. One credit is determined by the study load per week for one term. One credit point is equivalent to (1) 50 minutes of scheduled face-to-face class; (2) 50 minutes of structured academic activities, e.g., homework or other assignments outside of class; (3) 50 minutes of independent academic

activities that require students to learn the material or expand their knowledge independently, e.g., reading references and textbooks. The study programmes evaluate the learning process annually based on students' evaluation of each course lecturer, which is also used as the requirement for obtaining a report card. Students can continue their studies in the event that they can fulfil a minimum credit and obtain a minimum of satisfactory predicate in each prerequisite course. To oversee students' academic development, the programmes offer guidance and counselling to assist them organise and perform study plans efficiently. Each student gets an Academic Advisor[63] to assist them in this process. Moreover, thesis consultation sheets or an internship (PKL) manual can be used as a means of study guidance. The programmes only offer follow-up exams in a case that students are unable to attend the pre-determined schedules.

For instance, in the Bachelor of Economics Education (BEE), the average length of study has ranged from four years to 5.5 years. This is due to students engaging in other activities to enrich their studies e.g., tutoring, part-time work, or entrepreneurship. In addition, those who could graduate within more than four years require more duration to work on their thesis and retake several courses to get better grades. Therefore, BEE regularly evaluates the appropriateness of the study load (Student Workload Survey[64]) to help students complete their studies on time. The evaluation resulted in several strategies, such as offering lectures in the study programme for four terms only, studying off campus for elective courses for one term, doing internships in industry/businesses/schools, preparing a thesis early (proposal in term 7), and streamlining the academic counselling process. The study programme states that through these strategies, students can complete their studies within 3.5 years.[65]

Equality of opportunity

Equal opportunity is guaranteed by UNJ.[66] These regulations on national and university level ensure that no university member is discriminated against regarding their gender, race, age, religion, etc. Thus, all students have an equal opportunity to register and complete their studies, all lecturers to conduct the Tri Dharma, and education staff to feel safe at work.

- Admissions: Student admissions at various levels of education are coordinated by the Student Admission Unit.[67]
- Scholarships: In an effort to help students who are economically disadvantaged, the university provides financial assistance through various types of scholarships. For example, UNJ provides tuition fee relief for disadvantaged students.[68]
- Facilities: Infrastructure facilities are provided both physically and virtually which can provide convenience for all users. The university provides supporting infrastructure such

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[63] See section on Student support by the faculty in chapter 4.1 for further information on Academic Advisors.

[64] See also chapter 5 for Quality assurance instruments including a workload survey.

[65] See SER, p. 62.

[66] In accordance with Constitution No. 2/2012, Government Regulation No. 4/2014, and Permenristekdikti No. 126/2016, see chapter 2 for further information.

[67] In accordance with UNJ Rector Regulation No. 1/2022.

[68] Single Tuition Fee Relief programme stipulated by UNJ Rector Regulation No. 907/UN39/HK.02/2022 regarding the waiver of tuition fee for term 117.

as priority elevators and toilets for persons with disabilities to support students with disabilities.

- Exams: The University ensures that no students experience deficiencies (due to disabilities) when taking exams. In the event that students are less capable, there will be coordination to make customised exams.[69] The exam context is open to suggestions, which will be used as a consideration of campus policy for future improvements.

- Development centre: UNJ also provides a development centre for disability services through the UNJ LP3 website, where various development facilities are provided through free webinars. UNJ provides Counselling Guidance Services through UPT LBK[70]. UPT LBK has two divisions. The Counselling Division provides individual and group counselling services, psychological tests, parenting training, HR development, and psychoeducation in online and offline modes for students, lecturers, UNJ education staff, and the general public.

Appraisal:

The structure of the **three programmes** supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The **three 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 is also clearly defined. As the final grade of students is not supplied with an ECTS grading table, the panel recommends the following **condition**:

The University provides an ECTS grading table for each study programme.

The feasibility of the workload of the three study programmes 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 expert panel acknowledges the chance for self-guided learning provided to students in project work and publication of research results. Overall, this could serve as a good standard in teaching. When reviewing the workload, UNJ takes into account evaluation findings, including student feedback and the programme's success rate.

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[69] The University provided insight into a regulation regarding the compensation for disadvantages for the expert panel.

[70] Technical Implementation Unit for Counselling Guidance Services of Universitas Negeri Jakarta.

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 from so-called non-academic backgrounds, are particularly assisted. The expert panel acknowledges the assistance provided to students with mental health issues and they especially appreciate the special attention provided to students by some lecturers.

		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 Didactic concept

Logic and plausibility of the didactical concept (Asterisk Criterion)

Based on the study programmes' expected learning outcomes (ELO) and objectives, BBE, BOAE, and BEE ensure the logic and plausibility of the didactic concept of the curriculum. Teaching methods are designed and implemented to support the achievement of ELOs and are recorded in the Semester Learning Plan (SPL). All three study programmes implement student-centred learning. This approach exposes students to case study methods, team-based projects, group presentations and discussions, simulations (role plays), collaborative learning, cooperative learning, problem-based learning, research, and seminar or conference. Additionally, to put theory into practice, students conduct up to 20 credits of on-the-job training (PKL) and teaching practicum (PKM). Students will also have the experience of searching for literature, finding research ideas, writing research proposals and reports, and publishing papers. For this reason, relevant training for lecturers, such as LMS usage training[71] is provided to ensure that all lecturers are competent in applying didactic methods and using instructional media to ensure the achievement of ELOs. Additionally, **BEE** uses teaching evaluation surveys as input for faculty development in teaching activities.[72] Lectures are also conducted in class and field studies. In the teaching and learning process, BBE, BOAE, and BEE use the module handbook as a reference.

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[71] Online UNJ Learning: https://onlinelearning.unj.ac.id/ and Online Learning System (SIBERING): http://digilib.fe.unj.ac.id/bl/.
[72] See chapter 5 for more information on quality assurance.

<u>Course Materials (Asterisk Criterion)</u>

BBE, BOAE, and BEE have developed curricula based on stakeholders' inputs, as well as national and international universities' benchmarks. Nevertheless, it is important to note that the course materials are adjusted and updated each term to ensure the novelty of the materials. Course materials are continuously updated based on the latest scientific developments and meet the expectations of national and international accreditation agencies. Updates include adjusting the latest textbooks for lectures, using the latest information technology, and adopting the concept of MBKM learning as regulated by the Ministry of Education. One ELO can be supported by several courses, and the teaching team evaluates its achievements through exams (midterms, final exams, quizzes, and assignments). The Quality Assurance Unit monitors the learning process and achievements of ELOs at the faculty level.[73]

Teaching materials are prepared by the teaching team by considering input from tracer study and curriculum development results. The materials are designed using the following mechanism: (1) conducting a group discussion by the teaching team; (2) developing materials based on vision and mission, developments in science and technology, research results, and discussion results to achieve the desired learning outcomes; (3) presenting teaching materials to get input from fellow lecturers; (4) revising the materials based on the input. To improve the competence of lecturers in developing teaching materials, several workshops have been held. Teaching materials are not only obtained from textbooks but also from the latest national and international journals, as well as the results of research and community service conducted by the lecturers of the study programmes and include for example YouTube videos. Each course has a module handbook that is used as a reference in the teaching and learning process for one term. In the module handbook, learning methods, e.g., classical lectures, practice questions, case discussions, group projects, and presentations, are discussed. It is hoped that students will be able to increase their understanding both theoretically and practically. The module handbook also describes the course codes, course descriptions, course learning objectives, course schedules, supporting lecturers, and references. Students can take advantage of laboratory and library facilities to optimise the learning process.

The course materials can be accessed both offline and online. Each course has a semester learning plan (SLP) and a rubric that explains learning strategies to achieve ELOs. In addition, UNJ has an integrated learning management system.[74] This LMS allows lecturers to use a combination of teaching methods such as group discussions/interactive discussions, assignments, and quizzes. The materials are managed and updated regularly at the beginning of each term. Course materials can include presentation slides, book chapters, e-books, journal articles, and presentation files.
At the end of each term, students will evaluate the lecturers through an online survey. This evaluation includes the performance of each lecturer in planning, communicating, and evaluating the learning process as well as lecturer's time management, teaching methods, and learning media. Moreover, the materials are evaluated based on their availability and novelty. Finally, this evaluation comprises feedback and recommendations for some improvements in the next academic year.

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[73] See chapter 5 for a detailed description.
[74] Online UNJ Learning: https://onlinelearning.unj.ac.id/.

In an effort to improve the quality of learning, the Faculty of Economics (FE) has invited several guest lecturers from outside the campus both nationally and internationally. Since 2021, FE has regularly provided practitioner lectures for all study programmes. These practitioner lectures are events in which speakers from business enterprises and the industrial world are invited to share information on the latest topics and real practices in the world of work. Thus, students can have knowledge related to theory and practice in the field. Additionally, practical lectures provide an overview for students regarding what needs to be prepared in the world of work.

The process of inviting professionals is facilitated by the strong relationships established between the University and industry, as well as the good personal connections between lecturers and industry participants. Guest lectures can be divided into two groups:
- National: The invited professionals are usually distinguished alumni working as entrepreneurs or leaders in various public or private companies or related government agencies.
- International: Generally, those invited are international visiting lecturers and practitioners who use the faculty scheme (inbound mobility).

Lecturing tutors

BBE, BOAE, and BEE organise lectures with tutors selected by the Course Coordinator (PJMK), and the Student Executive Board (BEM) regularly organises collaborative learning activities to make it easier for students to understand the required courses. The tutors are meant to supplement the course and do not replicate or replace it. Tutors help students improve their capacity in applied and computerised courses. Several courses involving tutorial activities include Econometrics, Introduction to Accounting, Economic and Business Statistics, and Economic Maths.

Appraisal:

The didactical concept of the **three 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. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each course, for instance by regularly using case studies and practical projects as in the example of the micro teaching opportunities provided to students.

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. One example of this is the YouTube series that the experts were shown. The expert panel applauds the material and hopes that such modern teaching materials can be developed into a standard in the future. One **suggestion** would be to develop a standard for slides which ensures they are user-friendly and easy to work with.

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 expert panel **suggest** broadening the involvement of guest lecturers further. As one of the leading universities in Indonesia with global cooperations, this international expertise could be further utilised. Technological advances even allow guest lecturers to give their lecture online which significantly lowers the costs as well as time commitment for the guest lecturer. Due to the strategic location of UNJ in Jakarta, another idea could be to use international (industry) experts as guest lecturers who are currently stationed in Indonesia. Lastly, it would be highly beneficial for students if guest lecturers[75] were invited to teach entire courses for a semester. This approach would provide students with diverse perspectives and insights from experts actively engaged in the field. It would also enhance their learning experience by exposing them to a variety of teaching styles and real-world applications. One example could be how business schools create a standard PPT disc with university logo (as graduates later do with company logo). Furthermore, the presence of guest lecturers for an extended period would facilitate deeper interactions and mentorship opportunities, contributing significantly to the students' academic and professional growth.

Lecturing tutors support the students in the learning process and help them develop competences and skills. One reason why lecturing tutors are not needed to contribute significantly to the students' leaning process in these three study programmes is the full support they receive from their lecturers. The panel underlines that the reason why this quality requirement is not exceeded here is because the student support in general in chapter 4.1 is superb and exceeds the quality requirement.

		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		

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[75] In reference to the suggestion made above for course materials, the panel suggests providing the guest lecturers with a best-practice template for their slides for usage per module.

<u>3.4 International outlook</u>

<u>International content and intercultural aspects (Asterisk Criterion)</u>

The curriculum used by BBE, BOAE, and BEE refers to the world's leading integrated management/business college curriculum. The majority of references are books in foreign languages (English). Students regularly use and study sources from international journal articles through access to e-journals via the University's internet network. This practice is designed to cultivate an international mindset. Additionally, cross-cultural aspects are integrated into several international courses within the curriculum, e.g., International Business and Entrepreneurship in the **Bachelor of Business Education**. The courses illustrate an international perspective on doing business. As outlined above, various international or national guest lecturers have been invited and lecturer exchanges are also a form of collaboration with partner universities. International exposure is increased through international seminars, student exchanges, conferences, international community service, and international competitions.

The three study programmes prepare their students for an international working environment, as well as follow international certification to further improve globalisation exposure to the lecturers and students. In the international aspects, eight students have attended lectures at Asia University in Taiwan, two students taught in Davao-Philippines, 14 students attended international conferences, 16 theses were published in international forums, etc. Intercultural aspects are also carried out by **Bachelor of Economics Education** students, both at national and international competitions. By attending lectures and teaching abroad, students can get to know the local culture of the respective countries. Meanwhile, domestically, BEE students take part in inter-island student exchanges funded by the Ministry of Education.

The intercultural aspects can also be seen in the student exchange programme at Asia University of Taiwan, where BBE, BOAE, and BEE students take the Taiwanese culture course. Students are also encouraged to actively participate in the Indonesian International Student Mobility Awards (IISMA), a programme where students are given the opportunity to attend a one-term courses at well-known universities abroad. Apart from that, several students have carried out internships in international companies. In the last year, faculties and study programmes also held International Field Work Lectures, visiting various countries, for example Malaysia and Singapore. Moreover, UNJ continues to make efforts to make the study programmes well-known at the international level. Other support provided by the university is by holding a free TOEP test as a representation of students' English proficiency with a minimum score of 450 and used as a graduation requirement.

<u>Internationality of the student body</u>

BBE, BOAE, and BEE have made efforts to increase the internationality of the programme by actively participating in international activities. Together with the Faculty and University, policies regarding inbound and outbound programmes have been established. Some students are also active in international events, and some are conducting teaching practice abroad. BBE, BOAE, and BEE also encourage students' exposure to international connections. Students actively participate

in international short course programmes, Asia Young Scholarship Summit, international conferences, IISMA, and student exchange programmes such as Asia University, Student Mobility to Singapore.

Until now, there have been no international students studying at BBE, BOAE, and BEE. However, UNJ continues to make the study programmes well-known at the international level by actively participating in the international activities listed above. In addition, the study programmes are trying to introduce themselves at the international level through the UMS student mobility programme (forthcoming).[76]

<u>Internationality of faculty</u>

The internationality of the faculty has been determined and implemented by the Faculty of Economics, in line with UNJ's vision of becoming a leading university in the Asian region. Some of the characteristics of internationalisation include the number of lecturers who have international education qualifications. The internationalisation programme has been implemented in all the Tri Dharma activities.

In the field of research and community service, all study programmes are encouraged to conduct international collaborative research and receive community service grants with an international scheme. To increase lecturers' productivity, the results of this international collaborative research must be published in reputable international journals. The faculty also continues to encourage lecturers to continue further studies abroad. Some BBE, BOAE, and BEE lecturers have continued their studies abroad. Study abroad is carried out in various countries such as in the UK (at Birmingham City University), Taiwan (at Southern Taiwan University of Science and Technology), Australia (at University of South Australia), etc. Lecturers also have international experiences by participating in various international programmes such as joint research, international seminars, and international scientific conferences.

<u>Foreign language contents</u>

BBE, BOAE, and BEE use mostly English literature to familiarise students with foreign language contents. This is implemented using materials in the form of English textbooks, journals, and presentation slides. Additionally, the **Bachelor of Business Education** provides English courses and directs students to conduct PKL and thesis defence in English. All study programmes also require students to have a minimum TOEP score of 450 as a graduation requirement.[77]

Appraisal:

The expert panel does not think that international and intercultural contents are an integral part of the curriculum in **all three study programmes** and students are thus not adequately prepared

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[76] In the implementation phase, some students did a exchange for one semester to Universiti Teknologi Mara, Malaysia (UiTM) and also joined a summer course called "The Global Wellness Leadership Week to UiTM".
[77] See chapter 2.

for the challenges in an international working environment. As the university top management has formulated the mission of internationality, it is crucial for the programme management to lead by example in motivating students to embrace this goal. First steps could be to include more English-language and internationally orientated literature in the courses (at least one source even in courses without a direct international context), use data from other countries (include this in the module description), offer support for publications in international or English-language journals, provide information and support for participation in international (including virtual) conferences, webinars etc., offer an international summer school and invite international students (so-called "internationalisation at home strategy"), and support lecturers to attend international summer schools. The expert panel therefore recommends the following **condition**:

> **The study programmes should develop a strategy of internationalisation as a common threat on an operational level in the curriculum.**

The international composition of the student body corresponds to the programme concept. However, the expert panel does not consider the measures taken to promote internationality as goal oriented. The Faculty of Economics has established international classes; however, these classes are exclusively for international students. This prevents the fruitful interaction between Indonesian and international students, which would allow both groups to learn from one another. By keeping the classes separate, opportunities for cultural exchange, diverse perspectives, and collaborative learning are limited. Indonesian students would benefit from the chance to interact with peers from different cultural backgrounds, which is crucial for developing a global outlook and enhancing their understanding of international economic practices. Conversely, international students are deprived of the opportunity to immerse themselves fully in the local academic environment, potentially hindering their ability to understand the economic context and issues unique to Indonesia. To address these issues, the expert panel **recommends** that the Faculty of Economics considers integrating international and local students in a few joint classes or organise international student clubs where exchange and national students can meet.

The expert panel appreciate that the **three study programmes** utilise guest lecturers for occasional lectures and short programmes. Overall, however, the international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) does not promote the acquisition of international competences and skills. As mentioned in the appraisal in chapter 3.3, the panel **recommends** using the strategy to promote fellowship positions and further intensify the involvement of lecturers with international backgrounds.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Nonetheless, an increase in usage of English in class would benefit students. For this, the Faculty of Economics could offer English courses for their lecturers to help increase proficiency and in turn enable the usage of English in the classroom. The expert panel **suggests** developing a clear concept which courses are taught in English and which in Bahasa. This would also increase transparency for exchange students which classes they can take part in.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Business Education (BBE)

The BBE curriculum structure intends to develop the students' soft and multidisciplinary skills through the courses. These courses include Business Negotiation, Business Communication, and Leadership and Organisational Dynamics. Meanwhile, developing multidisciplinary competencies is reflected in Accounting, Big Data and Programming, and Economics. The development of multidisciplinary competencies as reflected in these courses includes:

- **Multidisciplinary Competency in Accounting**: Students are able to prepare financial statements for service, trading, and manufacturing companies to support decision-making.
- **Multidisciplinary Competency in Big Data and Programming**: Students have an understanding of the fundamental principles of Big Data and Programming; they are able to utilize the abundance of information by acquiring, exploring, and creating knowledge, and can demonstrate cognitive and technical skills in developing simple programs by leveraging big data and programming relevant to their field of expertise.
- **Multidisciplinary Competency in Economics**: Students are able to understand the basic concepts and principles of economics, including microeconomics and macroeconomics, and are capable of conducting simple analyses of a country's economic conditions and the factors influencing them.

Group assignments are also implemented so that students continue to improve their communication, coordination, and collaboration skills.

Moreover, BBE organizes non-academic activities to enhance students' multidisciplinary skills through programmes such as KKL (field work lectures), PKL (internship), and PKKMB (introduction to new student campus life). The KKL involves real-life business experiences like visits to companies, banks, and government agencies, helping students understand the working world and apply their academic knowledge. The PKL programme, which can be part of the MBKM initiative or an independent internship, allows students to gain hands-on experience and develop competencies like problem-solving, communication, creativity, and professional ethics. PKKMB introduces new students to campus life, instilling values such as nationalism, integrity, and collaboration, preparing them for their university journey. BBE also requires its students to take part in internships and take a competency test as a graduation requirement to show their competency in the field.

Bachelor of Office Administration Education (BOAE)

BOAE's efforts to produce graduates with multidisciplinary competencies are carried out in several ways. The study programme realises that strengthening soft and hard skills is crucial for students themselves, their place of work, and the wider community. Therefore, BOAE designs a curriculum that integrates elements of soft and hard skills in the lecture process. Several courses that support student soft skills include Religious Education, Pancasila, Citizenship, Public Relations, Public Speaking, and Office Communication, as well as Business and Professional Ethics. Students' soft skills are trained by active interaction with lecturers in the teaching-learning process and consultations during the preparation of the thesis. BOAE also applies strict ethical codes to familiarise them with ethics and good behaviour. Meanwhile, developing multidisciplinary competencies is reflected in Accounting, Big Data and Programming, Economics, Financial Management, Financial Institutions and Banking, Taxation, Digital Marketing, Web Design and Graphic Design. Multidisciplinary competence is also trained in various forms such as individual and group projects. Strengthening students' multidisciplinary competency is also conducted during thesis completion. Students must conduct scientific research that will automatically relate to other disciplines outside of office administration education, such as statistics, psychology, law, information technology, and management. Students' skills are further developed through the mandatory use of relevant software for statistical analysis. In entrepreneurship courses, students acquire various new skills, including interviewing techniques, processing qualitative and quantitative data, and mastering digital business practices through hands-on experience in digital business laboratories.

Bachelor of Economics Education (BEE)

One of the characteristics of the BEE curriculum is that this programme is complemented by compulsory courses on the Faculty and University level, as well as elective courses taken outside the study programme. These courses belong to other disciplines within and outside the Faculty of Economics. They aim to build multidisciplinary knowledge. Therefore, several courses are considered multidisciplinary, such as Introduction to Management, Introduction to Accounting, Religion, Citizenship Education, etc.

Moreover, to cultivate students' leadership skills, BEE actively cooperates with the Student Executive Board (BEM). This programme has special regular discussion sessions to find out the current situation of all students. From these discussions, BEE can determine its role and actions in supporting students' interests and needs.

The nature of multidisciplinary education is also reflected in university policies, particularly regarding the requirements for students to obtain a certain level of credit from non-curricular activities, which will be stated in the Diploma Supplement (SKPI).[78] These policies also aim to facilitate students in enhancing their multidisciplinary perspectives and competencies. Students can take part in many activities involving communication, public speaking, cooperation, and conflict resolution.

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[78] Upon graduation, all students will receive an academic transcript and an SKPI certificate. The rules regarding SKPI are disseminated during the student orientation programme.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel **suggests** to further intensify the integration of soft skills in the study programmes. Examples could be the strengthening of intercultural and conflict handling skills, which are essential in international work environments.

	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)

The University supports the development of employability skills through several programmes. For example, CDC organises various self-development and career mapping workshops, personal branding, and networking seminars. CDC also routinely holds job fairs which bring together UNJ graduates and employers.

To support communication skills at work in the international level, the University supports the improvement of students' skills through other academic activities. The UNJ Language Centre provides courses for various foreign languages including English, German, Mandarin, Arabic, Japanese, and French. UNJ is also working with the Sulaimaniyah Foundation to organise a Turkish language course.

In addition to academic activities, the study programmes require its students to take part in non-academic activities such as Field Work Lectures (KKL). During KKL, students are faced with real-life business practices such as business visits to companies, banks, or government agencies to gain experience. They also include on- the-job training (PKL) in the curriculum. PKL can be conducted either by taking advantage of the MBKM programme or by doing independent internships in companies, banks, government agencies, or other institutions. Through PKL, students are expected to apply the knowledge and skills to a real work environment. This can help students become graduates who are ready to enter the job market. Equally important, the faculty supports the improvement of students' skills through Super Keeper. Super Keeper is a webinar for final year students by inviting experienced practitioners in their fields to share knowledge and experiences on how to prepare themselves to be competitive in the work environment.

Bachelor of Business Education (BBE)

BBE has added courses that can explicitly equip students with practical skills. For example, to improve data processing and analytical skills, students are given courses in Economics and Business Statistics. BBE also provides courses that are expected to equip students to have qualified

communication skills, including through Business Communication and Business Negotiation courses.

Bachelor of Office Administration Education (BOAE)

BOAE has added courses that can explicitly equip students with practical skills. For example, in teaching skills, students are provided with courses e.g., Lesson Planning, Educational Evaluation, Teaching and Learning Strategies, Material Design, Learning Instrument Design, Learning Media Design, as well as conducting a teaching internship for six months at school. To improve students' skills in the field of office administration, some courses are provided e.g., Computer Applications, Digital Office, Database Processing Applications, Graphic Design, Web Design, MICE, Digital Archives, English and Indonesian Correspondence. BOAE also provides courses that are expected to equip students to have qualified communication skills including through office English courses, office communications, public speaking and public relations as well as six-month PKL in related agencies or companies. Skills in data processing and analysis are given to students in the Economics and Business Statistics course.

Bachelor of Economics Education (BEE)

To ensure graduates' ability in obtaining or creating jobs, BEE provides a variety of compulsory and elective courses that equip students with job skills. For instance, Digital Economy, Digital Entrepreneurship, and MSME Economics courses help students become entrepreneurs. Lesson Planning, Learning Evaluation, Teaching and Learning Strategies equip students to teach at tutoring institutions. Internships in the business and industrial world and apprenticeships at schools provide work experience in the industry/business world/schools.

In terms of content, the development of job skills is reflected in the programme objectives, integration of theory and practice, interdisciplinary thinking and MBKM, methods and scientific practice, assessment, and internationality. The faculty also requires students' work skills through the obligation to have a competency certificate prior to their graduation. Thus, job skills are an important part of the overall concept of learning.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses. The expert panel **recommends** providing the students with further opportunities for certifications aligned with the KPIs set by the Ministry of Education and Culture. This could include certifications in Project Management, Business Analytics, or Change Management, among others. Further, the selection of frameworks, methods, etc. used could be discussed with a committee including industry partners and graduates to ensure relevance of material for the employability of students.

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

Recruitment of lecturers follows procedures that are implemented nationally.[79] Based on these regulations, the minimum educational qualification for prospective lecturers is a master's degree in a relevant field and a minimum GPA of 3.00 both from state and private universities, with a minimum of 'good' accreditation. The process of the application goes through the procedure for lecturer needs, conducted by the dean, and submitted to the rector. The rector determines the needs and formations through a leadership meeting. In general, the selection process is conducted through five stages, namely (1) administrative selection; (2) written test; (3) practical test; (4) interview; and (5) announcement of the results.

Table 16: Descriptions of Lecturers of the Study Programmes

Study Programme	Number of Permanent Lecturers	Status of Lecturers		
		Civil servant	Public Service Agency (BLU)	Contract Lecturer
BBE[80]	18	16	-	2
BOAE[81]	27	23	-	4
BEE[82]	21	21	-	-

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[79] The mechanism is regulated through PP No. 11/2017 concerning the Management of Civil Servants, then the derivative is designed by UNJ through Rector Regulation No. 20/2020.
[80] https://fe.unj.ac.id/?page_id=6467
[81] https://fe.unj.ac.id/?page_id=6467
[82] https://fe.unj.ac.id/?page_id=6467

Academic qualification of faculty (Asterisk Criterion)

Table 17: Qualifications of Lecturers of the Study Programmes [83]

Aspects	BBE		BOAE		BEE	
	Quantity (Qty)	%	Qty	%	Qty	%
Professor	2	11	3	11	8	38
Associate Professor	2	11	7	26	1	5
Senior Assistant Professor	3	17	3	11	3	14
Assistant Professor	11	61	14	52	9	43

Lecturers at UNJ are selected through the selection process of civil servants, i.e., the route of Probationary Civil Servants (CPNS) and the Government Employees under Work Agreements (PPPK), which are held by the National Civil Service Agency (BKN), based on the formation approval stipulated by the Ministry of State Apparatus Utilisation and Bureaucratic Reform, by taking into account the budget from the Ministry of Finance in the category of work units of the Ministry of Education, Culture, Research and Technology. The recruitment procedures are conducted by the central committee (BKN). Two acceptance pathways of non-PNS permanent lecturers are also available, through the Public Service Agency (BLU) route[84] and hired/contract lecturer (DPK) lecturers[85]. In addition to having four competencies (pedagogic, personal, social, and professional competencies), a lecturer is responsible for transforming and disseminating knowledge.

- Currently, there are 18 permanent lecturers at BBE (two Professors, two Doctors, and 14 Masters, two of whom are currently studying for their PhD). All permanent lecturers hold Masters or Doctoral degrees in the field of Education or Economics or Management.

- Currently, there are 27 permanent lecturers at BOAE (eight Professors, nine Doctors, ten Masters).

- Currently, there are 21 permanent BEE lecturers (eight Professors, four Doctors and nine Masters, six of whom are pursuing their Doctoral Degree). All permanent lecturers hold at least a Master's or Doctoral degree in the field of Economics Education, Economics, Accounting, or Management Education.

All of these lecturers teach according to their expertise and with the objectives of the study programmes. The average regular working hours in the last academic year were 12-16 ECTS (equivalent to 36 working hours per week). The maximum sub-element of teaching was twelve SKS. To measure the lecturers' performance, a performance assessment is conducted by evaluating

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[83] The qualifications of the lecturers can be accessed at https://fe.unj.ac.id/?page_id=11208.
[84] According to the Rector Regulation No. 6/2016.
[85] According to the Rector Regulation No. 4/2015.

several components related to the Tri Dharma of Higher Education i.e., lecturers' achievement/performance assessments, research and community service activities relevant to the field of the study programmes, publications of scientific works, and citations of lecturers' scientific works. The road map is prepared based on the scientific background of each lecturer and adjusted to the study programme.[86]

Pedagogical/didactical qualification of faculty (Asterisk Criterion)

The pedagogical competence of lecturers is consistent with the Operational Guidelines for Educator Certification for Lecturers, including the Instructional Technique of Basic Skill Improvement Training (PEKERTI), the Applied Approach Programme (AA), and Lecturer Certification. To improve didactic skills, lecturers are invited to take part in Instructional Engineering Training: Applied Approach (Pekerti AA). This training aims to improve the competence and professionalism of lecturers, especially to improve their pedagogic skills. The development of lecturers' quality can be seen from the awards related to the quality of learning.[87]

Table 18: Competency Development of Lecturers of the Study Programmes [88]

Study Programme	Pekerti	AA	Lecturer's Certification
BBE	16	13	8
BOAE	8	-	6
BEE	21	21	20

In addition to the pedagogical competencies, competency certification, recognised both nationally and internationally, is needed.

Practical business experience of faculty

Bachelor of Business Education (BBE)

The development of lecturers' expertise can also be supported through practical experience in industry, society, and the application of integrating theoretical knowledge with practice in the real world of work. Some of their areas of experience include consultants, facilitators, trainers, and reviewers. The lecturers integrate and put theory into practice, produce enrichment of teaching materials, and bring theory closer to real-life conditions.[89]

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[86] https://fe.unj.ac.id/?page_id=11528, last accessed September 2, 2024.

[87] LPPM Award 2021 – 2023: The LPPM is responsible for coordinating, implementing, monitoring, and evaluating research and community service activities. The Faculty of Economics received LPPM award certificates from 2021 to 2023.

[88] A list of FE lecturers and their certification can be found here: https://fe.unj.ac.id/?page_id=15614.
Competency certificates of the BBE's lecturers: https://fe.unj.ac.id/?page_id=11190.
Competency certificates of the BOAE lecturers: https://fe.unj.ac.id/?page_id=11190.
Competency certificates of the BEE's lecturers: https://fe.unj.ac.id/?page_id=11190.

[89] The expert panel was provided with a list of activities conducted by faculty.

Bachelor of Office Administration Education (BOAE)

The expertise of BOAE lecturers can be utilised through activities related to their practice, such as lecturers as practitioners and lecturers who are involved as *Bestari* partners in national and international journals.

Bachelor of Economics Education (BEE)

BEE lecturers are active in various activities outside the campus. The activities are related to the Tri Dharma of Higher Education according to the field of science or being a practitioner in the industrial world.

Internal cooperation (Asterisk Criterion)

Bachelor of Business Education (BBE)

Lecturers actively collaborate in the implementation of the Tri Dharma of Higher Education. In the learning process, collaboration is conducted by forming a teaching team to prepare and determine teaching materials and syllabi. At the beginning of each term, a coordination meeting is held to prepare for the initial process in which each course is plotted for each lecturer. In terms of research activities, lecturers' collaboration is conducted by forming a research team based on their expertise and community service, where several lecturers will form a team to conduct the activities based on the theme of service.

Bachelor of Office Administration Education (BOAE)

Lecturers participate in performing their duties in education, research, and community service. These are conducted in the form of lecturers' collaboration from planning to evaluation. In practice, the study programme holds a coordination meeting at the beginning of the term to improve the quality of coordination and teamwork. For research, the study programme often participates in faculty activities to train and improve the quality of their research through the One Lecture One Scopus programme, which also collaborates with other educational institutions.

Bachelor of Economics Education (BEE)

The road map of the lecturers includes Economic Education, Entrepreneurship Education, Educational Management and Economics, Potential Economic Resources: Economic Aspects of MSMEs, MSME Business Development: Aspects of Training and Creativity, Economic Education, Instrument Development, Cooperative and SME Economic Education.

<u>Student support by the faculty (Asterisk Criterion)</u>

Service orientation to students is conducted through a mentoring process with lecturers. The mentoring process can be carried out either online or offline. Some of the services include:

1. <u>Academic advisor (PA):</u>[90] Each student has an academic advisor assigned for every class. To optimise academic consultation, the study programmes continue to monitor and evaluate academic guidance by providing consultation sheets that must be filled in and signed afterward. Students are guided by PA during their study, especially in preparing study plans, determining courses, and overcoming academic problems. All academic activities must be consulted with the PAs. Students' study progress is recorded in the Course Contract Book and Student's Academic Progress Data.

2. <u>Guidance for PKM and PKL</u>

3. <u>Thesis guidance</u>: It is conducted intensely and flexibly. Students can contact lecturers directly in the lecturer room or online via email, Zoom, or chat. Lecturers use these means to motivate students.

One of the students' obstacles in completing their education at tertiary institutions is related to financing, therefore the faculty and study programmes facilitate students to obtain educational funding in the form of scholarships.

Appraisal:

The structure and number of the faculty correspond to the requirements of the **three study programmes** and ensure that the students reach the intended qualification objectives. The faculty's composition 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 **three study programmes**. UNJ 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 **three study programmes**. UNJ verifies the qualifications of the faculty members by means of an established procedure. UNJ 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. As pointed out in the appraisal in chapter 3.4, the expert panel **recommends** strengthening the English proficiency and intercultural competencies of the lecturers teaching in the study programmes, as it is a core pedagogical skill.

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[90] See section on Feasibility of study workload in chapter 3.2.

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice as some lecturers have experience as auditors and some are business owners.

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 in the beginning of each term. The on-site assessment revealed a consistent and ongoing exchange among the teachers. This interaction is indicative of a collaborative and dynamic educational environment. In addition, courses are conducted cooperatively in team teaching.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The panel gained the impression that students are "fully content" with the support they receive during their interview. They note that faculty members go out of their way to provide help to students who are struggling to finish their studies and successfully motivate them to finish their studies.

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

<u>4.2 Programme management</u>
<u>Programme Director (Asterisk Criterion)</u>

The Faculty of Economics is led by a dean assisted by a vice dean for academics, a vice dean for general affairs and finance, and a vice dean for student affairs, alumni, and cooperation. Each of the three study programmes BBE, BOAE, and BEE is led by a study programme coordinator. In performing their duties, they report directly to the Dean, with their daily operations coordinated by the Vice Dean for Academic Affairs. Additionally, in carrying out their duties, especially administrative services, they are assisted by the administration division, namely general administrative services as well as academic and student administrative services. Support in educational, research, and teaching activities is given by a support unit consisting of ten heads of laboratory and a head of quality assurance unit. The main duties of the Head of the Study Programme include:

- Coordinating the implementation of the study programme's activities,
- Coordinating the availability of facilities and infrastructure for the teaching-learning process at the study programme level,
- Coordinating the study programme's annual activity planning and budgeting,
- Planning course schedules and evaluating learning outcomes,
- Coordinating the implementation of the teaching-learning process,
- Coordinating the implementation of the Tri Dharma of Higher Education,
- Compiling an accountability report on the implementation of tasks to the Dean.

<u>Process organisation and administrative support for students and faculty</u>

In conducting organisational operations, the study programme coordinators are assisted by administrative staff to serve the needs of lecturers and students. Administrative staff's duties include assisting students in completing administrations e.g., preparation of Course Selection Form (KRS), thesis, internships, and correspondence related to study programmes. Those who require assistance in lecture administration can contact administrative staff online or offline. Administrative staff assists lecturers in filling out logbooks and recapitulating lecturers' attendance. In addition, they are in charge of course and room scheduling, as well as employment, and financial services.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

the University as a PTN BLU (public service body), students are not allowed to be involved in the curriculum development.[91]

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

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

4.3 Cooperation and partnerships
Cooperation with HEIs and other academic institutions or networks

The type of the study programmes' cooperation is related to the implementation of the Tri Dharma of Higher Education with various agencies. Through this collaboration, it is hoped that the study programmes can provide a better learning experience, improve the quality of research, and strengthen community services. Cooperation documents between the study programmes and academic institutions and networks can be accessed online.

Table 19:Type of Cooperation

Type of Cooperation	Academic Institutions and Networks	Benefits
Teaching Cooperation	Schools	The availability of Internship and teaching simulation locations for students
	Industries	The availability of teaching internship locations for students
Educational Cooperation	Educational institutions	Student or lecturer exchange, Opportunity to conduct joint research
Community Service Corporation	Educational institutions	The implementation of the Tri Dharma of Higher Education within the community

[91] This comment is based on the status of UNJ during the on-site visitation in June 2025. The change of status to a PTN BH (State university with incorporated legal entity) will be considered during re-accreditation.

Type of Cooperation	Academic Institutions and Networks	Benefits
	Local government	Opportunity to conduct regular and sustainable community services in an area
	Industries	The possibility to conduct periodic and ongoing community services in one institution

To increase the number of scientific publications, the One Lecture One Scopus (OLOS) programme is promoted, which collaborates with three state universities in Indonesia.[92] The results from the OLOS programme can improve the faculty's main performance, especially with regard to research outputs that receive international recognition or are used by industry/society/government. These results can be seen from articles that have been published in international journals.[93]

Cooperation with business enterprises and other organisations

Cooperation is conducted with companies or the business and industrial partners, as a form of realisation of cooperation in the fields of teaching, research, and community service.

Table 20:Cooperation List

Study Programme	Business and Industrial Partner	Cooperation Type	Objective
BBE	Banking	Campus Brand Partnership	Improving the implementation of education, research, and service, such as webinars, internships, and student research programmes
	Investment Company	Education	Collaborating in improving career development through webinars
	Hospitality Management Service Company	Education, research, and the improvement of human resource	Collaborating in guest lectures, seminars, knowledge-sharing, and improving the quality of human resources
	Financial Consultant	Education and research	

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[92] UPI, Yogyakarta State University, and UNNES.
[93] See https://fe.unj.ac.id/jamu2021/?page_id=1813, last accessed July 30, 2024.

Study Programme	Business and Industrial Partner	Cooperation Type	Objective
	Pharmaceutical Industry)	Education and research	Collaborating in guest lectures, seminars, and knowledge-sharing activities
	Banking	Campus Brand Partnership	Improving the implementation of education, research, and service, such as webinars, internships, and student research programmes
BOAE	Investment Company	Practitioner Lecturer	
	Property Management	Internship programmes, public lectures, and industrial visits	
	Manufacturing Industry	Internship programmes, public lectures, industrial visits, and research	
BEE	Property Management	Internship programmes, public lectures, and industrial visits	Improving the implementation of national programmes, especially in the fields of education and research through guest lectures, seminars, knowledge-sharing, and improving the quality of human resources
	Investment Company	Practitioner Lecturers	
	Manufacturing Industry	Internship programmes, public lectures, and industrial visits	

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme 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 **three study programmes**. Nonetheless, the expert panel sees some room for development and **suggests** pursuing cooperations with state entities, university/academic research institutions and private organisations, such as business associations and chambers of commerce, both nationally and internationally.[94] These collaborations can help to elevate international standards within scientific communities. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. While the expert panel appreciates the current business cooperations, they **suggest** seeking additional partnerships with multinational companies. Such partnerships would be beneficial for students, providing them with opportunities to develop their skills in a professional setting. Multinational companies offer a platform for students to learn and grow in an international context, aligning with UNJs strategic goals. Furthermore, the panel **suggests** exploring collaborations with non-governmental organisations (NGOs) and international schools. 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		

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[94] See recommendation for the Bachelor of Economic Education in the appraisal on methods and scientific practice in chapter 3.1.

<u>4.4 Facilities and equipment</u>

<u>Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)[95]</u>

Currently, the Faculty of Economics (FE) of UNJ has lecture halls of good quality which are divided into several buildings:

- **L Building**
  The first floor holds of one Entrepreneurship Lab (Economart) and Student Activity Centre room while one Keyboarding Lab, one Secretary Lab, and one Entrepreneurship Lab can be found on the second floor.

- **M Building**
  The first floor consists of three classrooms, one meeting room, and one lecturer room. Then, the second floor comprises the Dean's and educational staff's rooms as well as one Tax Centre and Capital Market Lab. The third floor consists of three classrooms, one Digital Business Lab, one lecturer room. The fourth floor consists of one classroom, one Language Lab, one Accounting and Taxation Lab, one Computer Lab, and one Micro Teaching Lab.

- **RA Kartini Building**
  The building has ten floors: (1) the fourth floor comprising six classrooms; (2) the seventh floor comprising four classrooms; (3) the eighth floor consisting of one Education Staff's room, two meeting rooms, one Podcast Lab, three Study Programme Coordinators' rooms and one lecturer room; (4) the ninth floor consisting of three classrooms, one MM Secretariat room, one library, and two lecturer rooms. Meanwhile, the tenth floor consists of seven classrooms and one lecturer room.

Overall, FE has 22 rooms with an area of around 19 classrooms for learning activities and three courtrooms where these rooms can be used for other academic activities. The available study rooms are equipped with adequate equipment such as blackboards, screens, televisions, lecturer tables, listening chairs, air conditioning, Wi-Fi, and additional services such as a sound system. FE also offers eleven educational laboratories, including capital market, aptitude test, secretariat, business administration, multimedia, accounting and tax, office management, languages, micro-teaching, podcast, entrepreneurship, and finance learning centre.

Supporting facilities for the teaching-learning process and other activities include a rectorate building, meeting rooms, classrooms, seminar rooms, administrative rooms, lecture halls, laboratories, libraries, student activity rooms, and other health and sports facilities. The infrastructure has also facilitated people with disabilities, e.g., an elevator and special toilets for people with disabilities.[96]

The Faculty also provides online facilities for students and staff. The information system is helpful for lecturers and students, such as a website that aims to provide convenience in academic and non-academic activities. Besides, FE provides information facilities through the SIAKAD.[97] It is

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[95] The expert panel was shown around campus during the on-site visitation and surveyed the facilities and equipment of the study programmes.

[96] See chapter 3.2.

[97] https://siakad.unj.ac.id/, last accessed July 30, 2024.

designed to provide convenience to lecturers, education staff, and students on campus in dealing with online academic administration e.g., PMB, class scheduling, course selection, grade input, guardianship, and management of lecturer and student data. It can also function as a support for data analysis in determining campus decisions, to structure data in academic management as well as speed up and facilitate information delivery.

Additionally, the Lecturer and Educational Staff Attendance System is offered which provides two alternatives, offline (fingerprint) or online. This system is a form of transparency and discipline for human resources. Then, the Student Online Attendance System is carried out through the Google Form of each course. Information on student attendance and absence rates is very useful for policy making, both at the class and faculty levels, and can be used for the benefit of guiding students who experience difficulties in fulfilling their attendance obligations either in face-to-face or online learning.

In addition to the facilities listed above, FE provides the latest virtual technology facilities and infrastructure to support learning. For instance, SIAKAD, LMS called SIBERING, Student Correspondence System (*Sipermawa*), LCD projector and software like licensed Microsoft 365 software are provided.

Access to literature (Asterisk Criterion)

To support learning, FE additionally provides an electronic library[98] that can be accessed by all lecturers and students. Moreover, a faculty library room is provided in the R.A. Kartini building on floor nine. The library is not only a place for students to store and find books, but as a source/place to find information related to the Tri Dharma of Higher Education.

Apart from the offline or physical library in the campus building, students can also access the University library's literature collection online. There are many online services such as checking books, ordering books, accessing offline reading, and accessing EBSCO UNJ (access to journals and e-book subscriptions from UNJ).[99]

This accessibility makes it easier for students to obtain collections of electronic resources in the form of e-books and e-journals from anywhere. Through this website students can also access sources outside UNJ, such as the journal database Scopus, Proquest, JSTOR, Springerlink, EBSHO. The library page is also linked to other sources such as Perpunas (national library) E-resources so that collections and availability become more integrated and collaborative.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the **three programmes**, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access

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[98] http://digilib.fe.unj.ac.id/index.php?select_lang=en_US, last accessed July 30, 2024.

[99] http://lib.unj.ac.id/en/home-1-english/, last accessed July 30, 2024.

to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The teaching rooms and labs are equipped with state-of-the-art technology.[100] For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), UNJ possesses appropriate rooms which possess the specific technical components needed, for example studios to record podcasts.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

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

4.5 Additional services
Career Counselling and placement service

The UNJ Career Centre operates centrally and is dedicated to fostering the professional development of students and alumni by establishing an effective and efficient career management system. Services provided by the UNJ Career Centre include:
- **Career Information**: Regularly updated online via website and social media, covering job vacancies, job fairs, and career tips and strategies.
- **Career Training and Counselling**: Seminars to prepare for the workforce and consultation services.

Beyond university-level services, the Faculty of Economics offers Career Development Laboratory Services through the Career Development Centre (CDC).[101] Services provided by the CDC include:
- **Career Counselling**: Biannual soft skill seminars and career counselling to ready graduates for employment.
- **CEO Invitations**: Annual events with industrial or business CEOs to inspire and foster entrepreneurship among students.
- **Alumni Engagement**: Annual alumni Week, talks, and tracer studies to motivate students with success stories and gather alumni data for faculty use.

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[100] Due to the state-of-the-art technology, the experts remark that the Faculty could consider employing additional IT personnel in the future.

[101] Fakultas Ekonomi – Universitas Negeri Jakarta (unj.ac.id) (last access on July 22, 2024).

- **External Cooperation**: Activities like the Cooperation Agreement Signage Ceremony involving faculty leaders and external representatives.
- **Field Work Courses (KKL)**: Annual offline and online company visits for fifth-semester students.
- **Internship Fair**: For students seeking internship opportunities, featuring presentations from industry representatives (e.g. necessary qualification, salary, etc.).

Alumni Activities

UNJ has a forum that facilitates its alumni to improve the quality of graduates as well as provide networking opportunities for UNJ stakeholders through the UNJ Alumni Association which is supervised by the Vice Rector for Student Affairs. At the faculty level, UNJ's programmes are also supported by IKA activities to increase the quality of graduates through various activities e.g., seminars, training, and networking centres. Alumni also are actively involved in focus-group discussions (FGD) with a number of stakeholders and practitioners to provide feedback on curriculum development.

Appraisal:

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

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	Career counselling and placement service	x				
4.5.2	Alumni Activities			x		

4.6 Financing of the study programme (Asterisk Criterion)

The funding system is based on revenue from two main sources: the (1) State Budget (APBN) and (2) non-State Budget (UNJ) funds.
(1) The **APBN** is a source of financing obtained from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, including the Operational Assistance for State Universities (BOPTN).
(2) **Non-APBN funds** are acquired through Single Tuition Fee (UKT), Institutional Funding Contribution (SPI), profits (dividends) from UNJ-owned business entities, profits from collaborations with companies and/or institutions, grants, and third-party utilisation of UNJ's assets. The expenditures are allocated for personnel expenses, material expenses, and capital expenses.

The Faculty of Economics continuously develops strategies from planning, spending, and managing financial resources to support, maintain, and improve the quality of study programmes' services; meet the operational needs of education, research, and community service as well as investments that are aligned with the vision and mission following the applicable legal basis. FE's financial management procedures are conducted as follows:

a. Planning: Financial planning is intended to support the study programmes' activities. It is actualised in the form of a financial unit budget for each study programme, arranged systematically, and valid for a certain period of time. FE holds an Annual Work Meeting to evaluate the implemented programmes and budgets as well as to plan and approve programme plans for the upcoming year.

b. Implementation and Supervision: The approved programmes are then carried out per the allocated budget. The guidelines for the implementation of the Tri Dharma programmes are based on the Budget Implementation Statement (DIPA) by involving various interested parties and prioritising the principle of value for money: economical, efficient, and effective. This principle demands programme implementations that are frugal, efficient, and effective. Thus, as a public sector entity, it can promote awareness of accountability of public funds in providing services to stakeholders. Supervision is conducted in a series of financial management to ensure that the use of the budget refers to the approved plan. FE also monitors the achievement of the study programmes' performance and measures the realisation of the budget following the objectives of the study programmes. Financial officers must upload an Accountability Report on the UNJ SAKU application.

c. Evaluation: To assess the achievement of the programmes' objectives and the budget utilisation, the financial report on the Planning Information System (SIRENA) is evaluated quarterly. This application records all university and faculty's work programme planning. The budget cycle at Public Service Agency (BLU) UNJ follows the preset schedule in the government budget. Budget requests are made in the middle of the year for the following fiscal year, followed by budget allocations to each faculty and agency at UNJ.

d. Monitoring: To monitor the achievement of the Quality Assurance Unit programme routinely conducts internal audits which are reported periodically through AMI documents. It is hoped that recommendations for improvements on the performance indicators can be obtained. Then, the results of the internal audits will become the basis to continuously improve performance and measurable programme achievements in the financial aspect in the following year.

e. Report and Accountability: Reports in the financial sector include budget realisation at both the faculty and study programme levels, and budget allocations for each operational and non-operational activities to compare the current period's budget absorption with the previous one. The UPPS (Unit pengelola program studi/study programme management unit) finance department uploads SPJ (Surat Pertanggungjawaban/letter of responsibility) documents and activity reports through the SAKU (Sistem Administrasi Keuangan /financial administration system) application while overseeing the attainment and absorption of funds to ensure the alignment with the implementation plans and targets.

There are several scholarships available for students who can meet the requirements. UNJ has a policy to provide funding for students who demonstrate academic potential but face financial

constraints. In this case the University cooperates with various parties to aid in the form of scholarships, exemption from tuition fees, reduction of tuition fees, and allows delays in paying tuition fees in accordance with the rector's regulations. There are several types of scholarships that undergraduate students at UNJ can take advantage of, namely:

1. *Bidikmisi* Disadvantaged Student Prospective Tuition Fee Assistance,
2. Academic Achievement Improvement/Improvement Scholarships,
3. PPA Education Cost Assistance,
4. Higher Education Affirmation Scholarship (ADIK),
5. Scholarship for the Disabled,
6. BAZNAS,
7. LAZNAS,
8. Gudang Garam,
9. Karya Salemba Empat,
10. Bogor City Government,
11. Pancakarsa,
12. Jakarta Scholarship Foundation,
13. Jakarta Excellent Student Card.

The study programmes ensures that recipients of the Bidikmisi government scholarship can complete their studies according to the study period in the agreed contract. This is done to ensure that students complete their studies properly according to their needs. In addition, during the Covid-19 pandemic, students who have contracted Covid-19 could apply for UKT grants from the Ministry of Education and Culture.

Appraisal:

The income related to the **three programmes** ensures that each cohort of students starting within the accreditation period can complete the study programme.

		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

<u>Quality assurance and quality development with respect to content, processes, and outcomes (Asterisk-Criterion)</u>

Based on the National Standards for Higher Education, UNJ implemented an Internal Quality Assurance System (SPMI).[102] Structurally, SPMI is conducted by Quality Assurance (PjM) under LP3M (Educational Development and Quality Assurance Institute). At the faculty level, quality assurance is conducted by the Faculty Quality Assurance Group (GPjM) and at study programme level it is conducted by the Quality Assurance Team (TPjM). PjM is responsible for evaluating the teaching-learning process to ensure that the services are in accordance with the quality standards set by the Ministry and SPMI. PjM aims to monitor, evaluate, and assess conformity or exceedance of standards, by referring to the data from external parties (graduate users, alumni, cooperation partners, etc.). A follow-up from the evaluations can be used for continuous improvements.

To implement the SPMI, UNJ prepares the SPMI documents.[103] The documents consist of policy documents, quality manuals, standards, and SPMI forms. PjM is responsible for monitoring and evaluating 32 SPMI standards consisting of 24 sub-standards including (1) eight learning standards, (2) eight research standards, and (3) eight community service standards. In addition, there are eight non-SN-Dikti derivative standards which cover identity standards (vision, mission, and objectives); governance, leadership, management system, quality assurance, and cooperation standards; student and graduate standards; human resource standards; facility and infrastructure standards; financial standards; as well as occupational health and safety standards.
Quality management is implemented through the plan, do, check, and action stages. In the planning stage, the faculty develops work programmes in an effort to actualise the vision and mission of the faculty and university. Work programmes and performance achievement targets are outlined in the contract between the Dean and the Rector through a system called SIRENA.

At the implementation stage, work programmes are carried out both separately and integrated between the study programmes through various activities, e.g., training, seminars, workshops, research grants, and community services. Furthermore, this implementation is audited periodically by internal auditors assigned by the PjM through AMI.

Moreover, UNJ and its faculties routinely evaluate the compliance of service quality standards. At the faculty level, evaluation of target achievements is reported via SIRENA including 1) graduates, 2) students with 20 credit hours off-campus activities, 3) lecturers with doctoral qualifications and competency certification, 4) the number of publications, research outputs, and teaching practicum (PKM), 5) study programmes with collaborations, 6) application of the CBL and PjBL methods, and 7) internationally accredited study programmes. To assess compliance with learning standards, the faculty periodically conducts student's evaluation of lecturer's performance (EDOM), tracer

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[102] National Standards for Higher Education No. 3/2020, implemented as an Internal Quality Assurance System (SPMI) based on Rector Regulation No. 15/2020 which was updated in Rector Regulation No. 4/2022.
[103] As regulated in Rector Regulation No. 1472/SP/2017, and then reconstructed in Rector Regulation No. 932.b/SP/2018

studies for alumni, stakeholder satisfaction surveys, and FGDs. Monitoring and evaluation of research and community service is conducted by uploading daily notes and progress reports through the Research and Community Service Information System. Moreover, the processes assess the achievement of research and PKM outputs. The outputs add value to society, e.g., through article publications in scientific journals/meetings both nationally and internationally. Based on the results of the evaluation, a Management Review Meeting is then held to decide on the activities for the upcoming period as a follow-up on the gaps in the evaluation process.

Instruments of Quality Assurance

Evaluation by students

Monitoring and evaluation (monev) are a routine activity conducted by the PjM to ensure compliance between the learning activities and the plans, goals, standards, and targets. Monev is conducted three times: at the beginning, mid, and end of the term. It is carried out online and is integrated into the PjM's Google form. To complete this monev, students need to first access the SPM Gform. Then, students fill out the form for feedback to the lecturers. The questions are related to the module handbook, and the distance learning platform. Through this monev, students' perceptions of learning and alternative solutions can be identified.

Furthermore, UNJ provides a learning evaluation instrument, called EDOM. This evaluation is conducted every term as part of the monev activity by PjM. Filling in the EDOM is a requirement for students to access their report cards and select courses for the upcoming term. The lecturers' performance evaluation contains 25-question items related to the mastery of four competencies: pedagogic, professional, personality, and social. The monev results are integrated with SIAKAD. Each lecturer can see the results of the survey through their respective SIAKAD pages, as a means of introspection for their performance improvement. As outlined in chapter 3.2, BEE does evaluate the student workload to ensure the feasibility of student workload. A workload evaluation to validate the distribution of SKS is not included.

Evaluation by faculty

The Faculty evaluates the implementation of academic and non-academic activities through coordination meetings, work meetings, and leadership meetings. Meetings play an important role in identifying problems and obstacles in the implementation of work programmes. Additionally, at this stage, the Faculty conducts the monitoring process by comparing targets with performance achievements. Through these meetings the study programme managers can make internal policies and decisions, follow up on evaluation results, and design activities in an effort to achieve performance targets that have been set through a performance agreement between the Rector and the Dean.

At the beginning of the year, the Dean signs a performance contract with the Rector, consisting of strategic targets to be achieved. Furthermore, the faculty's performance contract will be specified to the individual level in the form of Employee Performance Targets (SKP). UPPS has provided SIRENA for performance evaluations and achievement of the targets. At the individual level, each

lecturer holds a lecturer workload in performing the Tri Dharma of Higher Education of at least twelve credits or no more than 16 credits.

<u>External evaluation by alumni, employers, and third parties</u>
The implementation of the Tri Dharma and faculty governance is generally evaluated through an online survey which is submitted to stakeholders. The data from the satisfaction instrument show that stakeholders perceive the services provided by educational staff, lecturers, and study programmes as good. However, the infrastructure and facilities are considered sufficient as several buildings are still under construction. The University recognises that these results are important for continuous improvements.[104]

To improve the quality of graduates, the study programmes implement a curriculum based on the results of Focus Group Discussions (FGD) involving external parties from the business and industrial world, associations, universities, and government agencies. Practitioner lecturers from various companies are also involved in improving students' competences in the fields. Surveys of employers are carried out periodically to determine the level of satisfaction of graduate users. To get an overview of the results of the learning process, the faculty regularly conducts a tracer study. It monitors and evaluates a) the competitiveness of graduates based on the waiting period to get the first job as well as their success in job applications and their earned incomes; b) the relevance (appropriateness) of graduate education based on job profiles, job relevance to educational background, the benefits of courses at work, and graduates' suggestions for the improvement of graduate competency.

<u>Programme Documentation</u>
<u>Programme description (Asterisk Criterion)</u>

In general, all public information related to the study programmes can be accessed on the faculty's website[105]. This page contains information about faculty's profiles and the study programmes under the auspices, human resources, curriculum, research and services, student affairs, facilities, LMS, GPjM, CDC, work programmes, cooperation, and internationalisation. This site also provides information related to the academic calendar and seminar schedules as well as final project examinations which are updated periodically. Therefore, information related to academic schedules, whether administrative completion, midterm, and final exam/project schedules can be accessed publicly. Documents for students and lecturers e.g., guidelines for final projects, research, and community services can be downloaded and printed.

Internal data, specifically intended for the academic community e.g., documentation of academic management, can be accessed on a website to make it easily accessible and transparent. Students' academic assessments are published via the SIAKAD web page which can be accessed using lecturers' and students' accounts. Digitally stored information in a student's account includes curriculum, class schedules, academic guidelines, student data, study plan cards, study reports,

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[104] See SER, p. 95.
[105] https://fe.unj.ac.id/, last accessed May 8th, 2024.

and academic guidance. Meanwhile, a lecturer's account includes academic guidance, teaching schedules, evaluations, grade input, and teaching lists.

Apart from digitally stored information, the faculty also provides printed documents e.g., academic manuals, final project manuals, and other documents that require physical archiving. These documents are available at the Bureau of Academic and Student Administration as well as at each study programme's office.

<u>Information on Activities during the Academic Year</u>

All UNJ's activities are published and reported on the media provided by the University, Faculties, and each study programme. Information related to activities within the scope of the University, Faculties, and study programmes throughout the academic year can be accessed on the UNJ's official website[106], FE's official website[40], as well as social media and the university's, faculty's, and each study programme's YouTube Channel. [107] Information is always updated daily so that the academic community and the general public can get up-to-date information.

Appraisal:

A quality assurance and development procedure has been established to systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes, and outcomes. This procedure takes into account the evaluation results, the analysis of student workload, success rates, graduate employment, and the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. The assessment of students' actual workload seems to be systematically analysed and evaluated. However, the panel notes that the current metrics used for evaluation (e.g. pages per week, density per page) might not adequately quantify the actual student workload. The panel **recommends** an implementation of a workload evaluation that uses more suitable measures to assess student workload, for example the number of hours students spend attending and preparing for a course each week. This would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course).

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process. The Faculty holds annual meetings in the form of the Civitas Academica dialogue with students to discuss the outcomes of these evaluations and engage them in the development process. During these meetings, the results are communicated, further feedback is gathered, and collaboration with students is established to identify areas for improvement.

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[106] https://www.unj.ac.id, last accessed May 8th, 2024.
[107] University: https://www.youtube.com/@universitasnegerijakarta9683,
Faculty: https://www.youtube.com/@fakultasekonomiunj4142/videos

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 content and curriculum of the **three study programmes** have been suitably documented and published (e.g. course plan). However, all examination regulations must be transparent and accompanied by standardised documentation. Part of this transparency in setting fair conditions in examination is an appropriate selection of fitting formats of competency-based examination. For example, any opportunities to gain <u>bonus points</u> should be clearly outlined. Additionally, it must be explicitly stated which examinations contribute to the final grade. The expert panel recommends the following **condition**:

The study programmes ensure the provision of transparent and standardised documentation of regulations concerning grading and the awarding of points in their courses.

UNJ regularly publishes current news and information – both quantitative and qualitative – about the study programmes. Press relations and network communication are actively maintained. In its annual report the UNJ presents a summary of the activities of the academic year.

		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)				condition	
5.3.2	Information on activities during the academic year			x		

Quality profile

HEI: Universitas Negeri Jakarta

Bachelor programme:

1. Bachelor of Business Education (BBE)
2. Bachelor of Office Administration Education (BOAE)
3. Bachelor of Economics Education (BEE)

		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		BBE, BOAE	BEE		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")		BBE, BOAE	BEE		
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					

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)		x			
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	**Programme management**					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	**Cooperation and partnerships**					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (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**					

		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)			condition		
5.3.2	Information on activities during the academic year			x		